"Hybrid Learning" English Virtual Classroom

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Abstract

The objectives of this research are as follows: 1) to study the model of English language learning through a virtual online system, 2) to design English learning through a virtual online system, and 3) to provide guidelines for developing innovative English language learning through a virtual online platform. Documentary research looked at documents about hybrid learning and virtual English classrooms. Qualitative research included in-depth interviews with 16 participants and a focus group with 9 participants. And action research collected data from 50 students who took part in hybrid learning virtual English classrooms to compare activities before and after they were put into place.

The research findings are as follows:

1) The examining the model for virtual English language learning, it was found that effective virtual classrooms involve simultaneous engagement of teachers and students, emphasizing flexibility and content accessibility. The model encourages incorporating engaging instructional media and activities suited for screen-based learning, setting clear objectives for each lesson, and using flexible assessment methods. Additionally, it promotes accessible, participatory learning where students can review recorded lessons, engage in group activities, and interact in simulated virtual scenarios.

2) In designing virtual English language learning, teachers defined clear learning objectives to align lesson plans and activities with desired skills, considering students' backgrounds and needs. Teachers structured the curriculum sequentially from simple to complex, utilizing interactive activities to foster participation. The virtual English classroom design helps students practice skills in settings similar to real-life situations, focusing on engagement and interaction, with various language-learning methods, such as chats, video conferencing, and simulations.

3) The development of innovative virtual English learning: observations of the 50 participants before and after activities showed minimal differences. However, participants

actively engaged in online activities and demonstrated interest in learning. The activities fostered knowledge acquisition, enhancing students' understanding and desire for more similar activities. The curriculum was adjusted based on student feedback and needs to include more engaging activities and create a pressure-free environment for learners.

Keywords: English classroom; Virtual classroom; English and Virtual classroom

Introduction

The advancement of technology today has made the lives of people in different age groups more convenient and faster, including the teaching and learning process that integrates technology to enhance the efficiency of education management at all levels, from early childhood to higher education, to support the transformation of the education system to make learners the center of focus. The instructor's role shifts to that of a guide, and the learners have freedom. Research drives the curriculum, which integrates, emphasizes high-level skills, and is outcome-based. It fosters collaborative learning among students through innovative teaching technologies for 21st-century learning. It adapts to changing environments by learning and developing innovations to prepare students for the future, enhancing the effectiveness of learning management at all levels. It encourages students to seek knowledge and develop thinking processes based on knowledge creation and scientific principles in the form of "modern classrooms" (hybrid learning). (Siriporn Apivongsang, 2006: 2) While some names may have similar or close meanings, such as blended learning, educational institutions in Thailand should have modern classrooms that serve as laboratories for student learning. This is essential for achieving better learning outcomes than in traditional classrooms, fostering collaborative learning, and developing analytical thinking skills (Krasirin Rattanasupha, 2023).

During the COVID-19 pandemic, classroom learning had to be reorganized to lower the risk of infection. This meant that modern classrooms had to be built to fit the needs of new teaching methods. This is in line with the idea that "the teaching and learning model that fosters complete interactive learning, which is crucial for developing analytical thinking processes, communication skills, the use of modern technology, teamwork, collaborative learning, and the creation of new knowledge." These are all essential factors in developing learners into global citizens who can thrive and succeed in the 21st century." (Puchit Satitphong, 2023).

Hybrid learning, or sometimes referred to as blended learning, is a new integrated learning approach. It is a flexible and adaptable learning management system that adjusts according to the changing circumstances of life. It combines synchronous learning (occurring at the same time) and asynchronous learning (occurring at different times), connected through telecommunications networks. This allows for online learning, live video streaming

from classes, or on-site classroom attendance. (Naowanit Songkram and Thanat Somanakup, 2017).

The advantages of designing modern classrooms with hybrid learning

1. The program can meet the needs of learners with different learning styles.

2. Can attract and stimulate learners' interest well.

3. The third goal is to provide opportunities for self-directed learning at one's own convenience in terms of day, time, and place.

