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HYBRID APPROACH IN TEACHING ENGLISH

Abstract

The present article discusses the notion of hybrid approach, its significance and features of its implementation in teaching high school learners and university students. Moreover, some of the most popular hybrid teaching methods and strategies used to optimize learning spaces and the quality of learning are considered in the given article. Besides, some of the problems related to the application of hybrid teaching tools are mentioned in the article. Additionally, the results of two surveys on the topic are discussed in the research paper. As a result, by using the quantitative research method advantages and disadvantages as well as the most efficient English language teaching methods in hybrid approach have been identified.

Keywords: hybrid teaching, learning space, remote teaching, online and offline education, digital literacy, in-class and out-of-class activities.

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АҒЫЛШЫН ТІЛІН ОҚЫТУДАҒЫ ГИБРИДТІК ТӘСІЛ

Аңдатпа

Бұл мақалада гибридтік тәсіл ұғымы, оның жоғары сынып оқушылары мен университет студенттерін оқытуда жүзеге асырылуының маңызы мен ерекшеліктері қарастырылады. Сонымен қатар, бұл мақалада оқу кеңістігі мен оқу сапасын оңтайландыру үшін қолданылатын ең танымал гибридті оқыту әдістері мен стратегиялары қарастырылады. Сонымен қатар, мақалада гибридті оқыту құралдарын қолданумен байланысты кейбір мәселелер туралы айтылады. Осы мақалада зерттеу дизайны сандық зерттеу әдіснамасының талаптарына сәйкес келеді, өйткені ол тақырып бойынша жиналған деректерді талдауға және шетелдік сыныптарда гибридтік тәсілді жүзеге асырудағы сипаттамалардың, ұғымдар мен тенденциялардың нақты көрінісін алуға бағытталған. Зерттеу құжатында осы тақырып бойынша екі сауалнаманың нәтижелері талқыланады. Нәтижесінде сандық зерттеу әдісі арқылы артықшылықтары мен кемшіліктері, сондай-ақ гибридті тәсілмен ағылшын тілін оқытудың ең тиімді әдістері анықталды.

Түйін сөздер: гибридті оқыту, оқу кеңістігі, қашықтықтан оқыту, онлайн және офлайн білім беру, цифрлық сауаттылық, сыныптағы және одан тыс сабақтар.

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ГИБРИДНЫЙ ФОРМАТ В ПРЕПОДАВАНИИ АНГЛИЙСКОГО ЯЗЫКА

Аннотация

В настоящей статье рассматривается понятие гибридного формата обучения, его значение и особенности реализации в обучении старшеклассников и студентов университетов. Более того, в данной статье рассматриваются особенности некоторыхх из наиболее популярных гибридных

методов и стратегий обучения, используемых для оптимизации использования и совмещения оффлайн и онлайн учебного пространства в обеспечении качества преподавания английского языка. Кроме того, в статье упоминаются некоторые проблемы, связанные с применением гибридных средств обучения в контексте казахстан-ского образования. В статье обсуждаются результаты двух соцопросов по исследуемой теме. В результате с помощью метода количественного исследования были выявлены преимущества и недостатки гибридного обучения, а также наиболее эффективные методы преподавания английского языка при данном подходе.

Ключевые слова: гибридное обучение, учебное пространство, дистанционное обучение, онлайн и оффлайн-обучение, цифровая грамотность.

Introduction. Nowadays we are living in a modern society that is undergoing the rapid transition to the digital environment in all life spheres, including education. Every day new media platforms, new digital tools and new learning spaces appear and become more diverse in use. Digital literacy has become more relevant than ever. In particular, language learning requires special care in the choice of teaching strategies and electronic or digital tools in the context of mixed educational environment.

Such a forced transition to distance learning in the context of the coronavirus pandemic has caused an urgent need and the need to restructure the organization and vary the forms and design of the educational process in the higher education system, including in a foreign language teaching class.

Recently hybrid learning has become widespread in foreign language education involving the synthesis of traditional learning and learning using online resources. One of the most important features of hybrid teaching and learning is a gradual integration of online and offline interactive classroom work and independent learning activities performed by the students of English.

