

UNIVERSIDAD NACIONAL AUTÓNOMA DE NICARAGUA

CUR- MATAGALPA



**UNIVERSIDAD
NACIONAL
AUTÓNOMA DE
NICARAGUA,
MANAGUA**
UNAN-MANAGUA

**DEPARTMENT OF EDUCATIONAL SCIENCES AND HUMANITIES
GRADUATE SEMINAR**

Submitted to the National Autonomous University of Nicaragua in fulfillment of the requirements for the Bachelor of Arts degree in English Teaching

General topic:

Towards TEFL Excellence in Matagalpa: A Study of Effective Instructional Practices for Elementary and Secondary Schools in the Second Semester of 2024

Specific topic:

Exploring eighth Grade Students' and Teachers' Experiences with Hybrid Learning in English Language Classrooms at Miguel Larreynaga high school Matagalpa in the second semester of 2024

Authors:

- **Ana Veronica Martinez**
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Tutor: MSc César E. López S.

Matagalpa Nicaragua, November 2024

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ABSTRACT

This study explores the experiences of eighth-grade students and teachers with hybrid learning models in the English classrooms of Miguel Larreynaga High School in Matagalpa during the second semester of 2024. The primary objective is to analyze how students and teachers perceive and experience hybrid learning to assess its effectiveness and relevance in the current educational landscape. This research is particularly significant given the increasing importance of hybrid learning in education, especially in the wake of the pandemic. The findings reveal that students view hybrid learning models as essential, appreciating the flexibility and personalization they offer. Similarly, teachers recognize these models as crucial for enhancing teaching practices and fostering a more dynamic, participatory learning environment. Overall, the study concludes that both students and teachers hold a positive view of hybrid learning, highlighting its potential to improve educational outcomes. Additionally, the research underscores the need for further investigation and refinement of hybrid learning methods to optimize their implementation in educational settings.

KEY WORDS: Hybrid learning models, teacher and student experience, innovative learning strategies

ADVISER'S APPROVAL



UNAN-Managua/CUR-Matagalpa

Departamento Docente

"2024: UNIVERSIDAD GRATUITA Y DE CALIDAD PARA SEGUIR EN VICTORIAS"

VALORACIÓN DEL TUTOR

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El proceso de los resultados se realizó tomando en cuenta las variables del estudio, los objetivos, los instrumentos de recolección de información y la bibliografía consultada. Esto facilitó así mismo la elaboración de análisis y discusión de resultados, y las conclusiones.

El presente trabajo es el resultado del esfuerzo, dedicación y aprendizaje desde la aplicación de conocimientos adquiridos y la puesta en práctica de los pasos metodológicos de la investigación científica. Por lo tanto, se considera apto para su defensa.

A handwritten signature in blue ink, appearing to read "César López Soza".

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CHAPTER I. INTRODUCTION

Hybrid learning has emerged as a relevant educational model in the current context, particularly in the teaching of languages such as English. However, its implementation in the classroom can be significant challenges that affect students' performance. In the case of Miguel Larreynaga School, we seek to understand how these hybrid learning models affect the acquisition of English as a foreign language through the experience between teacher and students.

Previous research has shown that the combination of face-to-face and virtual methods can create both opportunities and difficulties in the learning process. The research focused on exploring teachers' and students' experiences of hybrid learning models. Both positive experiences and challenges were identified, highlighting that participant generally felt that this approach was of great benefit to education.

Perceptions of flexibility of learning, access to digital resources and online interaction were some of the positive aspects mentioned. The main purpose of this research was to learn about the effectiveness of hybrid learning models in the context of English language teaching. We sought to assess the impact of these methods on the academic achievement and motivation of eighth grade students, as well as teachers' perceptions of the implementation of these strategies. The research adopted a qualitative approach, which allowed us to gain an in-depth understanding of the participants' experiences and perceptions.