4. The goal is to develop teaching staff with diverse capabilities, enabling them to conduct research, provide academic services, and engage in creative work more effectively.

5. Connections and coordination are easily achievable.

6. Responding to the new normal in the constantly changing social and environmental conditions.

For the design of modern classrooms to be suitable for contemporary teaching and learning methods, they should be designed to facilitate collaborative learning through online classrooms, along with tests and assigned tasks. Then, students should review with the instructor one-on-one in the classroom. Since this is a hybrid learning approach, there should be a rotation where one group learns in the classroom while maintaining social distancing, while other groups learn live together through online classrooms at the same time. Additionally, the design should integrate learning activities at the institution with those at home, with instructors providing guidance and feedback in the classroom. After that, students should return to practice at home and then review again in the classroom.

"Modern Classroom" (Hybrid Learning) is a classroom or learning space specifically designed to differ from traditional classrooms, aiming to enhance the teaching and learning experience through innovative educational technologies suitable for 21st-century education and beyond. It meets the needs of designing modern classrooms that utilize hybrid learning. Therefore, it is undeniable that this teaching and learning model will become the new standard for educational institutions at all levels, improving the quality of education, reducing travel time, and protecting the health of students and staff.

Designing with the hybrid learning system is considered a modern teaching innovation in the 21st century. It combines contemporary technology, the advantages of classroom learning, and the benefits of electronic distance education. It emphasizes creating interactions in the classroom and focusing on the learner to enable self-directed learning.

Organizing effective and cohesive teaching activities, both in the classroom and through the internet network, will make learners happy with their studies. Teaching through the hybrid learning system must demonstrate learning outcomes that positively change learners' behavior according to the objectives, such as studying content and preparing

before class and maintaining discipline. Attend class on time. Submit assignments on time; know how to work as a team. Expressing opinions and exchanging knowledge Having increased skills in technology and English language skills, etc.

But for modern teaching management to be widely used in the country, hybrid learning needs to be planned for in many areas, such as management, technology, teaching activities, and most importantly, making sure that both teachers and students know how to use and keep up with the new technologies that are used in borderless education.

Therefore, the adjustments to the teaching and learning process at the Faculty of Education, Mahachulalongkornrajavidyalaya University, should prioritize changes in the learning management process. This will raise awareness among all stakeholders and lead to the "adjustment of learning methods and the transformation of teaching methods" by the faculty, which will ultimately result in the highest effectiveness in improving the quality of learners. The research team is interested in developing the teaching and learning of the Faculty of Education, Mahachulalongkornrajavidyalaya University, using the "New Era Classroom" (Hybrid Learning) model. This model aims to design teaching and learning in the context of adapting to new lifestyles and to develop students' skills to become global citizens who can thrive in the 21st century amidst the waves of change in every dimension and situation.

Research Objectives

1) To study the model of learning English through a virtual online system.

2) To design English language learning through a virtual online system.

3) To serve as a guideline for developing innovations in learning English through a virtual online system.

Literature review

Research on the "HYBRID LEARNING Virtual English Classroom" The researcher has prepared the relevant theoretical concepts, which include

1) Concepts and theories related to the idea of smart classrooms.

The development of people, especially the development of an education system that meets international standards, supports innovation, and increases educational opportunities and new learning methods, is a key objective of the 11th National Economic and Social Development Plan (2012–2016) to prepare Thailand for joining the ASEAN Economic Community. Therefore, in an era where science and technology have become a crucial driving force in enhancing human capabilities and potential development, technology plays a significant role in shaping modern education. The learning methods we are familiar with have transformed the demands for technology from students, the

