Problems and Solutions of the Hybrid Learning: English Teachers' Perspective

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Abstract

Hybrid learning is increasingly being used as an alternative learning method for adult learners. However, hybrid learning still presents several problems for teachers. This study aims to identify the problems encountered by teachers in hybrid learning settings and the solutions that teachers apply to overcome those problems. A case study was employed using a qualitative method by interviewing two teachers who experience teaching business communication class in one of the media companies in Jakarta. The business communication class is conducted in hybrid mode, in which students synchronously join the class both offline and online. The results show that teachers encountered problems comprising six aspects: planning, engagement, interaction/communication, technology, assessment, and language skill teaching. Both teachers can provide solutions, but problems related to student disengagement still could not be resolved. In response to the problems, the teachers are expected to implement collaborative learning and build emotional resilience. Furthermore, it is recommended for the companies to provide adequate training for teachers and structured planning to support the specific demands of hybrid learning teaching.

Keywords: English Learning for Adult, Hybrid Learning, Teachers' Perspective

1. Introduction

English learning for professionals, such as in business communication classes, is often delivered through training or workshops that provide practical English skills for the workplace. The way these classes are taught has changed a lot over time. One of the biggest changes happened during and after the Covid-19 pandemic, when many lessons had to switch to online or hybrid

methods. This shift also brought new challenges and required adaptations in how English is taught to professionals. The learning method that was commonly found during the reform was online learning and when it entered the post-pandemic period hybrid learning began to be used effectively (Sumandiyar et al., 2021). Hybrid learning is generally a combination of two elements of online and offline learning. Khatun et al. (2021) define hybrid learning as a learning method that has a web-based instructional approach that can make students learn online in a virtual space or offline face-to-face. Hybrid learning is characterized by its flexibility. This flexibility supports the statement of learning anywhere and anytime (Khatun et al., 2021; Kamil et al., 2023; Furqobi et al., 2024). Besides its flexibility, hybrid learning is able to support the concept of student-centered learning. This is supported by research from Ilgu (2015, as cited in Khatun et al., 2021) and Jun & Ling (2011, as cited in Khatun et al., 2021) who stated that hybrid learning methods provide opportunities for students to learn according to their own learning pace and are student-centered. From the characteristics that have been put forward, it can be clearly seen the benefits of hybrid learning especially for professionals. Professionals who have very busy and structured working hours have an advantage with this hybrid learning method.

Despite its flexible characteristics and support for student-centered learning, hybrid learning still has some challenges in its method implementation. There has been a range of work investigating the challenges of hybrid learning. The challenges found are usually related to external and internal constraints from the students (Iswati, 2021). A study in English for Specific Purposes (ESP) class conducted by Iswati (2021) revealed that connection problems are something that often occurs in learning. Teachers and students are affected because of this connection problem. Another external constraint can be the distraction from the learner's environment. For learners who are in face-to-face classes, this may not relate because those who are in the classroom will be monitored by the teacher so that there is no distraction. Meanwhile, online classes are easily distracted because of the signal or the environment in which they are located (Iswati, 2021). The internal constraint commonly encountered in hybrid learning is the willingness of the learner. If learners have good learning intentions, they will undoubtedly be able to follow all learning very well.

The challenge in hybrid learning is also found in monitoring students's participation in online sessions. In research conducted by Khatun et al (2021), teachers sometimes find it difficult to maintain students' active participation in online classes. Unfortunately, in her research, it is not known exactly what the real difficulties in controlling student activeness are. This challenge is still too general and does not have a standardized indicator to measure student engagement. The strategies provided were general as well. Thus, the challenges that have been identified do not have specific strategies. In addition, the strategies and challenges identified are only based on theory and have not been tested in the real classroom. Similarly, Ginting (2021) and Radhakrisna (2023) conducted research about hybrid learning problems focusing on student engagement in general English class. Students who do not have or have low motivation in learning, they are not able to receive learning materials properly. Hence, the teachers' task is how to increase and maintain student engagement since it is one of the keys for a classroom to be "alive" and interactive.

Furthermore, Li (2023) presented a study on the evaluation of hybrid learning and teaching practices by academics from a university in Hong Kong. The findings reveal that the participating academics perceived themselves as having an overall high degree of readiness to handle technical issues. They expressed that the students from their hybrid classes had lower levels of interaction, engagement, and motivation than those from traditional face-to-face classes. The participants also reported their challenges regarding hybrid learning and teaching, including heavy workload for lesson preparation and face-to-face and online classroom management, unfamiliarity with

interactive teaching design suitable for hybrid classes, and difficulties in monitoring students' learning process. Related to those findings, there is a necessity for adjusting the existing instruction in response to the implementation of hybrid learning and teaching.