An exploratory design was used to gather detailed information about the impact of hybrid learning in the English classroom. The approach to the study was qualitative, allowing an in-depth exploration of students' and teachers' experiences and opinions, and facilitating the collection of rich and contextualized data. An exploratory study was conducted to identify and analyse the lived experiences of the participants in relation to hybrid learning. The study population consisted of eighth grade students from Miguel Larreynaga Public School, from

which 20 students were selected to participate in a focus group where qualitative data were obtained about their experiences with hybrid learning. In addition, interviews were conducted with English teachers to complement the information and understand their perspective on the effectiveness of this educational model.

The research on students' and teachers' experiences of hybrid learning at Miguel Larreynaga School shows that, despite the challenges, this model has the potential to enrich the teaching-learning process of English as a foreign language. The results obtained provide a solid basis for future research and for the continuous improvement of educational practice in the context of hybrid learning.

This research is qualitative in approach because it allows us to obtain relevant information on the study variables and with the application of the instruments, we collected data to understand the problem addressed and to know the background of the research.

A focus group session was conducted with eighth grade high school students and teachers were interviewed to collect information and answer the research questions. Therefore, the paradigm of this research is interpretative in order to learn about the experience with hybrid learning models in terms of teachers and teachers.

Descriptive research aims to accurately and systematically describe a population, situation or phenomenon.

This research complies with the theoretical method because that research is carried out complying with the construction of knowledge which expedites the understanding of the concepts addressed

This research is empirical because it is guided by questions that seek answers to the research. Finally, this method describes the research findings and the supporting arguments that can be given.

CHAPTER II. JUSTIFICATION

Currently in the educational sector there have been changes in learning models adapting to the needs of teachers and students, which has led to implement different innovative methodologies in education such as the hybrid model which is a combination of face-to-face and virtual classes using various tools and technologies having as one of the goals to motivate students to be the protagonists of their own learning.

This research justifies the need to adapt the hybrid model, which is an educational revolution that aims to create dynamic and effective learning experiences, taking into account the diversity of learning styles and rhythms of eighth grade students at the Miguel Larreynaga High School.

In addition, by investigating these models, we seek to identify their benefits and limitations, as well as best practices that can be implemented in the classroom. Understanding how the learning experience can be optimized in hybrid environments is essential to improve academic outcomes and prepare students for a future workforce that demands digital competencies and adaptive skills. From a societal perspective, hybrid models present several significant benefits. First, they promote educational equity, allowing students from different socioeconomic backgrounds to access quality learning resources and opportunities. The flexibility of online learning can help those who face barriers such as transportation or lack of support at home, providing a second chance for those who might otherwise be left behind.

On the other hand, hybrid learning fosters social and emotional skills. Virtual and face-to-face interaction allows students to develop communication and collaborative skills that are essential in today's world. In addition, the use of technological tools fosters responsibility and self-discipline, vital skills in personal and professional development.

Finally, by exploring and comparing the effectiveness of hybrid models, this thesis seeks to provide empirical evidence from the experience of students and teachers significantly enriching English language learning. This research will contribute to the development of more effective educational policies and the training of teachers trained in the use of technologies, thus guaranteeing a quality education that responds to the needs of 21st century students.

CHAPTER III. OBJECTIVES

3.1 AIM:

To explore students and teachers experience with hybrid Learning models.

3.1.2 SPECIFIC OBJECTIVES

1. To identify hybrid Learning models in the English Language classroom.
2. To compare the effectiveness of the hybrid Learning models in the English Language classroom with eighth grade students and teacher of the Miguel Larreynaga high School .
3. To suggest the implementation of hybrid Learning models with students and Teacher of eighth grade of the Miguel Larreynaga Highschool Matagalpa-Nicaragua.

CHAPTER IV. THEORETICAL FRAMEWORK

4.1 Hybrid learning model

Hybrid learning is an educational model that combines both face-to-face and remote or virtual learning methods. It allows some students to attend class in-person, while others join the class virtually from home. This approach brings together the benefits of traditional classroom learning and online learning, making education more accessible and flexible for students (Owl Labs Staff, 2020)

The author explains that hybrid education is based on the idea that students can learn in different ways, and that a combination of face-to-face and online learning can provide a more effective and engaging learning experience. The advantages of hybrid education, such as flexibility and accessibility, can be especially important for students who may not be able to attend traditional classes due to location or other limitations.

