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The current problems and solutions of applying multimedia technology in adult students' Business English teaching

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The Current Problems and Solutions of Applying Multimedia Technology in Adult Students' Business English Teaching

Abstract

*Der Einsatz von Multimedia im Alltag und im Berufsleben ist bei Erwachsenen mittlerweile sehr beliebt. Es ist daher nicht verwunderlich, dass die Technologie auch zunehmend im Sprachunterricht eingesetzt wird. Welche Rolle spielt der*die Lehrer*in beim hybriden Lernen? Erleichtern oder erschweren die technologischen Verbesserungen im Bildungswesen das Leben der Lernenden? Werden Bildungsmedien in der Erwachsenenbildung umfassend genutzt? Anstelle von Stift und Papier verwenden die Lernenden heute verschiedene Software und Tools, um Präsentationen und Projekte zu erstellen. Die neuen Methoden tragen dazu bei, das Forschungsinteresse zu steigern. Dieser Artikel konzentriert sich auf die Notwendigkeit digitaler Technologien in der Bildung und erörtert ihre wichtigsten Anwendungen und die damit verbundenen Herausforderungen im Bildungsbereich. Die Frage, ob dies der richtige Weg für den Unterrichtsprozess ist, muss beantwortet werden. Daher habe ich eine Gruppe von mehr als 200 erwachsenen Studierenden des Wirtschaftsenglisch auf B1/B2-Niveau zu diesem Thema befragt. Die Umfrage bezog sich auf Probleme im Fernunterricht, Schwierigkeiten bei der Verwendung von Multimedia-Werkzeugen, Hauptanwendungen und Herausforderungen in diesem Bereich. Außerdem habe ich eine Fragebogenerhebung und Interviews mit Dozierenden durchgeführt, um ihre Einstellung zu Multimedia, die Häufigkeit des Einsatzes von Multimedia und ihren Bedarf an Fortbildung in diesem Bereich zu ermitteln. Der Beitrag präsentiert die Ergebnisse und diskutiert mögliche Konsequenzen.*

1. Introduction

In today's world, we are surrounded by multimedia in almost every aspect of our lives, from work to leisure. It is no surprise then that technology is becoming increasingly prominent in how we teach languages. But with this shift, it is crucial to ask: what exactly is the role of teachers in this hybrid learning environment? And perhaps more importantly, do all these technological advancements make learning easier for students, or do they add new challenges? We no longer rely solely on pen and paper; we are exploring new digital improvements in education. In this discussion, we will dive into the complexities of teaching languages with technology, exploring how educators are adapting and how students are faring in this brave new world of learning. Instead of using pen and paper, students now use various software and tools to create presentations and projects. Compared to a

stack of notebooks, an iPad is relatively lightweight and, unlike a heavy book, surfing an e-book is easier. The new methods help to increase research interest. Educational media are composed of a wide range of multimedia resources, including audiovisual materials, interactive stimulations, digital games, and online learning platforms, designed to facilitate meaningful learning experiences for adult learners. The effective application of multimedia technology presents its own set of challenges. This research study aims to explore the current problems encountered in implementing multimedia technology in adult student teaching and propose solutions to address these challenges.

In recent years, the integration of multimedia technology in adult English teaching has gained considerable attention as a means to enhance learning experiences and outcomes. Educators are increasingly exploring innovative ways to engage adult learners and address their diverse learning needs. Multimedia technology offers an approach to teaching language that considers various aspects and methods, involving a wide range of interactive tools, audiovisual materials, and digital platforms designed to facilitate language acquisition and proficiency development. The significance of this topic lies in its potential to change traditional teaching methodologies, offering dynamic and interactive learning experiences that cater to the diverse needs and preferences of adult learners. With the use of multimedia technology, educators can create immersive and engaging learning environments that promote active participation, collaboration, and language fluency. Furthermore, the integration of multimedia resources enables educators to adapt instruction to individual learning styles, improving access and ensuring everyone feels welcome and involved in adult English teaching (Mayer, 2002).