availability of online content, and initiatives for curriculum reform, such as the Programme for International Student Assessment (PISA) and the Smart Learning framework. These all play important roles in driving the widespread and rapid adoption of modern technology in education, creating exciting and challenging opportunities for both schools and teachers in transforming learning methods both inside and outside the classroom. The term "Smart Classroom" may have several names with similar or closely related meanings depending on the purpose of use, such as Electronic Classroom (e-Classroom), e-Learning Classroom, Virtual Classroom, Collaborative Classroom, Computer Classroom, or IC Room, among others.
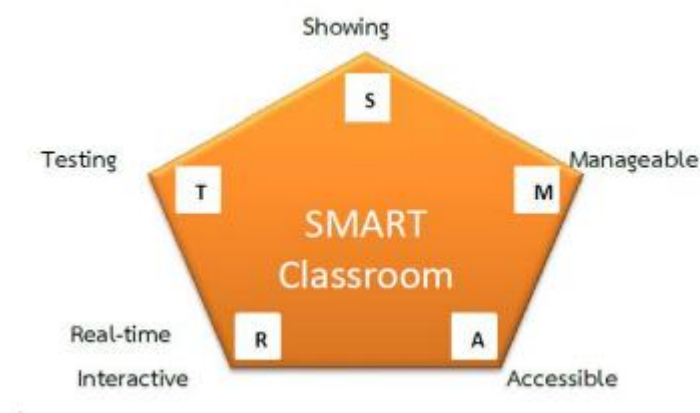

Figure 1: The concept of a smart classroom
Source: Huang et al.: Online

      1. S: The ability to present information through teaching technology media is referred to as a "Cognitive Characteristic."

      2. M: Manageable This dimension encompasses the management of media, equipment, the organization of the teaching system, as well as the resources and environment required for the use of smart classrooms.

      3. A: Accessible This dimension pertains to the accessibility of learning resources through the use of smart classrooms and various existing media.

      4. R: Real-time Teachers use interactive dimensions to create teaching and learning experiences, including interactive computer technology media in smart classrooms.

      5. T: Testing the aspect of assessment, which includes evaluating the quality of learning activities or looking at how people learn with the help of "smart classrooms." The term "smart classroom" has been defined in a number of interesting ways, including O'Driscoll (2009) stated that a smart classroom is an intellectual simulation room that adapts usage patterns to suit circumstances and learning resource sources, leading to

application with learner groups according to specified objectives for both learning and teaching.

Samsung Smart Classroom (2013) Samsung, a giant in the electronics and communication equipment industry in South Korea, has launched the Smart Classroom project, defining its meaning in two aspects:

1. It is an interactive teaching classroom that helps enhance classroom interaction through the use of interactive screen devices for sharing learning experiences, supervising group activities, conducting inquiries, or organizing polls, etc.

2. It is a source of learning management. The aforementioned room will serve as a center for media and equipment supporting the curriculum, learning management, and learning planning, among other things.

Additionally, the meaning of the electronic classroom model (electronic classrooms) or smart classroom, which is significant and related to various names, has also been defined as follows:

1. Presentation A classroom is a room specifically prepared with media for data presentation, which includes personal computers (PCs) for desktop use (laptop connection), VCRs, DVD players, or cameras. It is a room designated for instructors' presentations only and does not have computers for students or general users.

2. Collaborative Classroom is similar to Classroom Type 1, except that the room will have computers for every student to use. There may be different usage conditions, such as having computers in a 1:1 or 4:1 ratio, depending on the room's conditions and size.

3. Laptop and Laptop/Seminar A classroom is a room equipped with complete communication technology and media, similar to types 1 and 2. It has desktop computers for each user or learner, which will be linked to individual user programs for conducting learning activities or seminars.

4. Special Configuration It is a type of special-purpose classroom that has distinct characteristics or specific features for its use. In addition to being fully equipped with communication technology, other supplementary media may also be prepared to maximize the effectiveness of its use.