Although hybrid education offers many advantages, it also presents some challenges and limitations. For example, instructors may need to develop new skills and strategies to teach effectively in a hybrid environment, and students may need to be more self-disciplined and motivated to succeed in online learning. To implement hybrid education effectively, educators need to carefully consider these challenges and develop strategies to address them. According to interviews with teachers at Miguel Larreynaga Public School, where they answered the question Have you ever used the hybrid Teaching model with your students? Their answer was that

the hybrid learning model is very useful in situations that warrant it and has many advantages for teachers and students.

4.2.1 Types of hybrid model

4.2.2 Face-to-face

Face-to-face learning refers to the traditional, classroom-based method of learning. This style of learning involves in-person sessions that is instructor-led. The pace of learning is set by the instructor and students in this setting are passive learners. Face-to-face learning is considered effective due to the benefits of live interaction between the instructor and the group of learners and/or students. Learners are held accountable for their own progress by attending specific classes or training meetings, interacting with their fellow students, and by interacting in real-time with their instructor (Olmstead, 2024)

The author shows us Face-to-face learning is a traditional learning method that relies on live interaction between instructor and students. While it has advantages such as immediate feedback and motivation, it also has disadvantages such as geographical limitations and transportation costs. It is important to consider the characteristics of face-to-face learning and how it compares to other learning methods, such as online learning or hybrid learning. By analyzing the advantages and disadvantages of face-to-face learning, opportunities to improve learning effectiveness can be identified.

According to eighth grade students of the Public Miguel Larreynaga School, the face-to-face classes are very good because of the interaction they have with the teacher and clarification of doubts during their classes, but they did highlight the travel costs and higher expenses involved in studying in person.

4.2.3 Virtual

A virtual classroom is an online teaching and learning environment where teachers and students can present course materials, engage and interact with other members of the virtual class, and work in groups together. The key distinction of a virtual classroom is that it takes place in a live, synchronous setting. Online coursework can involve the viewing of pre-recorded, asynchronous material, but virtual classroom settings involve live interaction between instructors and participants (Owllabs, 2023)

The author shows us that virtual classroom is an online teaching and learning environment in which teachers and students can interact and cooperate in real time. While there are benefits such as flexibility and accessibility, there are also drawbacks such as technical issues and a lack of live interaction. It is critical to evaluate the qualities of the virtual classroom and how they compare to other learning approaches, such as online or traditional schooling. Opportunities for improving learning efficacy can be uncovered by assessing the virtual classroom's benefits and drawbacks.

1- According to the students of Miguel Larreynaga School applying the focus group technique , the answer to the following question Have you ever received virtual classes, if your answer is no would you like and why and if you answer is yes what do you like about virtual classes? Their answer was they have no experience with virtual classes because they have not had the opportunity, but they have shown interest in experiencing virtual classes and learning about the different strategies that can be implemented.

4.3 Importance

The importance of the hybrid learning model is that it allows your child to progress at their own pace but the influence of their fellow students and intervention of the teachers will help keep them level headed and grow together (Global Schools Foundation, 2022)

The author explains that the hybrid learning is useful because it allows students to learn independently while still allowing them to engage with their classmates and receive support from teachers. This keeps pupils engaged and focused on their academic goals.

On the other hand, in the classroom, eighth grade students at Miguel Larreynaga School in Matagalpa They answered the following question

Do you consider hybrid learning models important for your education?

They recognize how important it is to use the hybrid learning model because, according to them, they learn better and more easily and the different

strategies that can be applied make the classes more interesting, making them seed their learning.

4.4 Advantages

4.4.1 Virtual Advantages

4.4.2 Synchronous and Asynchronous Learning

4.4.2.1 Asynchronous

Asynchronous learning allows you to learn on your own schedule, within a certain timeframe. You can access and complete lectures, readings, homework and other learning materials at any time during a one- or two-week period (The Ohio State University, 2024)

According to the Author Asynchronous learning is a flexible educational approach that allows students to engage with course materials at their own pace and on their own schedule. This method contrasts with synchronous learning, in which students must participate in real-time lectures or discussions. Asynchronous courses often use a variety of materials, such as video lectures, podcasts, articles and interactive modules, which cater to different learning styles. Students can refer back to the materials as needed, which enhances their understanding.