Despite many related studies on the challenges of hybrid learning, there remain gaps in this area. It can be clearly seen that the previous studies mostly focused on the problems in hybrid learning and its factors, student engagement in hybrid learning, and evaluation of hybrid teaching-learning at the university level. However, solutions and best practices reported in the literature or based on teachers' experiences have not been explored to provide a reference for the teachers, such as the types of class activities, assessments, and technological tools that were shown effective in hybrid instruction. For that reason, this research is important to provide insights to teachers regarding the problems and solutions of English classes, especially with hybrid learning methods in real class settings. Therefore, this study aims to reveal the problems teachers face in teaching English for business communication class with hybrid learning methods held by a media company in Jakarta, Indonesia. In addition, another purpose of this study is to reveal the solutions to the problems that teachers have implemented. Based on these objectives, the research questions can be given as follows:

1. What problems do teachers face in hybrid learning for the English business communication classes?
2. What solutions have teachers implemented to overcome these problems in hybrid learning for the English business communication class?

2. Literature Review

2.1 Hybrid Learning

Hybrid learning is a method that combines face-to-face and online instruction through the use of technology, designed to create a classroom atmosphere that accommodates both onsite and remote students (Khatun et al., 2021; Alsowat, 2022). This model emerged strongly during the COVID-19 pandemic and has continued in the post-pandemic era as an innovative response to educational needs (Nashir & Laili, 2021). However, its implementation presents several challenges, including inequality between online and offline students, system complexity, teachers' difficulties in managing hybrid platforms, and ambiguity of instructions due to divided attention (Li et al., 2023; Mayer, 2023; Khatun et al., 2021). To overcome these issues, proposed solutions include assigning teacher assistants to balance interactions, providing teacher training to increase confidence and technical readiness, ensuring clear and structured instructions, and adopting student-centered approaches such as group work and discussions (Li et al., 2023; Ghufron, 2022; Iswati, 2021). Thus, effective hybrid learning requires not only technological readiness but also pedagogical strategies that prioritize engagement and clarity to support both online and offline learners.

2.2 Problems and Solutions of Hybrid Learning

There are many studies discussing the problems of hybrid learning, however only five related theories were adopted. The theories contain some aspects where problems occur in hybrid learning, those are classroom planning, student engagement, interaction or communication, technology use, assessment, and language skills teaching. Beacher et al. (2014) encountered that classroom planning is challenging for the teachers since teachers need adequate considerations in creating lesson materials, activities, and instructions. Teachers sometimes get anxious about whether the instructions given can be clearly understood by students. Then, the problem of student engagement in hybrid learning classrooms remains a common problem. According to Ginting (2021) and Khatun et al. (2021), teachers find it challenging to manage student engagement in

hybrid classrooms because teachers must pay more attention to online classes. An example of this is when teachers have to monitor students who are online to ensure that they understand and remain engaged in the class.

The next problem is related to student interaction or communication during class. Communication in hybrid classes has its own unique characteristics. The uniqueness referred to here is that students will communicate with their peers in both offline and online classes simultaneously. The communication problem raised in this study is the problem of teachers in establishing communication within the classroom itself. According to Sreehari (2012), teacher communication is the key to making the classroom more active. The problem encountered is that teachers have difficulty in establishing communication with students.

Furthermore, the use of technology in hybrid learning raises problems for teachers in its implementation. Internet connectivity problem is a significant disruption in conducting hybrid classes (Sumandiyar et al., 2021). According to Sumandiyar et al. (2021), internet problems can lead to misunderstandings in the delivery of material by teachers. Based on Granić & Marangunić (2019), Technology Acceptance Model (TAM) theory can be considered to prepare the technology for learning in relation to perceived usefulness and perceived ease of use. Perceived usefulness is where technology is used as a tool to help achieve a goal, and perceived ease of use is how easy the technology is to use (Granić & Marangunić, 2019).

Regarding the language teaching process, problems are found in language skills teaching and assessment. In Marlina's study (2018), speaking becomes the most challenging skill to teach because of difficulties in managing role-play in both offline and online modes. The solution proposed is to provide individual or pair practices with various topics so they can speak spontaneously. In addition, the formative and summative assessments also need to be considered although studies related to assessment problems in hybrid learning are still limited.

Dealing with problems that occur in hybrid classes, teachers need to be aware of the teaching strategies. First, teachers are expected to be able to create and provide clear instructions. This is intended to prevent students from becoming confused when completing tasks assigned by the teacher (Iswati, 2021). Second, teachers can use various devices to increase student interest. This is intended to provide students with a variety of device usage options in learning. Third, teachers are expected to continue forming groups for students in online classes. With student involvement in groups, students will become more actively engaged in group discussions and will not feel neglected even though they are in an online class.