2) Concepts of English for Communication

Communication is the heart of human existence. No one can live without communication. Every profession requires communication in its operations and business activities. As society constantly changes and develops, social development progresses alongside communication development. Moreover, the communication process fosters closeness and friendship among individuals and society, helping to build mutual understanding among people in society (Vorapan Yaemhongpapha, 2019: 182-200). It helps

preserve cultural traditions, reflects the prosperity and lifestyles of people, maintains a peaceful and harmonious society, and is a crucial factor in the advancement of both individuals and society. Morality, ethics, science, technology, etc., are all aspects that communication influences. It is evident that communication is a tool for improving the quality of human life and advancing various fields. Therefore, the development and promotion of communication are extremely important and necessary, especially in a world of borderless communication (Juthaporn Pharab and Thitinart Kamyod, 2015).

The purpose of sending the message

In communication, the sender may convey messages through verbal language, which includes speaking and writing, or non-verbal language, such as gestures, clothing, and spatial arrangement, etc. Alternatively, both verbal and non-verbal language can be used together. The purposes of conveying messages are as follows:

1) To inform or to tell: This is a message where the sender must narrate stories or inform about various events that have occurred to them or in society for the receiver to know.

2) Teaching or education (to teach or to educate) is the transmission of information to enable the recipient to gain knowledge and understanding and to be able to apply that knowledge beneficially. The recipient is capable of analyzing, synthesizing, and evaluating various things.

3) To propose or to persuade: This is a type of communication aimed at changing the recipient's feelings, thoughts, attitudes, or behavior, which often benefits the sender.

4) To please or to entertain: a message delivery that focuses on making the recipient feel satisfied and entertained, providing enjoyment as a way to relax and relieve stress from studying or working.

5) To inquire or to ask for help is a form of communication with a clear purpose of seeking information and assistance and also asking for the recipient's opinion.

The purpose of receiving the message

As for receiving the message, the recipient may receive it through media or physical senses. The purposes of receiving the message can be categorized as follows.

1) To know arises from the recipient's desire to learn about various stories and events happening in society, which is a response to their own curiosity.

2) To learn or to understand arises from the recipient's desire to gain knowledge and understanding in various academic subjects, to enhance their own abilities to become proficient, and to be able to analyze, synthesize, or evaluate that knowledge for practical application.

3) The decision-making process begins with the perception of relevant information. The information received must be sufficient to change thoughts, attitudes, and behaviors for decision-making (Juirat Laksanasi, 2005).

4) For satisfaction or enjoyment, it arises from the recipient's need to relieve stress from daily life.

Once the purpose of sending and receiving messages is understood, as the sender, it is essential to clearly understand the purpose of communication to prepare oneself well. As the receiver, if there is a serious intention to receive the message and an effort to understand it, the message can be interpreted closely and accurately to what the sender intended, which increases the likelihood of successful communication.

Therefore, it is evident that communication greatly benefits both individuals and society. The benefit in terms of individuals is that it allows us to understand the feelings, thoughts, and needs of others and to receive information from various sources that is useful for daily life. The benefit in terms of society is that communication enables societal progress, as it allows humans to pass down and develop their own cultures, understand other societies' traditions, and apply and transmit their cultures to future generations endlessly. Without communication, human society could not have survived to the present day and might have faced extinction of both species and civilization (Oraya Bamrung, 2015).

Research methodology

In this study, the researcher scrutinized pertinent documents and research works to gather data that aligned with the research objectives. The researcher has decided to use a mixed-methods research approach, with the following research details:

This research is a mixed-methods study that combines documentary research, qualitative research, and action research. It is a process aimed at developing the design of English language learning through virtual online systems and the approach to developing innovations in English language learning through virtual online systems. The steps of the process are as follows:

1. Documentary research looks at books, papers, and other written materials to study and collect data about the model of learning English through virtual online systems. This involves 1) examining data from English books, theses, and research reports. Articles and journals related to the model of learning English through virtual online systems 2) Study, analyze, and compile knowledge on the model of learning English through virtual online systems. The study encompasses the development of English speaking, writing, reading, and listening skills, as well as the process of enhancing English communication skills. 3) Synthesize knowledge about the methods of learning English through virtual online

systems and create a guideline manual for developing innovations in learning English through virtual online systems.