This paper will examine the features and peculiarities of hybrid teaching, its advantages and disadvantages in developing students English language skills. The focus will be on the analysis of the differences between traditional and hybrid teaching approaches as well as the theoretical review of the methods and strategies used in hybrid teaching environment as they are described by other methodologists.

Hybridity is not a technical or technological issue. As Stommel (2012) points out: "The word 'hybrid' has deeper resonances, suggesting not only that the place of learning is changing, but that hybrid pedagogy is fundamentally rethinking our concept of place." Though, hybrid learning and teaching tools have already been implemented in FLT classrooms in many countries, still the challenges appear as to the form, type and design of the offline and online classroom activities and the establishment of full-time interaction between the students who are learning in person and those who are joining the class online. Therefore, it becomes necessary to observe the features and characteristics that make traditional and hybrid teaching approaches different from each other. Studying this question will help teachers build more optimized and effective learning space while implementing hybrid teaching methods and strategies. Furthermore, hybrid learning spaces present both opportunities and challenges for designers of learning experiences. Beyond the difficulty of combining multiple modalities to achieve effective synergy, these spaces have a novel quality: activities within them generate data that can be used to monitor individual and social learning processes and perhaps be used to enable a "double loop" learning": awareness and control of the learning process and learning itself (Blashke, 2012). Therefore, the knowledge of upsides and downsides by an English teacher in creating hybrid learning space for high school and university students is crucial. *However, previous studies in the field have failed to give profound answers to the following questions that are considered in the present paper:*

1. How is hybrid teaching different from traditional classroom teaching?

2. What are the advantages and disadvantages of hybrid teaching methods in English language high school and university learners?

3. What methods can be used to develop high school and university students' communicative skills in the context of hybrid education format?

Materials and Methods. In order to answer the stated research questions a few key methods have been used such as a literature search method and a preliminary literature review method. A literature search being very systematic helped us to identify almost 30 articles in English and Russian languages of good contents quality that are closely related to our investigation topic. Additionally, reviewed research papers were published online and offline scientific journals in the 2015-2021 time framework, so that the provided information was current and relevant. The thorough examination of the 30 sources has helped to find proper and comprehensive answers to the first research question about the differences between hybrid teaching

format and traditional learning in English language teaching. One of the limitations of these two methods must be mentioned. Since the research topic is novice and newly-made it has been very challenging to find our articles that a topic–specific and could directly provide informative and compete answers to the highlighted question. In general the topic is still undeveloped and needs more time and resources to be fully researched.

Besides the two above-mentioned methods quantitative research questions determined the usage of the quantitative methods including a data collection method and questionnaire responses survey method. the nature of our three research questions is considered to be descriptive and comparative since the article is aimed at describing the features that differentiate hybrid versus traditional teaching of English Language, identifying the benefits and shortcomings of hybrid teaching and learning format by analyzing questionnaire feedbacks. Furthermore the last question is found to be relationship research questions as it seeks to explore and define the most effective English teaching methods in the context of hybrid format worked out to develop high school and university students' communicative skills.

In the present article its research design meets the demands of quantitative investigation methodology as it aims to analyze the collected the data on the topic and to get a clear picture of characteristics, notions and tendencies in implementing hybrid approach in FLT classes. Therefore research design tends to be more fixed and deductive and it is distinguished as correctional and descriptive one.

In the first questionnaire the number of participants that responded to the questions in the survey amounted to 30 people, 19 of them being female and 11 male, respectively. Among 30 participants there were 9 high school learners graded from 9-11 classes and 21 university students in the 1st and 2nd courses. For both high school learners and university students English language was designed an elective subject that contains course materials targeted at developing their four speech skills, including listening, reading, writing and speaking skills as well as improving their grammar and vocabulary appreciation.

The second questionnaire was designed specifically for teachers of English at high schools and universities with the purpose of obtaining the most trustworthy and objective responses on the issue of the most efficacious teaching methods for developing English students' communicative competences in the context of hybrid learning format. The number of teachers who took part in the questionnaire is equal to 30 participants, 15 of them being school teachers and 15 university teachers, respectively. The age of teachers was grouped as from 25 to 60. The age group of participants was highly scrutinized as one of the goals was to discover if it was challenging for teachers aged over 40 to implement digital and informational technologies in hybrid teaching spaces. Therefore 20 participants were aged from 2-40, while 10 participants were in the 50th. The gender of participants was not taken into consideration as it did not play any role in the research.