Two English teachers were interviewed and asked to answer the following question:

Can you mention according to your experience, What are advantages of Virtual?

The teachers of Miguel Larreynaga Public School consider that during virtual classes there are more possibilities to share didactic material with the students and facilitate the learning process thanks to the great variety of strategies that can be applied in virtual classes.

4.4.2.2 Synchronous

Synchronous learning means that although you will be learning from a distance, you will virtually attend a class session each week, at the same time as your instructor and classmates. The class is a firm, weekly time commitment that cannot be rescheduled (The Ohio State University, 2024)

According to the author Synchronous learning involves participating in live class sessions conducted over the Internet, which students attend along with their instructor and peers at scheduled times each week. This format requires a constant commitment to attend these sessions, as they are fixed and cannot be rearranged.

*For teachers at Public Miguel Larreynaga School answered the following question
Can you mention according to your experience, What are advantages of Virtual?*

with some experience in virtual classes, synchronous learning is a great help and facilitates in many ways the virtual classes giving rise to develop innovative and creative strategies during classes.

4.5 Flexibility

The flexibility of hybrid learning benefits students who find it challenging to attend class. It allows students to engage with the course material in a way that suits their needs at the time (Poll Everywhere, 2024)

The author means that students can choose when to study, making it easier to balance education with personal and professional responsibilities.

Learning materials, such as lectures, readings and assignments, are available at any time, which greatly facilitates virtual classes.

According to teachers and students of Miguel Larreynaga high school, the flexibility offered by virtual classes is an advantage in today's modern and developed world, considering the management of time and space, mentioning one of the advantages of this learning model.

4.6 Personalized Learning Environments

Hybrid models allow for personalized learning paths. Online components can adapt to individual learner needs, providing targeted resources and assessments. (Lambda Solutions, 2023)

According to the author Learners can access course materials and complete assignments at their convenience, accommodating busy schedules and diverse learning styles, thanks to the fact that they can organize their schedules, have more time management and take their education at the pace they deem relevant to their needs.

Teachers consider according to their answers to the question what advantages are there in the e-learning model? the hybrid learning model brings with it many advantages such as the materials accessible to teachers and students, the ease with which they can be provided and the correct use that can be made of them.

4.7 Access to materials

Students can access a wide range of online resources, including digital libraries, educational software, and multimedia content, to support their learning (The Star Global School , 2024)

The Star Global School (2024) emphasizes that students have access to a wide array of online resources that enhance their learning experience. These digital tools and materials are designed to support educational growth, making learning more engaging and effective. The availability of these resources allows students to explore various subjects and develop their skills in a flexible and interactive manner.

Students consider that e-learning provides the materials with which they can learn and have easy access to which facilitates their learning, according to this question

Have you ever received virtual classes, if your answer is no would you like and why and if your answer is yes what do you like about virtual classes?

4.8 Virtual Disadvantages

4.8.1 Device and Network Dependence

It is true that hybrid learning still requires suitable gadgets and internet connections. We understand that each student has various networks and gadgets. This is the hybrid learning system's shortcoming, as well as the complexity of scheduling (umnadmin, 2022).

According to the author Hybrid learning presents both opportunities and challenges. While it offers flexibility by combining online and in-person instruction, it heavily relies on students having access to appropriate technology and stable internet connections. This reliance can create disparities, as not all students have the same resources, leading to inequities in learning experiences. Additionally, the complexity of scheduling can further complicate the implementation of hybrid learning models.

The teachers explained according to the interview that there are disadvantages during virtual classes, according this question -Do you think are disadvantages in virtual classes?

4.8.2 Technological Updates (Cellphone, computer, table)

Hybrid technological learning may face resistance from learners hesitant to adopt technology-driven methods. Implementation requires technology use, potentially posing challenges for learners with concerns about internet access or navigating complex software (Disprz, 2024).

The statement highlights important considerations regarding the implementation of hybrid technological learning, particularly the potential resistance from learners who may be hesitant to embrace technology-driven educational methods.