3. Research Methods

3.1 Research Design

In order to achieve the objectives, this case study employed a qualitative approach. It aimed to deeply dig teachers' experiences in English teaching, particularly their problems and solutions in the hybrid class.

3.2 Participants

The participants of this study were two teachers of English business communication training program in Growth Path by Kognisi supported by Gramedia Academy. The program is intended for adult learners and held in hybrid mode. Both teachers were purposefully selected because they actively experienced teaching English through hybrid learning at the target institution. The first participant had over five years of experience in the field, while the second had been teaching

English since 2020 and was still actively teaching during the time of the research. Teachers with more than three years of experience were intentionally chosen due to their in-depth teaching background and the assumption that they could offer broader insights into the challenges and possible solutions in hybrid instruction. Although the sample size is small, the aim of this study is not to generalize but to gain in-depth insights into teachers' pedagogical practices.

3.3 Instruments

The instrument used in this study was an in-depth interview. The interview questions covered six aspects, those are Planning, Engagement, Interaction, Technology, Assessment, and Language Skills Teaching (adapted from Beacher et al., 2024; Ginting, 2021; Khatun et al., 2021; Sreehari, 2012; Sumandiyar et al., 2021; Granic & Marangunic, 2019; Brown & Hudson, 1998; Garrison & Ehringhaus, 2007; Marlina, 2018) with total 57 questions. The interview was conducted twice for each participant to confirm and clarify the information gained in the first interview as well as to enrich the data. The interviews were conducted in Indonesian to provide convenience for the interviewees in sharing their experiences and were recorded.

3.4 Data Analysis

The data obtained were processed through several steps. First, the audio recordings were transcribed and translated into English. Then, the translation results were organized using thematic coding methods. The thematic coding used in this study is based on the six aspects including planning, engagement, interaction/communication, technology, assessment, and language skills teaching. All information was put in a table comprising 3 columns; theme or aspect being identified, problem, and solution. The response was identified as a problem if it contains difficulties or challenges that teachers faced in hybrid learning. Meanwhile, a solution was identified when the teacher provides strategies to overcome the problem. To enhance the trustworthiness of the findings, member checking and peer debriefing were conducted. After transcription and analysis, the transcripts and interpretations summary were shared with both participants to confirm and ensure their perspectives were represented faithfully. The data were also reviewed by a peer researcher to minimize bias.

4. Results

The findings are divided into several sub-sections based on the aspects (Planning, Engagement, Interaction/Communication, Technology, Assessment, and Language Skills Teaching) examined in this study.

4.1 Planning

Table 1: Planning

Teacher	Problem	Solution
1	When developing materials for a hybrid classroom, the challenge lies in thoroughly understanding who the audience is and, specifically, who the students are.	The teacher reviews applicant data, conducts admission tests, and then interviews the students. This process allows the teacher to determine the best class placement for each student, whether it's Elementary, Pre-Intermediate, or Intermediate.
	The material: specifically, whether it's understood effectively according to the teacher's expectations.	When an instructor wonders if the material has been well-received, they can look at the results of practice exercises or tests. For example, if the material is understood, roughly 50% to 70% of students in the class

			should be able to comprehend it, complete the given exercises, or perform well on tests. Ultimately, this means the students can apply the lessons taught by the instructor.
		The method of material delivery is appropriate or not.	Learning by doing. The teacher can conduct a trial run first, or a role-play simulation with colleagues or teachers' friends.
			Teachers can discuss with teachers' friends—who knows, there might have been a method that was less effective before and can be used for evaluation.
2		The material can be implemented for both parties—online and offline or not.	Note down what went well and what didn't. That's material for evaluation for the next meeting.
			It's self-reflective. For example, from a discussion activity—if it turns out the online session didn't go well, it's noted. Was the question unclear? A technical issue? Or was the PPT not visible? Well, all of that becomes material for reflection.
		What's planned can't be executed as expected. Even after simulations, because students don't yet know what to do, the implementation doesn't meet the teacher's expectations. Sometimes a teacher thinks method A will work, but it doesn't pan out. The planning can differ from the realization.	If one method fails, evaluate it and try another method in the next meeting. Having a backup plan is important.
		Sometimes teachers forget to adjust instructions for online students.	The teacher should review the instructions again.