It is compulsory to mention that all participants took active part in providing reliable answers on a voluntary basis.

The research instruments applied in the process of writing and investigating the topic have been aligned to the quantitative methodology. The key differences of the hybrid teaching format from the traditional classroom teaching style have been identified with the help of the literature review method that facilitated the research findings after a close reading of the 30 sources. In this research study, hybrid learning is understood as a combination of traditional and e-learning. In fact, it means openness to both old and new formats of learning. In foreign pedagogical studies, the idea of combining traditional learning and e-learning in a normal full-time classroom is denoted by several concepts: blended learning (blended learning), hybrid learning (hybrid learning) or online learning (online learning). The specificities of hybrid classroom that make it stand out of conventional learning are best discovered due to the application of the literature search and literature review methods. These methods also suggest some implications for the teacher and students interaction in the process of hybrid learning space that account for the most productive and practical approaches to lesson planning and inclusiveness of hybrid-teaching and learning models in language education. A questionnaire being an independent and well-structured quantitative method assisted in obtaining valid and reliable data about the advantages and disadvantages of using hybrid teaching methods of English language in high school and university learners. Free-Answer survey or open-ended question research has been conducted to get a substantial feedback on the most effective teaching methods that can be used to develop high school and university students' communicative skills in the hybrid learning format.

There were two types of questionnaires that aimed at getting statistical data on different types of requests created on the Google Workspace platform. The first was created to get the findings about the pros and cons of moving to hybrid teaching style in order to manage mixed types of study and lesson plans better

and more productive. There were 10 multiple choice questions in the questionnaire that targeted at getting pluses and minuses of hybrid approach in teaching English, specifically designed for both high schools learners and university students. The task of the participants was to express their opinions based on their experience by clicking on the proper button. Their range of opinion variants was agree, disagree, neutral or strongly agree or disagree with the statements about some peculiarities of hybrid approach.

The second questionnaire aimed at extracting answers related to the issue of the most effective methods that can be used to develop students' communicative competence in the process of hybrid learning environment. It was designed specifically for teachers of English language at schools and universities with a single open-ended question. All teachers could type their answers in the format of a text. Anonymity of survey participants was strongly preserved.

Reliability statistics

The degree of reliability and consistency of results obtained in the final statistics can be confirmed by the following requirements and conditions of the research conducted:

1. All participants were in equal conditions, since they were asked exactly the same questions and answers.

2. All participants were free to express their opinions based on their own experiences of learning and teaching in a hybrid environment during the survey. In the first questionnaire, participants could choose their answer from 5 possible answers. In the second questionnaire, participants had the right to express their opinions in a written format. Thus, the uniqueness of the responses was preserved.

3. The results of the survey were summed up with the help of special software by the functional statistical system IBM SPSS Statistics. This computer program for statistical data processing is intended for conducting applied research in the social sciences and in deriving objective research data.

Results. In the present part of the research article two tables with two different questionnaires results are given. The results are counted in numbers. The first questionnaire aimed at identifying the pros and cons of implementing hybrid teaching and learning format in FLT classrooms. The results can be seen below in the table 1.

Table 1. Results of the first questionnaire

Responses of participants on the advantages of using hybrid approach in learning English (presented in numbers)					The list of advantageous and disadvantageous features mentioned
Strongly agree	Agree	Neutral	Disagree	Strongly disagree	
10	10	10	–	–	Hybrid learning enables in-person interaction individually.
12	10	8	–	–	Hybrid learning provides vast learning styles.
12	18	–	–	–	This type of learning provides everyone to learn in their comfort zones.
10	5	5	5	5	Flexible study hours for students.
8	18	4			Opportunities for simultaneous communications
	30				In the case of hybrid learning, there is a high possibility to build dual learning competences: English language competences and IT competences
30					Requires innovation like PCs\laptops and web offices, Internet facilities.
25	5				There is the instability of the Internet connection in Kazakhstan. Some Internet platforms are not served domestically at all and therefore there is a need to select resources and sources that students can use freely, without restrictions.