According to teachers' answers to the following question: Do you think there are disadvantages in virtual classes? There are some disadvantages like excessive use of technological tools.

4.8.3 No internet Access

For hybrid learning to be effective, students need to have reliable access to the internet. Without it, they cannot participate in the online portion of their studies, which can impede their learning (Progress Learning , 2022).

For that reason schools might also consider developing alternative solutions for students who cannot access the internet reliably. This could include providing offline resources, printed materials, or asynchronous learning options that allow students to engage with content without needing constant internet connectivity.

According to the teachers interviewed, one of the disadvantages could be the difficult access to internet for students who live far away or do not have certain accessibility.

4.9 Advantages Face-to-face

4.9.1 Teacher-student interaction

The Teacher Student relationship depends on very large extent upon effort from both parties although the teacher plays a key role and actually, the responsibility, to initiate positive interaction. The teacher who is practical in representation, recognition, understanding, intimacy, expectation, respect, care and cooperation towards his or her students not only works at initiating positive teacher-student relationships, but also increases the likelihood of building strong relationships which will endure over time. (Importance of teacher-student, 2021)

4.9.2 Mandatory and active participation

Instructors can call out learners to engage with learning materials at any time and challenge learners to ensure they pay attention. This means those who have less self-motivation are pushed to be active learners. Studies have shown that teacher-led in-person learning has a 5x higher completion rate than online learning. (Olmstead, Whatfix, September 23, 2022).

The Autor emphasizes the importance of instructor engagement in fostering active learning, particularly for students who may lack self-motivation. The significantly higher completion rates associated with teacher-led in-person learning highlight the challenges of online education and suggest the need for strategies that enhance engagement in hybrid or online settings. Ultimately, creating an environment that encourages active participation can lead to improved educational outcomes for all learners.

Teachers emphasize the importance of the hybrid learning model based on their response to the following question Are you familiar with the hybrid Learning models? Explain

4.10 Disadvantages Face-to-face

4.10.1 Travel time and coast

Cost – Face to face learning is an expensive form of learning. This is not the case with online learning where the cost is affordable. Tuition fees are high in reputed institution. There are other costs that come along with tuition fee as well. This can be a burden for students with unstable economics background. Time – Travel time can be a huge problem for students. This also adds to additional cost in the form of transport expense. (assignmentstore, September 18, 2020).

According to the author face-to-face learning is portrayed as a more expensive option compared to online learning. The high tuition fees at reputable institutions can be a significant financial burden for students, particularly those from unstable economic backgrounds. This highlights the financial barriers that can limit access to quality education.

Teachers understand that there are disadvantages during the educational process with respect to the face-to-face classes according to their answer to the following question Do you consider that there are disadvantages to face-to-face classes?

4.10.2 Traditional classes

4.10.2.1 Teacher-centered classroom dynamics:

In the traditional model, the teacher assumes a central role as the disseminator of knowledge and orchestrator of classroom activities. Students are positioned as receivers of information, with less emphasis on interactive learning (EuroSchool, Dec 19, 2023).

The traditional educational model, where the teacher plays a central role in delivering knowledge, while students are largely passive recipients. This model can limit interactive learning and engagement, prompting a need for more dynamic and participatory approaches in education that foster critical thinking and collaboration among students.

For the teachers of Miguel Larreynaga Hight School the classes are dynamic and try to involve the students so that they become part of their learning and make it meaningful, they answered to the next question

Could you please define how the on-site classes are conducted?

4.10.3 Student`s and Teacher`s experience

Often new technologies were introduced in a short period of time and both teachers and students needed to adapt to the new teaching and learning approaches (NIH, 2022)

New Technology were frequently introduced quickly, and both educators and students had to adjust to the new methods of Instruction.

In summary, due to the pandemic, it was necessary to use the hybrid model that combines face-to-face and virtual classes, adapting it to the needs of the students in order to achieve meaningful learning.

4.10.4 Student`s Experience

Students have been satisfied with the flexible real-time interaction that hybrid learning spaces offer with other students (Bower et al., 2015; Lakhal et al., 2020; Raes et al., 2020; Wang et al., 2018).