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The findings indicate that teachers faced two major challenges in planning English class for adult learners in a hybrid learning environment. The first challenge was related to identifying students' profiles and proficiency levels. To address this, teachers implemented admission tests, conducted interviews, and reviewed registration data to map students' English skills accurately. Based on these results, students were then grouped into levels such as elementary, pre-intermediate, and intermediate to ensure they received materials suited to their abilities. The second challenge concerned instructional aspects, particularly the clarity of materials, the effectiveness of teaching methods, and the delivery of instructions across both online and offline classes. Teachers responded to this by analyzing students' test and exercise results to evaluate comprehension, experimenting with teaching delivery while seeking peer feedback, and conducting reflective teaching practices to refine their approaches. They also prepared alternative strategies whenever planned methods were ineffective, ensuring adaptability to students' needs. In addition, some teachers initially overlooked the need to adapt instructions for online learners; however, this issue was resolved through more careful preparation and refinement of class instructions. Altogether, these findings highlight the importance of proper student placement, continuous evaluation of teaching practices, collaboration with peers, and well-prepared instructions as essential components in supporting effective hybrid learning.

4.2 Engagement

Table 2: Engagement

Teacher	Problem	Solution
1	Only about 70% to 80% of students are active in online classes. The remaining 20% to 30% choose to be passive, keep their cameras off, and don't respond when called upon.	The teacher should still call on the students occasionally, perhaps every ten or fifteen minutes, unless the students have informed the teacher beforehand that the students need to be passive due to a deadline.
		The teacher should make a note that this participant can't be called on right now, and then the teacher should try again after fifteen minutes.
	Students who actually have high motivation but are distracted by work – that's a problem.	The problem can be overcome, for example, by reading the Google Slides when the students have time, or listening to the recordings provided via Google Classroom.
	The challenge is finding topics or materials that are relatable to the students' work.	The teacher is more diligent about reading and researching various sources to find suitable materials for the teachers' class.
		The teacher has to be more careful in choosing topics and activities that can attract the students attention and participation.
	Students get bored more easily in online classes.	The teacher creates more discussions by asking the students' opinions and incorporates classroom activities like role-play. The teacher gives the students opportunities to speak so the students don't get bored.
	The challenge for maintaining students' focus for about two hours is quite significant, especially for Gen Z.	The teacher focuses more on the exercises and class activities for the online group.
	The students are in front of their laptops and easily distracted. Sometimes the students are be on social media, or the students ask to go to the toilet and be gone for a long time.	
2	Perhaps students also want to ask but are confused, or want to confirm a task but other students in their room aren't responsive.	Make sure all students are actually in the group. If students' friends can't, the students need immediate help—either by being moved to another group or by being partnered with a teacher assistant.
	Sometimes in online classes, the students' cameras are off, so the teacher doesn't know if the students are focused or not.	To make sure students are still present and following along, the teacher can ask them to answer questions in the chat or, if the students' cameras are off, the teacher can have the students read aloud using open mics.
	Sometimes, because the online students appear to be just 'quietly there,' more attention goes to the onsite class. However, the online students also need interaction.	The teacher needs to be sensitive and have backup engagement strategies like icebreakers, questions, or discussions.
	There are online students in the group who just stay silent and not contribute with the group.	At the beginning, the teacher makes sure all students can participate. If the students can't be active because of work or meetings, then at least the students are listening.

In terms of students engagement, teachers found several similarities in the problems they faced, such as students being passive during online sessions, difficulties in keeping students focused for the two-hour class, and issues of boredom when activities were too monotonous. To deal with these, teachers tried various solutions like directly calling on students, providing group activities, giving role plays, and allowing students to express their opinions so they could stay involved. At the same time, there were also some problems that appeared more specifically. For example, some students were actually motivated to learn but could not always be active because of their work responsibilities, so teachers gave them the option to read the slides or watch recordings of the class in their free time. In other cases, students became confused in group discussions because some of their peers were passive, which made teachers decide to move inactive students into other groups. Another challenge was that online students often turned off their cameras or remained silent, which caused the teacher to give more attention to onsite participants. To overcome this, teachers emphasized the importance of balancing attention between both groups and used strategies such as icebreakers, checking attendance through chat or direct questions, and preparing backup activities to ensure that both online and onsite students could participate actively in the class.

4.3 Interaction and Communication

Table 3: Interaction/Communication

Teacher	Problem	Solution
1	When a teacher is intimidating and quick to criticize, it can lower student interaction and willingness to participate.	The teachers should not give feedback to just one student, but rather to all students, avoiding singling anyone out.
	What often happens is that the teacher asks questions, but the students don't answer.	If the teacher calls on a student and gets no response, the teacher should move on to other students. Then, about five or ten minutes later, the teacher should try calling on the first student again. If the teacher calls them two or three times with no answer, the teachers assume the students might be dealing with something urgent at that moment.
	Sometimes the problem is due to the internet connection, sometimes the students are simply not ready. Or the answers aren't coherent because of the students' sound delays or choppy audio.	The teacher definitely needs to be more patient waiting for the students' answers. However, if the situation doesn't allow the teacher to wait for ten minutes, the teacher should ask another student to answer or offer the students the alternative of responding via the chat box.
	The unstable connection can cause a communication barrier.	The teacher suggests students be in a place with a good connection before class starts.
2	For students who aren't naturally outgoing, it's not easy. Sometimes student responses are very brief, just enough. For example, if asked, "What's your name?" The answer is, "Imam." That's it. There are no follow-up questions or additional comments. This makes communication feel stiff.	The teacher has to be brave. Because the teachers' position is like that of the host, the teacher must also be bold enough to start a conversation.