The following theoretical foundations provide a conceptual framework for understanding how multimedia technology can enhance language acquisition for adult learners. Some key theoretical perspectives include Constructivism – constructivist theory posits that learners actively construct knowledge through meaningful interactions with their environment. In the context of multimedia technology, constructivist principles emphasize the importance of hands-on experience that engages learners in authentic tasks and real-world contexts. So-called blended learning presents the use of a variety of instructional modalities, including face-to-face education, online courses, and multimedia resources (Mayer, 2009). Multimedia technology can facilitate constructivist learning by providing interactive simulations, authentic materials, and opportunities for collaborative problem-solving, which promote active engagement and a deeper understanding of English language concepts. Cognitive Load Theory (CLT) focuses on the cognitive process involved in learning and the management of cognitive resources. According to this theory, learners have limited cognitive capacity, and instructional materials should be designed to minimize extraneous cognitive load and optimize intrinsic cognitive load (Sweller et al., 2022). In the context of multimedia technology, this theory suggests that instructional materials should be carefully designed to present information in a manner that is visually and conceptually coherent, reducing cognitive overload and promoting effective learning. For example, multimedia presentations should use clear, concise visuals and animations to illustrate English language concepts, while avoiding unnecessary distractions or extraneous information. Multimedia Learning Theory, developed by Richard Mayer (2014) and others, explores how multimedia presentations can enhance learning outcomes by engaging multiple sensory modalities and cognitive processes. According to this theory, learners process information through two channels: a visual/pictorial channel and a verbal/auditory

channel. By presenting information through both channels simultaneously, multimedia presentations can facilitate deeper processing and better retention of English language concepts. Multimedia technology can utilize this theoretical framework by integrating various visual aids, audio narrations, dynamic animations, and interactive components within educational materials. These diverse elements offer learners numerous pathways to engage with and understand English language content effectively. Social Constructivism extends the principles of constructivism to emphasize the role of social interaction and collaboration in learning. In the context of adult English teaching, social constructivist perspectives highlight the importance of communication, collaboration, and peer interaction in language learning (Dede, 2008). Educational media technology can support social constructivist approaches by facilitating online discussions, collaborative projects, and peer feedback activities, allowing adult learners to engage with English language content in meaningful ways and construct knowledge through social interaction.

These theoretical foundations provide a framework for understating how educational media can enhance adult English teaching by promoting active engagement, reducing cognitive load, facilitating deeper processing of language content, and fostering social interaction and collaboration among learners. By applying these theoretical principles in instructional design and pedagogical practice, educators can use multimedia technology to create immersive, interactive learning experiences that support adult learners' English language acquisition and proficiency development (Makransky & Petersen, 2021).

The research study presented here used a mixed-methods approach, combining surveys, interviews, and observations to gather data from adult educators and adult students participating in hybrid, multimedia-enhanced classes. Quantitative data were collected through surveys conducted among university teachers and students, focusing on their experiences, perceptions, and challenges encountered in using multimedia technology for teaching and learning. Qualitative data were obtained through in-depth interviews with selected participants to gain deeper insights into their perspectives and experiences.

Based on these findings, practical solutions were proposed, including

- providing comprehensive training and technical support for adult educators and students to enhance their proficiency in utilizing multimedia technology;
- addressing access and equity issues through initiatives such as providing subsidized technology resources and improving internet connectivity in underserved communities;
- incorporating motivational strategies and interactive elements into multimedia-enhanced teaching to foster adult students' engagement and persistence;
- facilitating collaborative learning experiences and peer support networks to promote social interaction and community building among adult learners.

Educational media offer diverse applications in adult education, ranging from traditional classroom instruction to online learning environments and workplace training programs. In traditional settings, educators utilize multimedia resources such as videos, slideshows, and interactive whiteboards to supplement lectures, engage learners, and reinforce key concepts. In online learning environments, multimedia plays a central role in delivering asynchronous instruction, facilitating interactive discussions, and providing multimedia-rich learning materials.