The flexible real-time engagement that hybrid learning environments provide amongst students has been well-received by them. students The application of the hybrid

model has provided a new learning experience, favoring the exchange of personal experiences and real-time communication between classmates and teachers, strengthening the teaching-learning process.

According to the eighth-grade students of the Miguel Larreynaga public school, they answered the following question Have you ever received virtual classes, if your answer is no would you like and why and if you answer is yes what do you like about virtual classes? They do not have a lot of experience but would like to have the opportunity to use hybrid learning models.

4.10.5 Teacher`s Experience

With the pandemic, hybrid summer school principal Ben Hargrave says, “Schools have changed, and they’re not going back to normal anytime soon. We need to accept this change and make the best place possible for students to succeed.” (Boatman, August 11, 2020)

With the epidemic, hybrid summer school principal Ben Hargrave says, “Schools have changed, and they’re not going back to normal anytime soon. We must embrace this shift and create the greatest environment we can for students to achieve

In short, since the pandemic, hybrid education has been an alternative teaching method for the teacher and a new learning option for the student. This change should be taken full advantage of so that students learn on their own and explore their capabilities outside the classroom, achieving significant learning and better development in the future. For the two English teachers interviewed, according to their experience, the hybrid learning models have been of great help and have brought many benefits to them as teachers and to their students by facilitating the learning process, they answered the next question Are you familiar with the hybrid Learning models? Explain.

4.10.6 Effectiveness of the hybrid Learning model

Imagines future universities to be without walls, meaning that universities will be open and engaged in society whilst at the same time retaining their core values. They will provide an open, transformative space for common knowledge production through research, education, innovation and culture. It is stated that together with other societal stakeholders, they will shape the future of a knowledge-driven society (European University Association 2021)

Envisions walls-free colleges in the future, which will allow them to remain true to their essential principles while being open and involved in society. They will offer a free, revolutionary environment for the creation of shared knowledge via innovation, education, research, and culture. It is said that they will influence how a knowledge-driven society develops in the future along with other societal stakeholders. (Springerlink, 18 November 2021)

To better understand with the integration of the hybrid model in education is an opportunity to grow as it complements to improve the teaching-learning process giving the opportunity to future professionals to have greater opportunities when facing the working world.

4.10.7 Face to face effectiveness

Presence reflects how teachers design, facilitate and support cognitive and social processes to achieve meaningful learning (Garrison et al., 2001)

Eaching presence is a reflection of how educators plan, lead, and assist social and cognitive processes to provide meaningful learning.

In other words, the teacher has a great commitment in this new educational process by integrating the hybrid model as he/she designs a meaningful personal

learning environment for the student, in this way the teacher advises and guides towards valuable resources for each student to achieve the expected educational competencies (MPC, 2022 Dec).

4.10.8 Virtual Effectiveness

The 21st century student must acquire the skills and knowledge that will enable them to face the future challenges of organizations , and that is why they must face this new education system

Students in the twenty-first century must learn the abilities and information necessary to meet the problems that organizations will present in the future, which is why they must adapt to this new educational framework. (MDPI, 22 October 2021)

In summary, currently with the use of this new hybrid model in education despite the difficulties in the process, it aims to create an integrated learning experience providing students with greater flexibility, support and new communication channels providing the opportunity to obtain better results in the future.

CHAPTER V. Analysis and interpretation of results

Focus Group Report

English language learning in secondary education has undergone a radical transformation in recent years, with the introduction of hybrid methods that combine face-to-face and online instruction. This report presents the results of a focus group conducted with 20 eighth-grade high school students from Miguel Larreynaga. We set several objectives with the students. We wanted to identify their perceptions and experiences about hybrid learning. We also wanted to explore the advantages and disadvantages of virtual and face-to-face classes. We evaluated the impact on motivation and academic performance. Finally, we made some suggestions on the implementation of the hybrid model.