For online participants, the problem is communication. For example, in breakout rooms, if there's no one to help monitor and there's a problem, students have to wait. Sometimes, the students even "disappear" from the room due to signal problems or other reasons.	Make sure someone accompanies the students and that communication devices can be used, meaning the students can inform their friends, teacher, or teacher assistant, perhaps in a group chat.
Feeling nervous when trying to build communication is also a problem.	When the teacher feels nervous, the teacher usually takes a breath, counts 1-2-3, smiles, then turns back to the students. That really works for the teacher.
The students also don't know each other. So, starting conversations among the students is also not easy.	The teacher prepares activities that can trigger interaction. For example, group work or pair discussions, with pre-prepared questions.
For online students, if they don't turn on their cameras, the teacher doesn't know if the students present or not. So, it's harder to ensure the students are active.	The teacher sometimes does random call-outs. The teacher just picks a name and asks a question. If the students can't answer, the students can either type their response in the chat (especially if the students are unable to open their mic right away) or speak up directly if the students are able. But if the teacher calls the students' name two or three times and gets no reply or reaction, it's clear the students aren't there.
Some students are also too shy to answer. Some students lack confidence, so their answers are brief.	The teacher helps students by paraphrasing their answers, then asks again.
Sometimes there's a lag when the teacher is talking to students.	Just wait it out. Once the connection improves, then continue the last conversation. Or, continue via chat if possible.

The findings reveal both similarities and differences in the communication challenges experienced by teachers. In both cases, the main issues were related to interaction barriers, such as students not responding when addressed, lacking confidence to speak, or turning off their cameras, which made it difficult for teachers to gauge participation. Technical obstacles like unstable internet connections also disrupted communication and interaction, forcing teachers to adopt practical solutions such as giving additional time for students to answer, randomly calling on them, or using the chat box when the audio or video connection failed. Despite these commonalities, the focus of the problems and solutions showed some differences. In one case, the teacher's concern was the fear of giving feedback that might seem intimidating or overly critical, which could discourage participation, so the solution was to deliver feedback collectively to avoid singling out individuals and to patiently wait for responses. In another case, the concern shifted toward issues of confidence, both from students and teachers, including nervousness in interaction, students disappearing from breakout rooms, or remaining passive due to shyness. To address these, teachers took more proactive measures, such as assigning companions in breakout rooms, initiating conversations themselves, creating group discussions, and giving repeated encouragement to help students build confidence.

4.4 Technology

Table 4: Technology

Teacher	Problem	Solutions
1	The teacher's devices don't connect with the material	The teacher usually asks the teachers' team to help the teacher get the materials onto the teacher's laptop.
	If the students' camera isn't ready, there's an echo, or Zoom isn't connected. That can make the teacher anxious because time gets wasted. The teacher worries that not all the material to be delivered.	That means the solution requires coordination and preparation from all parties—teachers and TAs—but all teams must be ready before class begins.
		The teacher should focus on the students attending in person first, until the online issues are resolved. The teacher doesn't want there to be any pauses in class.
	The issue usually comes up when the teacher can't play an audio file from the textbook.	When an audio file can't be played, the teacher either finds a replacement on YouTube or the teacher should record the teacher's own voice.
2	The teacher is not good with technology.	The teacher usually requests backup and help from the teacher's team.
	The teacher finds good applications, but the application is paid.	The teacher searched for alternatives. For example, if product A is paid, find a similar and free product B.
	The free application has limited features. For example, the student quota is only 5 people, but the teacher needs it for all students.	
	The links can't be opened, or the files are corrupt. Or, when trying to access materials simultaneously, it becomes slow. Those are usually the problems.	If it's a video or audio, the teacher can just play it. That way, the students can watch it together. Alternatively, the material can be sent out beforehand so students can watch it before class.
	The audios from the book don't work well, so the students can't hear the book audios clearly.	The teacher decides to switch to YouTube, which is more common. This way, the teacher can just send the link. If the students have trouble hearing, the students can simply play the audio themselves from the link.
	If the material is a video or audio that you want to play but can't—that's stressful. Especially if the discussion depends on that video.	Shorten the video's duration. Or, provide the script so students can read it during the roleplay.