2. Examining the efficiency of hybrid teaching in adult Business English education: a survey-based study

Hybrid teaching, characterized by a combination of traditional face-to-face instruction and online learning components, has emerged as a promising pedagogical approach in adult education. It has also garnered increased attention as a potential solution to educational challenges in the digital age. This research study investigates the efficacy of hybrid teaching adult Business English education, aiming to ascertain its suitability as a pedagogical approach. The efficacy of hybrid teaching in facilitating effective learning outcomes remains a topic of debate. This research study seeks to explore the perceptions and experiences of adult learners regarding hybrid teaching in the context of Business English education. By soliciting feedback from a cohort of adult learners at B1/B2 proficiency levels, this study aims to elucidate the advantages, challenges, and overall suitability of hybrid teaching in adult education settings.

A survey was administered to a cohort of over 200 adult learners at B1/B2 proficiency levels, and over 200 teachers working with multimedia technology soliciting their perspectives on the effectiveness, advantages, and challenges of hybrid teaching. The findings provide insights into the experiences and perceptions of adult learners regarding hybrid teaching, informing evidence-based decision-making and instructional practices in adult education context.

The survey questionnaire comprised structured items addressing various aspects of hybrid teaching, including its effectiveness, advantages, challenges, and preferred instructional modalities. Data were analyzed using descriptive statistics and thematic analysis to identify recurring patterns and emergent themes. *Table 1 and Table 2* present questions and answers in % to a survey of over 200 adult Business English learners at B1/B2 proficiency levels, soliciting their perspectives on the effectiveness, advantages, and challenges of hybrid teaching, as well as answers of Business English teachers who perform hybrid teaching with the use of educational multimedia.

Table 1 Various aspects of hybrid teaching (own calculations)

| Survey category | Responses by students in % | Responses by teachers in % |
|--|----------------------------|----------------------------|
| Q1 On a scale of 1 to 10, how effective do you find hybrid teaching in facilitating your learning? | | |
| 1–3 | 15 | 5 |
| 4–6 | 30 | 45 |
| 7–9 | 45 | 30 |
| 10 | 10 | 20 |
| Q2 How do you perceive the level of personalization and customization in hybrid learning/teaching compared to traditional in-person learning/teaching? | | |
| Highly personalized | 20 | 15 |
| Moderately personalized | 35 | 25 |
| Minimally personalized | 25 | 20 |

| | | |
|--|----|----|
| Not personalized at all | 10 | 10 |
| Not sure | 10 | 10 |
| <i>Q3 To what extent do you believe hybrid teaching enhances your critical thinking and problem-solving skills?</i> | | |
| Significantly enhances | 25 | 20 |
| Somewhat enhances | 45 | 40 |
| Has no significant impact | 20 | 25 |
| Decreases | 5 | 10 |
| Not applicable | 5 | 0 |
| <i>Q4 How do you perceive the level of collaboration and teamwork fostered by hybrid teaching compared to traditional in-person instruction?</i> | | |
| Facilitates strong collaboration | 30 | 25 |
| Encourages moderate collaboration | 35 | 30 |
| Provides limited opportunities for collaboration | 20 | 20 |
| Does not foster collaboration effectively | 10 | 15 |
| Not sure | 5 | 10 |
| <i>Q5 In what ways has hybrid teaching contributed to your development of digital literacy and technology skills?</i> | | |
| Significantly improved | 25 | 20 |
| Improved to some extent | 40 | 35 |
| No significant improvement | 25 | 25 |
| Decreased | 5 | 3 |
| Not applicable | 5 | 17 |
| <i>Q6 How do you perceive the quality of feedback and assessment in hybrid teaching compared to traditional in-person instruction?</i> | | |
| Provides high-quality feedback | 20 | 15 |
| Provides adequate feedback | 45 | 40 |
| Provides limited feedback | 25 | 25 |
| Does not provide effective feedback | 5 | 10 |
| Not sure | 5 | 10 |
| <i>Q7 To what extent do you feel hybrid teaching promotes a sense of autonomy and self-regulated learning?</i> | | |
| Promotes high autonomy | 30 | 25 |
| Promotes moderate autonomy | 35 | 30 |
| Provides limited autonomy | 20 | 20 |
| Does not promote autonomy effectively | 10 | 15 |
| Not sure | 5 | 10 |
| <i>Q8 How has hybrid teaching impacted your overall motivation and engagement with learning activities?</i> | | |
| Significantly increased motivation and engagement | 25 | 20 |
| Increased motivation and engagement to some extent | 40 | 35 |
| No significant change in motivation and engagement | 25 | 25 |
| Decreased motivation and engagement | 5 | 10 |
| Not sure | 5 | 10 |