The hybrid method received a positive response from the majority of students, who appreciated the flexibility it offers in managing their time and learning at their own pace. Some students also highlighted the effectiveness of face-to-face classes for conversation practice and social interaction. The hybrid method offers a number of clear advantages. Online resources, such as videos, interactive exercises and platforms such as Zoom and Google Meet, provide additional support for classroom lessons. The option to adapt the pace of study according to individual needs allows students to deepen their knowledge in areas where they have more difficulties. However, online distractions, such as internet access during lessons, can hinder learning. Some students also expressed a desire to have access to certain resources that they had not yet received. The variety of methods used had a clear impact on motivation and academic performance, with most participants reporting an increase in motivation. Gamification and the use of educational applications were cited as key factors that boosted their interest in learning English. They also called for the integration of more technology in the classroom.

In conclusion, the hybrid method presents both advantages and disadvantages. To maximize the benefits of this approach with students, we must implement strategies that

promote self-discipline and time management, as well as provide technical support and training in the use of digital tools. This report proves that, with proper implementation and the necessary support, the hybrid method is an effective strategy for improving English language learning in eighth-grade high school students.

Report on the Teacher Interview on the Hybrid Method in English Teaching

In the current educational context, the hybrid method has gained popularity, combining face-to-face and virtual classes. This report summarizes the experiences of two teachers from the Miguel Larreynaga school with eighth grade students in teaching English, highlighting according to their experience the implementation of the method, advantages, disadvantages, and how it helps to build meaningful learning. Both teachers responded that they have experience and familiarity using the model and among the advantages of the model they mentioned that the hybrid method allows flexibility, active participation, improvement in the academic level, daily attendance, greater commitment in the combination of digital tools and face-to-face activities developing skills and strengthening the Language.

Among the advantages of virtual classes they expressed the reduction of costs for students who travel, development of knowledge through practice and solution of their own exercises, among the disadvantages they considered that some students do not turn on the cameras which could distract them and that does not allow them to participate during the classes, Among the advantages of face-to-face classes they agreed that students express their own judgments, conclusions, resolve doubts about the contents, and allow them to interact directly with their peers, among the disadvantages sometimes students do not attend classes because they are of limited economic resources which entails food and transportation costs, but it is still one of the ways to teach.

In conclusion, the implementation of the hybrid approach to English language teaching presents both benefits and disadvantages. While it offers flexibility and

opportunities for the development of digital skills, it also poses challenges such as unequal access and monitoring of learning. The key to meaningful learning lies in the effective combination of strategies and attention to individual student needs. Teachers agree that, despite the challenges, the hybrid approach has the potential to enrich the educational experience and better prepare students for the future.

Analysis of Results

This section shows the results obtained in the application of instruments to eighth grade students and teachers of the Miguel Larreynaga educational center in Matagalpa in the second semester of 2024 in the exploration of the experience of the hybrid model in the teaching of English.

Regarding the specific objective 1 to identify the effectiveness of the hybrid model in English language learning in the classroom, to answer it the questions were posed in the teacher's interview question 1 Have you ever used the hybrid Teaching model with your students? Question 3 Are you familiar with the hybrid Learning models? Explain? Teachers responded positively from their classroom experience and agreed that this combination of face-to-face and virtual teaching has been used and that it presents both challenges and opportunities considering that the hybrid method can enhance the learning experience for students.

The results show the change in the classroom when using it because it helps teachers to be more flexible, innovative and efficient in teaching English, allows them to personalize learning to meet their needs, optimize their class time, and use a variety of resources that enrich the educational experience.

Considering the theory of (NIH, 2022) Often, new technologies have been introduced in a short time and both teachers and students must adapt to new approaches to teaching and learning.

In summary, the use of the hybrid model not only favors students, but also provides the teacher with the opportunity to be more aware of current educational trends and

develop new teaching strategies, by experimenting with different digital tools and methods, and continuing to improve their pedagogical skills, it is a powerful tool to achieve more effective and meaningful language teaching and learning.

Regarding the specific objective 2 To compare the effectiveness of the hybrid Learning models in the English Language classroom the following questions were posed in the focus group with 20 eighth grade students of the Miguel Larreynaga educational center question 1 Could you tell us what your face-to-face classes are like and if you consider that you achieve significant Learning? In the results the students commented that they like the combination of virtual and face-to-face classes, however, they expressed difficulty in both, but with the variety of resources, such as videos, interactive applications and forums, they make their learning more attractive and effective.