The findings reveal both similarities and differences in how teachers dealt with technological challenges. The similarities are mostly reflected in the way teachers sought help from colleagues or their team when facing difficulties with devices, as well as in their awareness that limited technology could affect the overall effectiveness of teaching. Both also applied collaborative and practical

strategies, such as offering alternatives to students when technical problems occurred, for example by providing accessible audio materials through YouTube links or recorded files. However, some differences are also evident. In one case, the response focused more on asking the team for assistance whenever device-related issues arose, while in another, the teacher went beyond this by independently looking for alternative materials or applications when problems occurred. Moreover, while one teacher's main concern was limited to device functionality, the other's challenges also involved application restrictions, which required stronger technological skills. This difference can also be seen in the handling of audio problems, where one teacher simply shared YouTube links, while the other combined strategies, such as searching for alternatives online and even recording their own voice to replace unavailable audio. These variations highlight how teachers approached similar challenges with different levels of initiative and adaptability.

4.5 Assessment

Table 5: Assessment

Teacher	Problem	Solution
1	The teacher doesn't have enough time to assess each one in depth, especially if there are many students.	The teacher still reviews the students' assignments. Then, in the next session, the teacher summarizes the findings and explains the summarized result to the students generally, rather than giving personal feedback.
	If the challenges are from the students, for example, not being present during assessments or not submitting assignments.	The teacher asks for the student's reason first. If it's reasonable, the teacher gives the students a chance to do a remedial or resubmit.
2		If the students aren't present during a discussion or group work, the students can be given an individual assignment.
	When a test is given, student' attendance isn't 100%. Not all of the students' scores can be measured.	The teacher needs to prepare several versions of the test that are roughly similar in difficulty. This is so the tests can be used by students who weren't present at the time.

The findings in the assessment aspect reveal both similarities and differences in the challenges faced by teachers. One clear similarity is that teachers often struggle with the limited time available, which makes it difficult to assess students individually. In addition, they share the same concern about ensuring fairness for students who cannot attend exams, leading them to provide alternative forms of assessment. Beyond these common points, differences also emerge in how the problems are framed and addressed. While one teacher places greater emphasis on time constraints as the main barrier, another highlights the issue of irregular student attendance during exams. These differences are also reflected in the solutions offered: one teacher tends to rely on more general solutions that can be carried out in the following meeting, whereas the other develops more structured approaches, such as assigning substitute group tasks or preparing different sets of exam questions for absent students. This contrast illustrates how teachers' priorities shape the way they adapt their assessment strategies.

4.6 Language Skill Teaching

Table 6: Language Skill teaching

Teacher	Problem	Solution
1	The audio is too fast, making it difficult for the students to catch what's being said.	If the audio is too fast, the teacher plays it two or three times.
	Writing takes quite a lot of time, so the teacher can't cover all the material.	If it's not finished in class, the students can continue it at home.
	If the students don't understand how to form grammatically correct sentences, the students sometimes struggle.	The teacher gives a brief explanation, but the teacher advises the students to look for more detailed examples on YouTube or Google.
	There are those students with a high level, and others with a low level.	The teacher provides a vocabulary list and then explains the differences between formal and informal terms.
2	The challenge of selecting the appropriate vocabulary level/range.	The vocabulary range might vary significantly among individual students. So, the teacher probably wants to aim for a middle ground – not too advanced for those students with a lower level, and not too simplistic for those students with a higher one.
	Writing emails would take much time because discussing grammar points would be a lengthy and time-consuming process.	The assignment should be homework, and students send it in through the teacher's email.
	A few students struggled with some restricted vocabulary.	For vocabulary, it seems the students were just given notes from the examples provided, like those in emails. The students could most likely copy and paste from there.

The findings related to teaching writing reveal clear similarities between the two cases. Both teachers acknowledged that writing activities require considerable time, which often results in unfinished assignments during class. To overcome this, they encouraged students to continue their work at home so that learning could progress without being interrupted. Another shared challenge is the varying levels of vocabulary knowledge among students, which can hinder their ability to express ideas in writing. To address this, both teachers provided vocabulary lists with short explanations to support students' understanding. In contrast to these similarities, no significant differences were found in the problems or solutions described, suggesting that the teachers share a relatively consistent approach in handling writing- related issues.