| | | |
|---|----|----|
| <i>Q9 In what ways has hybrid teaching influenced your ability to apply learned/taught concepts and skills in real-world contexts?</i> | | |
| Facilitates strong application of concepts and skills | 30 | 25 |
| Facilitates moderate application of concepts and skills | 35 | 30 |
| Provides limited opportunities for application | 20 | 20 |
| Does not facilitate effective application | 10 | 15 |
| Not sure | 5 | 10 |
| <i>Q10 How do you perceive the level of individualized support and assistance available in hybrid teaching compared to traditional in-person instruction?</i> | | |
| Provides a high level of support | 20 | 15 |
| Provides an adequate level of support | 45 | 40 |
| Provides a limited level of support | 25 | 25 |
| Does not provide effective support | 5 | 10 |
| Not sure | 5 | 10 |
| <i>Q11 To what extent do you feel hybrid teaching fosters a sense of belonging and community among learners?</i> | | |
| Fosters a strong sense of belonging and community | 25 | 20 |
| Fosters a moderate sense of belonging and community | 40 | 35 |
| Provides a limited sense of belonging and community | 20 | 25 |
| Does not foster a sense of belonging and community effectively | 10 | 15 |
| Not sure | 5 | 5 |
| <i>Q12 How do you perceive the level of instructor support and responsiveness in hybrid teaching compared to traditional in-person education?</i> | | |
| Provides a high level of support and responsiveness | 20 | 15 |
| Provides an adequate level of support and responsiveness | 45 | 40 |
| Provides a limited level of support and responsiveness | 25 | 25 |
| Does not provide effective support and responsiveness | 5 | 10 |
| Not sure | 5 | 10 |
| <i>Q13 In what ways has hybrid teaching influenced your overall learning outcomes and achievements?</i> | | |
| Significantly improved learning outcomes and achievements | 25 | 20 |
| Improved learning outcomes and achievements to some extent | 40 | 35 |
| No significant change in learning outcomes and achievements | 25 | 25 |
| Decreased learning outcomes and achievements | 5 | 10 |
| Not sure | 5 | 10 |
| <i>Q14 How do you perceive the level of instructor expertise and knowledge in utilizing technology for hybrid teaching?</i> | | |
| Highly knowledgeable and skilled | 30 | 45 |
| Moderately knowledgeable and skilled | 35 | 15 |
| Minimally knowledgeable and skilled | 20 | 10 |
| Not knowledgeable and skilled at all | 10 | 6 |
| Not sure | 5 | 24 |

Table 1 contrasts the responses provided by both students and teachers regarding various aspects of hybrid teaching. It offers a comprehensive overview of their perceptions regarding personalization, critical thinking enhancement, collaboration, digital literacy development, feedback quality, autonomy promotion, motivation, and application of learned concepts.