2. Qualitative Research Bring together information from interviews and focus groups with qualitative informants, then analyze and put it all together to show how to come up with new ways for people to learn English through virtual online systems. This includes 1) Interview experts in virtual smart classrooms. The experts in question are those who specialize in instructional design, learning skills and innovation, as well as information and communication technology. The sample group consists of 1) 4 experts in virtual smart classrooms. 2) Four experts in instructional design 3) Experts in learning skills and innovation, 4 people 4) Experts in information and communication technology, 4 people in total, making 16 people, are to be involved in designing English language learning through a virtual online system and group discussions with experts in smart classrooms, instructors, and scholars in English language teaching, 9 individuals, to evaluate and certify the English language learning system through a virtual online platform.

3. Action research: 1) Creating knowledge bases and creative media about how to create guidelines for the development of new ways to learn English through virtual online systems is part of the process of making a guide for the development of new ways to learn English through virtual online systems. 2) Announce the recruitment of 50 lower secondary school students who will participate in training to develop guidelines for innovative English language learning through virtual online systems. 3) Provide teaching to middle school students, who represent all students, about the development of guidelines for innovating English language learning through virtual online systems. 4) Promote and develop activities to enhance the guidelines for developing English learning innovations through virtual online systems from school administrators. 5) Strengthening the network is crucial for developing guidelines for English language learning innovations through virtual online systems. 6) Look at the knowledge, processes, and results of the process of creating knowledge sets, measures, and processes for making guidelines for creating new ways to learn English through virtual online systems.

4. Reflection and feedback encompass a process, an outcome, and an impact. This process encompasses the identification of problems, obstacles, and successes through group discussions. Collaborative learning exchanges, in-depth interviews, and behavioral observations were conducted, as well as the use of questionnaires to gauge opinions on participation in the activities. The researcher collected data from these reflections to analyze the content related to hybrid learning in virtual English classrooms. After participating in activities and completing data collection, the researcher presents the results in various forms, such as describing data, diagrams, tables, and mind maps.

Research findings

1) The study of English learning models through virtual online systems

Findings from research show that a method for teachers and students working together to learn in a virtual space encourages active participation at the same time, while also considering accessibility and flexibility. Additionally, it enhances teaching and learning with captivating media, emphasizing the use of activities and tools that address screen-based learning. We must set clear goals for each lesson, focusing on flexible assessment to promote participatory and easily accessible learning. Students can review content through lesson recordings, group activities, and discussions via simulated scenarios.

2) The design of English language learning through a virtual online system

The research findings showed that teachers set clear learning objectives, which helped them plan lessons and activities that aligned with the skills they needed to develop. They considered the learners' backgrounds and needs and enhanced the learning structure by organizing it from simple to complex. They used interactive activities to encourage student participation and created virtual online English classrooms to provide learners with practice in an environment closer to real life. The focus was on engagement and interaction, employing various methods for learning English, such as chat, video conferencing, and simulations.

3) Guidelines for Developing Innovations in English Language Learning through Virtual Online Systems

The research findings indicate that the 50 participants in the activity showed no significant differences in their observations before and after the event. The outcome of the activity saw online participation, with attendees attentively listening to the skills related to the event. Participants gained knowledge, leading to a better understanding and a desire for more activities to be organized. The event included additional activities that stimulated the learners' interest and created a non-pressuring environment by adjusting the curriculum according to the learners' suggestions and needs.