5. Discussion

Based on the findings, teachers faced difficulties in designing materials and formulating appropriate instructions for both online and offline classes. This is consistent with Li et al. (2023), who noted that teachers often struggle to plan hybrid classes and sometimes neglect to provide instructions for one of the learning formats. Similarly, Ghufron (2022) emphasized that clear instructional design is essential in hybrid learning so that students understand the tasks they need to

perform and teachers can manage both modalities effectively. Without this clarity, online students may find it difficult to follow activities, which can lead to disengagement and distraction from external factors such as social media or work responsibilities. This resonates with the findings in the engagement section, although it contrasts with Iswati (2021), who reported that teachers, rather than students, were more easily distracted.

These findings are also comparable to Wahyuni et al. (2022), who found that students in hybrid English classes experience similar difficulties in maintaining focus and participation due to poor instructional clarity and unstable connection quality. However, while Wahyuni et al. (2022) highlighted student-related factors, the present study emphasizes that unclear lesson design from teachers can equally contribute to student disengagement. This implies that teacher preparedness and instructional structure play a crucial role in sustaining engagement in hybrid classrooms.

In line with this, Stefanova (2024) reported that both teachers and students have generally positive attitudes toward hybrid learning, particularly because of its flexibility. Yet, some respondents remained uncertain about its overall effectiveness compared to face-to-face instruction, especially concerning student involvement and assessment. This uncertainty parallels the challenges found in this study, where teachers still struggle to ensure equal participation and comprehension across learning modes. To address this issue, instructions that apply to both online and offline students are necessary, supported by the creation of collaborative classroom activities (Iswati, 2021). For instance, teachers could ask students to read class materials beforehand and prepare role-play activities, such as delivering product presentations or pitching ideas to clients. Such activities not only enhance engagement but also improve student–student interaction, which is crucial in hybrid classes where participants may work in the same company yet not know each other well.

In the interaction and communication aspect, the findings align with the theory used in this study. However, a notable issue was identified regarding teacher anxiety when speaking with students. Based on the findings presented in Table 3, the teacher admitted feeling nervous when interacting with students and delivering material in class. This problem contrasts with Li et al. (2024), who emphasized that teachers should act as facilitators in the classroom and serve as bridges for communication between students and between students and teachers. In this case, teacher anxiety can directly impact student engagement in both online and offline settings. When a teacher appears anxious in front of the class, students may sense that the teacher is more focused on their own anxiety than on the lesson itself. This supports the findings of this study, which show that students sometimes do not respond when called upon or become increasingly passive due to low engagement. This is also in line with Xu et al. (2024), who stated that when teachers are preoccupied with their anxiety, the classroom becomes increasingly passive and the learning environment feels uncomfortable.

Moreover, Stefanova (2024) also highlights that hybrid settings require teachers to balance both instructional and emotional presence. When teachers lack emotional confidence, it negatively affects classroom interaction and student motivation. This suggests that emotional regulation, as proposed by Xu et al. (2024), is essential not only for teacher well-being but also for maintaining active engagement in hybrid learning contexts. As a result, when the learning environment becomes passive and less conducive, students are unlikely to build relationships with one another. This is consistent with the findings of this study, which reveal that although students may work at the same company, they often do not know each other because the teacher, who should act as a facilitator and moderator, fails to perform this role effectively.

Nevertheless, teachers can still try to adjust their communication style and focus on aspects within their control. This recommendation is supported by the theory of Xu et al. (2024), which discusses teacher anxiety and strategies to overcome it. According to Xu et al. (2024), teacher

anxiety can be managed through emotional self-regulation strategies, such as taking deep breaths and mentally preparing before the class begins. These efforts aim to help teachers maintain a professional demeanor, even when experiencing emotional discomfort. This approach is also in line with the solution proposed by the teacher in the study's findings.

In the aspect of technology, both teachers identified several issues that frequently occur during hybrid learning. These include technical disruptions such as echoing sounds on Zoom and malfunctioning instructional materials, such as audio or video files that cannot be played. These findings contrast with the Technology Acceptance Model (TAM) proposed by Granić & Marangunić (2019), which emphasizes the importance of ease of use and the perceived benefits of technology. When such technical issues arise, they disrupt not only the flow of interaction and communication between teachers and students but also negatively impact student engagement.

In terms of interaction and communication, echoing on Zoom significantly interrupts dialogue, as both teachers and students are often forced to pause the session to resolve the distraction. Likewise, when instructional materials cannot be accessed properly, the learning objectives are compromised, making it difficult for teachers to gauge whether students have comprehended the lesson. This situation can also lead to teacher anxiety due to time inefficiencies and the inability to cover the planned material. This aligns with Xu et al. (2024), who explain that teachers experiencing anxiety or stress from technical issues may struggle to maintain class interaction, ultimately creating an uncomfortable learning environment.