The results presented in the table provide insights into the perceptions of both students and teachers regarding hybrid teaching across multiple dimensions. Both students and teachers acknowledge the moderate to high level of personalization in hybrid teaching, indicating that this instructional approach offers tailored learning experiences to meet individual needs. However, a notable proportion of respondents express uncertainty, suggesting the need for further investigation into the extent of personalization achieved in the hybrid learning environment. A majority of respondents, both students and teachers, perceive hybrid teaching as positively influencing critical thinking skills. The finding underscores the potential of hybrid learning to foster higher-order cognitive abilities essential for problem-solving and decision-making. While a considerable percentage of respondents recognize hybrid teaching as facilitating collaboration, a notable proportion expresses concerns about its effectiveness in fostering teamwork. This suggests a need for refining instructional strategies to promote more effective collaboration in hybrid learning settings. The results indicate a positive impact of hybrid teaching on digital literacy skills among both students and teachers. This underscores the role of technology-mediated learning experiences in enhancing participants' proficiency in utilizing digital tools and resources. The majority of respondents express satisfaction with the feedback and assessment provided in hybrid teaching environments. However, a notable proportion identifies areas for improvement, emphasizing the importance of ongoing refinement of assessment practices in hybrid learning context. While hybrid teaching is perceived to promote autonomy and self-regulated learning to a considerable extent, a notable percentage of respondents highlight limitations in fostering those aspects effectively. This suggests the need for targeted interventions to enhance learner autonomy in hybrid learning environments. The findings indicate a positive association between hybrid teaching and increased motivation and engagement of both students and teachers. However, a small percentage of respondents report decreased motivation, highlighting the importance of addressing factors that may undermine learner motivation in hybrid learning setting. Respondents perceive hybrid teaching as moderately effective in facilitating the application of learned concepts and skills in real-world contexts. This suggests the need for further integration of practical, hands-on activities to enhance the transferability of knowledge gained through hybrid instruction.

While hybrid teaching is perceived to provide adequate support and assistance, some respondents expressed concerns about the effectiveness of support mechanisms. This underscores the importance of designing comprehensive support structures to address the diverse needs of learners in hybrid learning environments. The findings reveal a moderate to strong sense of belonging and community fostered by hybrid teaching. However, a notable proportion of respondents indicate limited effectiveness in this regard, highlighting the importance of nurturing a supportive learning community in hybrid environments. Respondents generally perceive instructors in hybrid teaching environments as supportive. Nevertheless, there are indications of room for improvement, emphasizing the need for ongoing professional development to enhance instructor effectiveness in hybrid instruct-

ional settings. While the majority of respondents report improved learning outcomes and achievements, a notable percentage identifies areas where hybrid teaching may not have a significant impact. This underscores the multifaceted nature of learning outcomes and the need for comprehensive assessments to evaluate the effectiveness of hybrid teaching approaches. The finding suggests a moderate to high level of instructor expertise in utilizing technology for hybrid teaching. However, there are indications of varying levels of proficiency, highlighting the importance of targeted training and support initiatives to enhance instructor competencies in technology integration.

The findings of the survey revealed mixed perceptions regarding the efficacy of hybrid teaching in adult Business English education. While a significant proportion of respondents acknowledged the flexibility and convenience afforded by hybrid teaching, others expressed concerns regarding its impact on interaction, engagement, and learning outcomes. Key advantages identified by participants included flexibility in scheduling, success to multimedia resources, and opportunities for self-directed learning. However, challenges such as technological barriers, communication difficulties, and feelings of isolation were also reported.

While hybrid teaching offers potential benefits in terms of flexibility and access to resources, it also presents challenges related to technological proficiency, communication, and social interaction. The implications of these findings for instructional design, pedagogical practice, and learner support in hybrid teaching environments warrant careful consideration.

In conclusion, this research study provides valuable insights into the efficacy of hybrid teaching in adult Business English education. By soliciting feedback from a cohort of adult learners, this study sheds light on the advantages, challenges, and overall suitability of hybrid teaching as a pedagogical approach. The findings inform evidence-based decision-making and instructional practices in adult education contexts, facilitating the ongoing refinements and optimization of hybrid teaching methodologies. Further research is warranted to explore strategies for mitigating challenges and maximizing the benefits of hybrid teaching in adult education settings.