Discussion of research results

1. The study on the model of learning English through virtual online systems found that 1) when planning how to teach English, both students and teachers should be involved at the same time to make sure that the lessons are flexible and that everyone can access the material, and that the materials are fun to learn. 2) Currently, teaching English through virtual online systems involves setting clear objectives for each lesson and emphasizing flexible assessment and adapting teaching to meet the needs and strengths of each learner. 3) The approach to teaching English online virtually should focus on utilizing technology to make learning more convenient and flexible, with instructors using digital platforms and

tools to enhance engagement and accessibility in learning. In line with Nattanee Rithirattana's (2015) research, which looked into the problems and challenges of learning English as well as the ways that students in fields that would be affected by the opening of the ASEAN Economic Community in 2015 could improve their own English-speaking skills. The sample group consisted of 50 third-year students from the Faculty of Medicine, Dentistry, Nursing, Engineering, and Accounting at Prince of Songkla University, Hat Yai Campus. The tools used included questionnaires, English-speaking ability scores, and interviews. The study found that the problems and obstacles affecting the development of English-speaking skills included students' anxiety and fear when speaking English, vocabulary issues, lack of practice with teachers and others, dislike of courses focusing on English speaking skills, and students always thinking in Thai before speaking English. The methods of developing English speaking skills that students used the most included watching movies and listening to English songs.

2. The design of English language learning through a virtual online system involves both the planning of the system's design and the process of creating it. The researcher presents a discussion on each of the following topics.

1) The planning of English language learning design through a virtual online system reveals that 1) teaching and learning will focus on setting clear learning goals, which helps in planning lessons and activities that align with the skills to be developed. Using conversation methods or interactive exercises when emphasizing communication skills makes learners feel less fatigued and allows them to learn at their convenience. 2) Designing virtual online English learning should start with setting clear learning goals for developing listening, speaking, reading, or writing skills, considering the learners' backgrounds and needs, and increasing the learning structure from easy to difficult. 3) Creating activities in virtual online English classrooms helps learners practice skills in an environment that closely resembles real life, emphasizing participation and interaction. Various methods for learning English are practiced, such as using chat, video conferencing, or different simulation scenarios.

In line with the research of Patcharaporn Rattanaworapas (2012), which studied the conditions and problems of teaching management in the course ENG321 English for Mass Communication, Business English Program, Faculty of Arts, this research aimed to: 1) study the conditions and problems of teaching management in the course English for Mass Communication in terms of teaching techniques, the personality of the instructor, teaching media, and assessment and evaluation; 2) develop teaching management methods to enhance students' academic performance. The research used a sample of 50 students from the Business English Program, employing a questionnaire on the conditions and problems of teaching management in four areas: teaching and teaching techniques, the personality

of the instructor, teaching media, and assessment and evaluation. The statistics used included mean, percentage, and standard deviation. The research showed that 1) there weren't many problems with the overall conditions and management of teaching in the English for Mass Communication course. These problems were found in all four areas: teaching and teaching techniques, the personality of the instructor, teaching media, and assessment and evaluation. 2) When students were asked about the personality of the instructor, they gave the average score of 1.96, which is low, for the instructor's ability to control their emotions while teaching. Some students suggested that they would like the instructor to be more approachable.

2) The steps for planning and designing English language learning through a virtual online system show that the steps for planning and designing English language learning through a virtual online system start with research and looking for model universities to get ideas for new activities and innovations. The process of teaching English through virtual media involves interviewing, analyzing, and synthesizing knowledge. There are training activities and skill development for communication, as well as activities to encourage student participation, which focus on practicing English in real-life contexts through various teaching and training methods, such as data processing, self-development, and social interaction.

This study followed the lead of Methavee Tanwatthanapong and Wisarut Jangsirikul (2014), who looked at how scared nursing students at Rajathanee University were when they talked to people in English. Its goal was to do the same thing with 158 first-year nursing students at Rajathanee University who took English 1 in the first semester and English 2 in the second semester of the 2013 academic year. The research instrument used was a questionnaire. The research findings revealed that the most significant cause of fear in English conversation was the lack of vocabulary, leading to difficulties in constructing sentences to convey their intended message (79.75%). The activity that could most improve English conversation skills was regular and continuous conversations with foreigners (67.09%). The teaching method that could most enhance English conversation was listening and comprehending sample English conversations (79.75%).