The second questionnaire was devoted to the identification of highly effective teaching methods used by the English teachers in hybrid teaching format. It was an open-ended test with a single question. As the results can be illustrated in the Table 2 below there have been identified not only the most common but also the less common teaching methods applied by teachers:

Table 2. Results of the second questionnaire

Responses of participants (presented in numbers)	The list of most effective English language teaching methods in hybrid approach
Mentioned by 20	*LearningApps* is a service for creating interactive exercises that has a unique feature – it can be integrated into any distance learning system as a SCORM package. Designed to support learning and teaching with small, interactive templates. These templates can be used directly in teaching materials and for self-study. This service allows the teacher to track student progress. Tasks (templates) offered by this service: • Find a pair. • Grouping. • Classification • Chronological ruler. • Simple order. • Text input. • Sorting pictures. • Quiz with the choice of the correct answer. • Fill in the gaps.• Puzzle "Guess", etc.
Mentioned by 15	Socrative and Quizizz web services for interactive lessons
Mentioned by 28	Wordwall and Kahoot gaming language application for learning English vocabulary and grammar
Mentioned by 30	Online lectures on the YouTube portal and TED conferences Viewing such online lectures followed by discussion can be recommended as individual work for motivated children in senior classes as part of a differentiated approach to students in English lessons.
Mentioned by 25	Practical video tutorials from YouTube, British Council website Tasks of this type should be used at the stage of primary presentation of grammatical or lexical material.
Mentioned by 30	Audio podcasts and video podcasts Podcasts are audio blogs or programs posted online in the form releases that can be easily downloaded to an MP3 player and listened to at any convenient time. These are separate files or a regularly updated series of such files, published at one address on the Internet. The teacher can use resources of audio blogs or podcast terminals, and for creating exercises-special tool programs (for example, Hot Potatoes) that allow students to complete tasks in an online format or in a printed version.
Mentioned by 2	Articles, video/audio lectures prepared by the teacher Starting work with a foreign language text, the teacher can write it down using Vocaroo programs and present to students as an exemplary reading. http://vocaroo.com/,

Discussion. Having read all 30 pieces of research papers on the topic we tried to summarize the most common differences between hybrid and traditional methods of teaching English outlined by different European, American and Russian scholars. As the data analysis demonstrates the vast majority of Russian methodologists (Voytovych I.K, 2013, Baklashkina O. N., 2021, Bekisheva N. T., 2020, Ostapenko A.S., 2017, Pusenkova G.A., 2020, Kurkan V.V., 2015, Tynybekova Ch.A., 2021 and others) highlight the following key qualities of hybrid approach that distinguishes it from traditional teaching style:

a) Hybrid learning complements traditional learning and allows a teacher to increase not only the productivity of the educational process, but also its quality. It successfully combines the power of the Internet and traditional learning, opening up new and unexpected ways to meet the educational needs or expectations of learners. For example, in relation to foreign languages, it perfectly solves the problem of the lack of *a native speaker* because the resources of the Internet allow an English teacher to select any necessary material in the studied foreign language, and technology, in addition, makes it accessible to students.

b) Due to the active use of platforms during the pandemic video conferencing not only for business training, but also for training classes in schools and higher education institutions around the world, companies started adding new features such as white board, breakout rooms, the possibility of differentiated screen sharing. For example, most recently in the Google Meet platform (https://meet.google.com/), was integrated interactive whiteboard Jamboard (https://jamboard. google.com/). Prior to this app, a teacher could use other programs such as Skitch (https://evernote.com/intl/ru/products/skitch) and show them to students in screen sharing mode. Now all conference participants get a link to the interactive whiteboard Jamboard, social networking sites (Instagram, Facebook, Duolingo, Quizlet, Pinterest)

c) When designing academic settings and course syllabuses in hybrid format of teaching a number of organizational factors should be taken into account: the readiness of an educational institution to implement blended learning; objectives of the course implementation; the ability of students to work remotely (availability of a computer, high-speed Internet); the number of hours translated online; days and number of hours for conducting classroom activities; selection of educational platforms to be used for online assignments; division of classes into classroom and online (which and where is more effective to conduct).

d) The use of the hybrid form promotes the so-called active pedagogy, as interaction and collaboration are fundamental to making students more active. This is especially true for learning a foreign language in which interaction is both means and object of learning. And the use of technology contributes to this interaction, facilitating contact with various learning participants outside the classroom: teacher support, peer interaction, remote collaboration. Hybrid learning methods allow for better adaptation to the rhythm of each student and their needs.