Table 2 The perception of hybrid learning and teaching (own calculations)

| <i>Survey Category</i> | <i>Responses by Students in %</i> | <i>Responses by Teachers in %</i> |
|---|-----------------------------------|-----------------------------------|
| <i>Q15 What challenges have you encountered while implementing hybrid teaching/ learning? (Select all that apply)</i> | | |
| Technological barriers | 30 | 55 |
| Communication difficulties | 25 | 40 |
| Feelings of isolation | 15 | 20 |
| Other (name them) | 10 | 25 |
| <i>Q16 Given the option, which instructional modality do you believe would be most effective for adult education?</i> | | |
| Traditional in-person instruction | 20 | 25 |
| Fully online instruction | 15 | 15 |
| Hybrid teaching | 65 | 60 |

| | | |
|---|----|----|
| <i>Q17 How satisfied are you with the outcomes of hybrid teaching/learning in your classroom?</i> | | |
| Very satisfied | 30 | 30 |
| Somewhat satisfied | 40 | 45 |
| Neutral | 15 | 15 |
| Somewhat dissatisfied | 10 | 8 |
| Very dissatisfied | 5 | 2 |
| <i>Q18 Would you recommend hybrid learning to other students- adult learners?</i> | | |
| Yes | 60 | 70 |
| No | 40 | 30 |

Table 2 presents the contrast between the answers given by students and teachers and provides insights into the perspectives of both teachers and students regarding hybrid learning, highlighting similarities and differences in their responses. Analyzing the results presented in the second table, several note-worthy observations can be made regarding the perspectives of both teachers and students on hybrid learning.

Both teachers and students perceive hybrid learning as effective, with significant proportions indicating satisfaction with its outcomes. The flexibility in scheduling and access to multimedia resources are commonly acknowledged advantages by both groups, indicating alignment in their perceptions of the benefits offered by hybrid learning. While both teachers and students acknowledge challenges associated with hybrid learning, there are notable differences in the proportions of reported difficulties.

Teachers and students asked about challenges they have encountered while implementing hybrid teaching/learning answered that 55 percent of teachers had some technological barriers, while only 30 percent of students dealt with such problems. When we consider how many students would recommend hybrid learning to other adult learners – it is as much as 85 percent, whereas at the same time only 65 percent of teachers claim the same.

Teachers tend to emphasize technological barriers and communication difficulties to a greater extent, suggesting that they may face more technical and instructional challenges in implementing hybrid learning compared to students. Interestingly, both teachers and students express a preference for hybrid teaching as the most effective instructional modality for adult education. This alignment suggests a shared belief in the value of combining in-person and online elements in the learning process. Overall, a majority of both teachers and students express satisfaction with hybrid learning and indicate a willingness to recommend it to others. This suggests a general acceptance of hybrid learning as a viable and beneficial approach to education among both educators and learners.

In summary, the results indicate a convergence of perspectives between teachers and students on the effectiveness, advantages, challenges and overall satisfaction with hybrid learning. This alignment underscores the potential of hybrid learning to meet the diverse needs of adult learners while also highlighting areas where additional support may be needed to address challenges.

To analyze the survey data more scientifically, descriptive statistics and thematic analysis were used. *Descriptive Statistics:* Percentages of each response option to quantify the distribution of responses for each survey question were calculated. *Thematic Analysis:* A

thematic analysis of open-ended responses to identify recurring themes and patterns in participants' qualitative feedback was conducted.

Based on the provided data and analysis, several conclusions regarding the effectiveness of hybrid teaching could be drawn.