3. Guidelines for Developing English Learning Innovations through Virtual Online Systems include instructions on how to present the format and schedule of activities for developing English learning innovations through virtual online systems as well as how to take lessons learned from these activities. The guidelines include the following information:

1) The guidelines for presenting the format and schedule of the English language learning innovation development activities through a virtual online system revealed that on the first day of the event, many participants joined the online activities. On the second day, some participants took breaks to attend to personal matters. On the third day,

participants attentively listened to the skills related to the activities. The knowledge the participants gained led to a better understanding and a desire to organize more activities. This is consistent with the research by Teeraporn Plailak (2011), who studied the factors affecting the English-speaking ability of second-year students majoring in English at the Faculty of Education, Rajabhat University in the Bangkok area. The research findings indicated that 1) most students had a moderate level of English-speaking ability, with only a small number having a high level of English-speaking ability, while 8.07% had a low level of English-speaking ability. 2) The things that affected English speaking ability were learner-related things like how they learn and use language, and basic information things like their academic performance level. At the 0.05 level, these things had a big effect on English speaking ability.

2) The lessons learned from the creation of new ways to learn English online show that 1) the planning and design of virtual online English courses should have clear and flexible goals so that students can practice their skills in a real-life setting; 2) the design of virtual online English courses should have a clear and flexible structure and set learning levels based on the students' abilities; and 3) the design of virtual online English courses should have a clear structure by setting learning goals and planning lessons to match the students' levels of ability.

The study by Thanawat Arunsuksawang (2014) looked at what factors affect sixth-year high school students in the Bangkok Metropolitan Region, Zone 2's ability to use English according to 21st-century learning skills as they prepare to join the ASEAN community. The results showed that 1) the level of ability to use English according to 21st-century learning skills is moderate. 2) Factors affecting the ability to use English according to 21st-century learning skills include learner support, teacher support, family support, and school support, which are significantly correlated with the ability to use English according to 21st-century learning skills at the .01 level. To find out if learner factors, family factors, and school factors all have an effect on the ability to use English at the.001 significance level, stepwise multiple regression analysis was used. The prediction equation in raw score form is as follows: Ability to use English = 228 + 572 (learner factors, X1) + 323 (family factors, X3) + 122 (school factors, X4). 4) Guidelines for developing English language teaching include: 1) Encouraging learners to recognize the importance of English, 2) Providing training and knowledge to teachers, 3) Integrating English into other subjects, and 4) Parents should provide more time and support for their children's English learning.