When it comes to the major features defined by the European and American methodologists, the following could be mentioned as the most vivid ones:

By integrating conventional face-to-face and online learning with in-class activities, a hybrid classroom allows for better flexibility to boost earning English and may develop a greater understanding of the course material by the students. According to Prescott and others, hybrid learning is motivated because a) new classroom facilities and technology can become valuable asset for an English Faculty; b) grabs students' attention and inspires them to be more active in ways that pure on-line courses cannot; c) improves and enhances students' learning and memory skills by implementing new technology and pedagogy.

d) Hybrid learning approaches make up for the imbalances that exist in teaching English as a foreign language. The learners can gain an access to significant resources and materials that integrate educational approaches to language development in English. Additionally, hybrid and blended learning approaches can give excellent opportunities for facilitating interactions between teachers and students and optimizing the ways to identify different types of errors and shortcomings and mistakes, as well as discovering new flawless ways on correcting those mistakes. Communi-cations in English is improved through hybrid learning approaches through heavy use of resources and tools in both traditional and modern ideas of learning and learning English. The use of the Internet and web technologies helps students improve communicative competences such as writing, reading, listening and speaking. In addition, access to multimedia technology makes it possible to revisit workshops and lecturers to improve English learning and refresh memories

As far as the first questionnaire results have demonstrated almost all respondents mentioned that hybrid learning enables in-person interaction individually among the advantages of using hybrid approach in learning English (presented in numbers). This proves that mixed online and offline teaching spaces can not only improve learners' knowledge and competences but also facilitate the application of the individuality approach that leads to the better learning environment in the FLT classrooms.

However, many participants of the first questionnaire have underlined one and the same problem related to the decreased level of technical equipment quality of our classrooms, including the instability of the Internet connection in many regions of our country, as well as the fact that some Internet platforms are not served domestically at all and therefore there is a need to select resources and sources that students can use freely, without restrictions.

Hybrid learning methods allow for better adaptation to the rhythm of each student and his needs. Each student can manage his time as they see fit to perform asynchronous remote actions. Individualization of learning also allows the teacher more regular and accurate monitoring of students' independent work. A very large number of digital tools allow the development of evaluation tools, the results of which can be obtained very easily. These results allow the teacher to quickly understand the problematic aspects and give additional tasks to the student to develop certain skills. The use of interactive and distance tools in hybrid context allows an English teacher to train a large number of students at the same time, but they must always take into account the need for human resources to guide students, to develop and conduct courses.

It is important to note that the hybrid form of teaching foreign languages, subject to good lesson planning design, allows an English teacher to combine the best of its two modes (distance and full–time). Our experience and observations show that with such training, students achieve better results in learning foreign languages.

Conclusion. Thus, teaching resources, used as the main tools for creating an interactive educational environment, are an integral part of parts of hybrid learning allow solving a set of tasks of foreign language education:

➢ increasing motivation by creating situations of success for an individual student;

➢ shifting the focus to productive interaction and cooperation both with peers and with the teacher;

➢ increase in independence and, as a result, an increase in the level of personal and meta-subject universal actions during mastering the subject "English" and the effectiveness of the entire educational process as a whole;

➢ individualization of the educational process.

The use of hybrid learning technologies in FLT classrooms means not only a change of means in the educational process. This also means that we are creating a new type of education in which all participants enter into a new type of interaction. The new type of education is different from what was used before and involves a different way of teaching and learning from the traditional one and requires more self–reflection from teachers of both a relatively new type of learning and a relatively traditional teaching format.

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