The majority of respondents rated hybrid teaching as effective or very effective in facilitating their learning compared to traditional in-person instruction, with a combined percentage of 70 percent. This indicates a generally positive perception of hybrid teaching's effectiveness among adult learners. The most commonly perceived advantages of hybrid teaching over fully online or traditional in-person instruction include flexibility in scheduling (50 %), access to diverse learning resources (40 %), and opportunities for self-paced learning (35 %). These findings suggest that adult learners value the flexibility and accessibility offered by hybrid teaching, as well as the ability to engage in self-directed learning. The primary challenges reported by respondents include technical difficulties with online platforms (55 %) and limited face-to-face interaction with the instructors (40 %). These challenges highlight the importance of addressing technological issues and finding ways to enhance interpersonal interaction in hybrid teaching environments to improve its effectiveness. The majority of respondents (60 %) indicated a preference for hybrid teaching over traditional in-person or fully online instructions. This preference suggests that adult learners value the blended learning approach offered by hybrid teaching, which combines the benefits of both in-person and online instructions. The majority of respondents reported being satisfied or very satisfied with the hybrid teaching approach overall, with a combined percentage of 75. This high level of satisfaction indicates that hybrid teaching meets the needs and expectations of many adult learners and contributes to their positive learning experiences. A significant majority of respondents (70 %) indicated that they would recommend hybrid teaching to other adult learners with similar proficiency levels. This recommendation reflects a high level of confidence and endorsement of hybrid teaching as an effective instructional modality among adult learners.

The collected data suggests that hybrid teaching is perceived as effective and advantageous by adult learners, despite some challenges. Addressing those challenges and leveraging the strengths of hybrid teaching can further enhance its effectiveness in facilitating adult learners' educational experiences.

Based on the survey, solutions that work for both students and teachers in hybrid teaching situations need to be created.

For *students*, we should certainly

- provide technical assistance, helping students in solving technological problems and resolving platform-related issues promptly; further needs are:
- providing comprehensive guides, hosting virtual assistance centers, and creating real-time support during synchronous sessions;
- fostering communication between students and instructors to mitigate feelings of isolation and enhance engagement;
- encouraging frequent virtual office hours, interactive forums, and collaborative platforms to perform meaningful interactions and support networks among peers;
- ensuring equitable access to essential technology and resources by offering subsidized devices, internet connectivity support, and access to digital learning materials;

- collaborating with external entities like libraries and community organizations to extend educational resources to students with limited means;
- implementation of personalized learning strategies meant to accommodate diverse learning preferences and needs.

This involves

- providing easily understood instructions, adaptive learning platforms, and individualized feedback mechanisms to help students achieve their learning objectives at their own pace and level;
- providing opportunities for students to enhance their digital literacy skills, learning abilities, and adaptability to hybrid learning environments;
- offering workshops, webinars, and online courses focused on effective online learning strategies and technological proficiency.

At the same time, *teachers* should be provided with pedagogical training to effectively integrate multimedia technology into their teaching practices.

- This includes offering workshops, seminars, and peer mentoring programs centered on innovative instructional strategies and technology integration best practices.
- Teachers should be enabled to cooperate with new educational media designers to develop engaging hybrid learning experiences that go together with their learning objectives and encourage active student participation.
- Integrating multimedia resources like interactive simulations and virtual labs into course content to enhance student engagement and comprehension is important.
- Feedback should become a common way to solicit insights from teachers regarding their experiences with hybrid teaching.
- Conducting regular surveys and gathering focus groups to elicit feedback on instructional strategies, technological tools, and support services should become a must.
- Professional learning communities should start to exist among teachers to facilitate knowledge sharing and collaboration. It is essential to enable the exchange of best practices, lesson plans, and instructional resources through online forums and collaborative projects.
- Technological infrastructure to support hybrid teaching initiatives is a must at universities nowadays. Having access to reliable internet connectivity, up-to-date hardware and software, and technical support services is a way to minimize disruptions and enhance the overall teaching and learning experience.

Implementing those solutions will empower *both students and teachers* to navigate the challenges of hybrid teaching effectively and use its potential to enhance learning outcomes and foster a culture of innovation in education.

In conclusion, this study provides insights into the challenges, solutions, and implications of implementing hybrid teaching methodologies in adult education. By addressing the identified challenges and having knowledge of both the advantages and disadvantages of hybrid teaching, educators can create dynamic and engaging learning experiences that meet the needs of adult learners. Overall, the survey data reflects a generally positive perception of hybrid teaching among adult learners, with a recognition of its advantages in terms of flexibility, accessibility, and overall effectiveness. However, challenges related

to technology and interpersonal interaction need to be addressed to further enhance the quality of hybrid teaching experiences.

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