Summary of knowledge

The knowledge gained from the research on HYBRID LEARNING in the virtual English classroom is detailed in the diagram as follows.
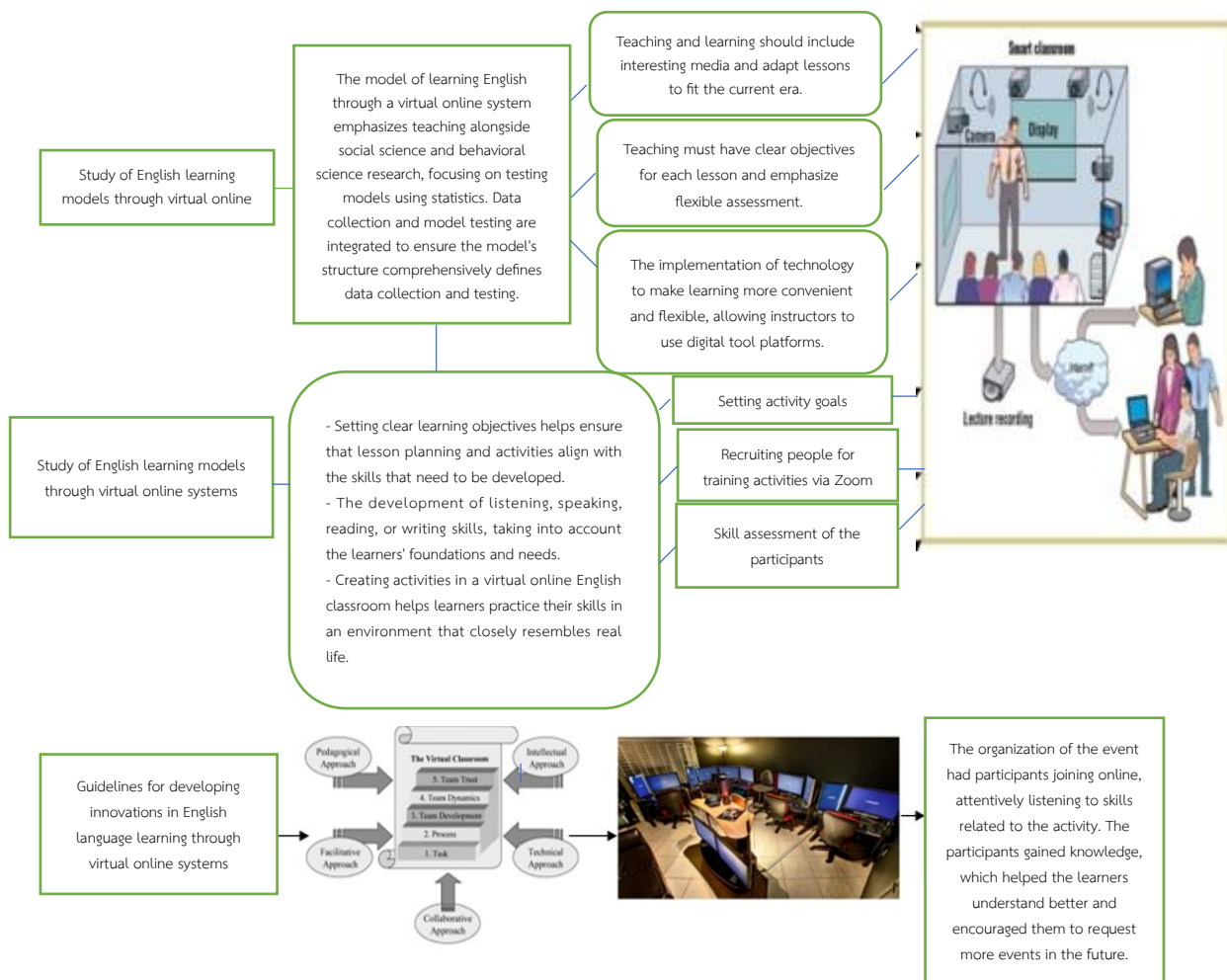
Figure 2: Knowledge from the research

Suggestion

The research on the "HYBRID LEARNING Virtual English Classroom" The researcher has provided detailed recommendations that are beneficial for the study.

1) Suggestions for practical application Knowledge frameworks and interested agencies, such as relevant organizations and those who run Tawarawadi activities, have been provided by people who are experts in virtual smart classrooms, instructional design, learning skills and innovation, and information and communication technology. You can further study the acquired knowledge to lay the groundwork for hybrid learning in virtual English classrooms. General learners can use the Hybrid Learning knowledge in their studies by disseminating it through various media, audio clips, websites, and teaching manuals on Hybrid Learning in virtual English classrooms. We can share this knowledge and use it as a guideline for studying hybrid learning in virtual English classrooms. Lessons learned can be transformed into activities related to hybrid learning in virtual English classrooms, providing the general public with the opportunity to study English from a

broader perspective and introducing a new format of hybrid learning in virtual English classrooms.

2) Suggestions for future research 1) The participants in this study were 50 learners who underwent the Hybrid Learning program in a virtual English classroom. This program aimed to provide knowledge about hybrid learning in a virtual English classroom through an online platform, allowing them to study useful information. Therefore, in future studies, it would be beneficial to include groups of learners from different activities. Since this study focused on hybrid learning in a virtual English classroom with learners, it is recommended to explore other forms and methods of hybrid learning in a virtual English classroom. Given that the participants in the Hybrid Learning program had similar outcomes and positive attitudes, further research on different approaches to Hybrid Learning in a virtual English classroom should be conducted to continue promoting English language teaching in a virtual English classroom.

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