Furthermore, these technological constraints can diminish student engagement particularly for online participants. When teachers are preoccupied with technical troubleshooting, they may unintentionally neglect online students, leading to an imbalanced classroom experience. This outcome contradicts Sreehari's (2012) view that teachers must act as facilitators who maintain interaction among all students. When technical difficulties hinder this facilitative role, engagement and inclusivity within the hybrid classroom are reduced. Similar findings were reported by Wahyuni et al. (2022), who found that unstable internet connections and technical disruptions often decreased students' ability to participate actively and express their ideas in hybrid English classes. Likewise, Stefanova (2024) emphasized that technological reliability is one of the key factors influencing teachers' and students' attitudes toward hybrid ESP courses; even when they acknowledge its flexibility, technological issues can still cause hesitation about its overall effectiveness.

Despite these challenges, there are potential solutions that can help mitigate such issues. One effective approach is to conduct pre-class briefings to ensure all systems and materials are functioning properly. As Li et al. (2023) suggest, technical support from teaching assistants (TAs) can help maintain classroom operations and enable smoother two-way communication. Moreover, technology training for teachers prior to the implementation of hybrid learning can enhance their confidence and technical preparedness. This aligns with Granić & Marangunić's (2019) TAM framework, which asserts that positive perceptions of ease and usefulness contribute to better technology adoption in educational settings. This perspective is supported by Muhammadpour & Sabet (2024), who demonstrated that well-structured hybrid interventions—when supported by clear technological guidance—significantly improve students' reading performance and strategic learning behaviors in ESP contexts. Thus, technology not only serves as a tool but also as a facilitator of learning efficiency when effectively managed by teachers.

The next aspect is assessment, in this aspect the notable issue is "Sometimes teachers do not have enough time to assess each student in depth, especially if there are many students." Based on this, teachers cannot assess all of their students. This is in contrast to the teacher's duties, which are

to teach, guide students, and assess student performance in the classroom. This issue can be linked to the lesson planning phase. According to Beacher et al. (2014), thorough class planning is crucial for effective learning, including the allocation of time for assessments. Thus, the teacher has not yet planned to assess the students properly. Furthermore, based on the teacher's statement, the teacher did not take into account the number of participants in the program. This is also contrary to the statement by Beacher et al. (2014) which states the importance of designing learning according to the context and needs of the class, including the number of students. In this case, Beacher suggests that teachers should not be overwhelmed when having to assess students one by one.

Interestingly, Stefanova (2024) also pointed out that both teachers and students often perceive assessment in hybrid ESP classes as the most challenging part of instruction, especially because it is difficult to maintain objectivity and balance between online and face-to-face participants. This aligns with the teacher's statement in this study, who admitted difficulty in evaluating all students fairly within limited time. Meanwhile, Wahyuni et al. (2022) revealed that students themselves felt assessment during hybrid learning was inconsistent, as teachers often relied on attendance and activity rather than competence. These findings suggest that hybrid assessment requires better structure and flexibility to ensure fairness.

Thus, the solution that teachers can adopt is to create a more structured assessment schedule. An example can be taken from the third meeting of the program, where the teacher will start assessing students based on their performance in meetings 1–3. This can make it easier for the teacher to evaluate students one by one. Additionally, teachers can also create group assessments as an alternative to individual assessments, which are time-consuming. This is supported by Iswati's theory (2021), which emphasizes collaborative tasks among students to leverage the efficiency of hybrid classes and enhance engagement within the classroom.

6. Conclusion

English class for adult learners in a hybrid setting remains effective but still requires refinement to maximize its potential. These findings emphasize the need for a flexible and inclusive design that meets both teachers' and students' needs, while also contributing empirical insights for future research and curriculum development. Theoretically, this study contributes to the understanding of adaptive pedagogy in hybrid context and reinforces the relevance of constructivist perspectives in how teachers adjust their teaching practices under changing learning environments. Practically, this study provides valuable insights into identifying problems and anticipating solutions in hybrid English classes for business communication, especially from the teacher's perspective. The findings highlight the common challenges faced during the teaching process, such as time management, technology-related issues, and students' varying levels of engagement, while also offering practical strategies to overcome them. To ensure continuous improvement, it is recommended that institutions implement periodic evaluations, either monthly or every three sessions, so that the teaching and learning process can be reviewed systematically, recurring issues can be identified, and preventive measures can be taken before problems become more serious. Such evaluations not only support the effectiveness of instruction but also help maintain the quality of hybrid learning. Although this study emphasizes teachers' experiences, future research could broaden the scope by incorporating students' perspectives, particularly regarding engagement difficulties when they prioritize work responsibilities over classroom participation. Moreover, future studies may also investigate the role and integration of technology in English for specific purpose classes from both teacher and student viewpoints, thereby providing a more comprehensive understanding of how to enhance the effectiveness of hybrid learning in business communication contexts.

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