In the observation with the group, the importance of the model is consolidated since in the face-to-face classes they allow students to observe and use body language, gestures and facial expressions, which are essential to understand and produce more natural and effective English. This non-verbal communication is difficult to replicate online, but in the classroom it is a crucial part of the interaction for meaningful learning.

According to (MDPI, 22 October 2021) The student of the 21st century must acquire the skills and knowledge that will enable him/her to meet the future challenges of organizations, and therefore must face this new educational system.

In other words, The hybrid method favors the development of complete linguistic competencies (listening, speaking, reading and writing) and promotes key skills such as autonomy, collaboration and mastery of digital tools, this flexible and personalized approach not only allows students to improve their level of English, but also teaches them to manage their own learning effectively, a crucial skill in today's educational and professional context.

Regarding objective 3 To suggest the implementation of hybrid Learning models with students and Teacher of eight grade of the Miguel Larreynaga Public School the question 2 for focus Group of eighth grade Have you ever received virtual classes, ¿if your answer is no would you like and why and if you answer is yes what do you like about virtual classes? among the answers some students expressed that yes and they like it, others had not had the opportunity but they would like to receive them.

The results suggest the implementation of the hybrid model in the teaching of English in the eighth grade group as it can be highly effective if approached strategically, considering both the benefits and challenges in both instruments applied.

These data should be taken into account in a classroom and according to the Teacher theory (Boatman, August 11, 2020). since the pandemic schools have changed, we need to embrace the transformation and create the best possible place for students to succeed.

The hybrid model in English language teaching has great potential to enhance the learning experience by integrating the best of both worlds: face-to-face interaction and the flexibility of digital tools. As a result of the proposed objectives to identify and compare the effectiveness of the hybrid model is confirmed and with adequate training, resources and support, the implementation of the hybrid model in English language teaching students will be able to achieve greater English proficiency in a more efficient and motivating way, enriching their learning and preparing them for a better future.

5.1 Conclusion

What were the experiences of eighth grade students and teachers with Hybrid Learning in English classrooms at Miguel Larreynaga High School in Matagalpa during the second semester of 2024?

This research reported the experiences of eighth grade students and teachers with Hybrid Learning in English classrooms at the Miguel Larreynaga High School in Matagalpa in the second semester of 2024.

For this, it was necessary to conduct a field study where a literature review was used to provide scientific support for the use of the hybrid model in the classroom today and to demonstrate the results through the application of instruments, teachers were interviewed and a focus group and classroom observation with eighth grade students was conducted to learn about their experience, and to identify and compare the effectiveness of the model focused on face-to-face and virtual classes and its implementation with future generations.

In relation to the results of the application and effectiveness of the hybrid model, it was deduced that it has many more advantages than disadvantages, making it fundamental in the contemporary educational panorama.

Among the experience of using the hybrid model we have: different resources and materials that adapt to the needs and learning styles (videos, interactive exercises, games, etc.), face-to-face classes encourage face-to-face interaction, which is crucial to develop skills, making learning more dynamic and engaging, online platforms provide exercises with instant feedback, the use of technology and digital resources increases the motivation of students (active participation) In short, learning in a hybrid environment helps students to develop digital skills, which are increasingly important in today's world.

5.2 RECOMMENDATIONS

Hybrid models of teaching and learning represent a vital evolution in education, offering a balanced approach that integrates both traditional in-person instruction and innovative online methodologies. For teachers, this model fosters greater flexibility and adaptability, enabling them to tailor their teaching strategies to meet diverse student needs and learning styles. Simultaneously, students benefit from the accessibility and convenience that hybrid learning provides, allowing them to engage with course materials at their own pace while still enjoying the social interactions that come from face-to-face classes. By embracing hybrid models, educational institutions can enhance

engagement, improve learning outcomes, and prepare both educators and learners for a future that increasingly relies on digital competencies. This approach not only enriches the educational experience but also cultivates resilience and adaptability in an ever-evolving academic landscape.

List of recommendations to effectively implement a hybrid learning model in education:

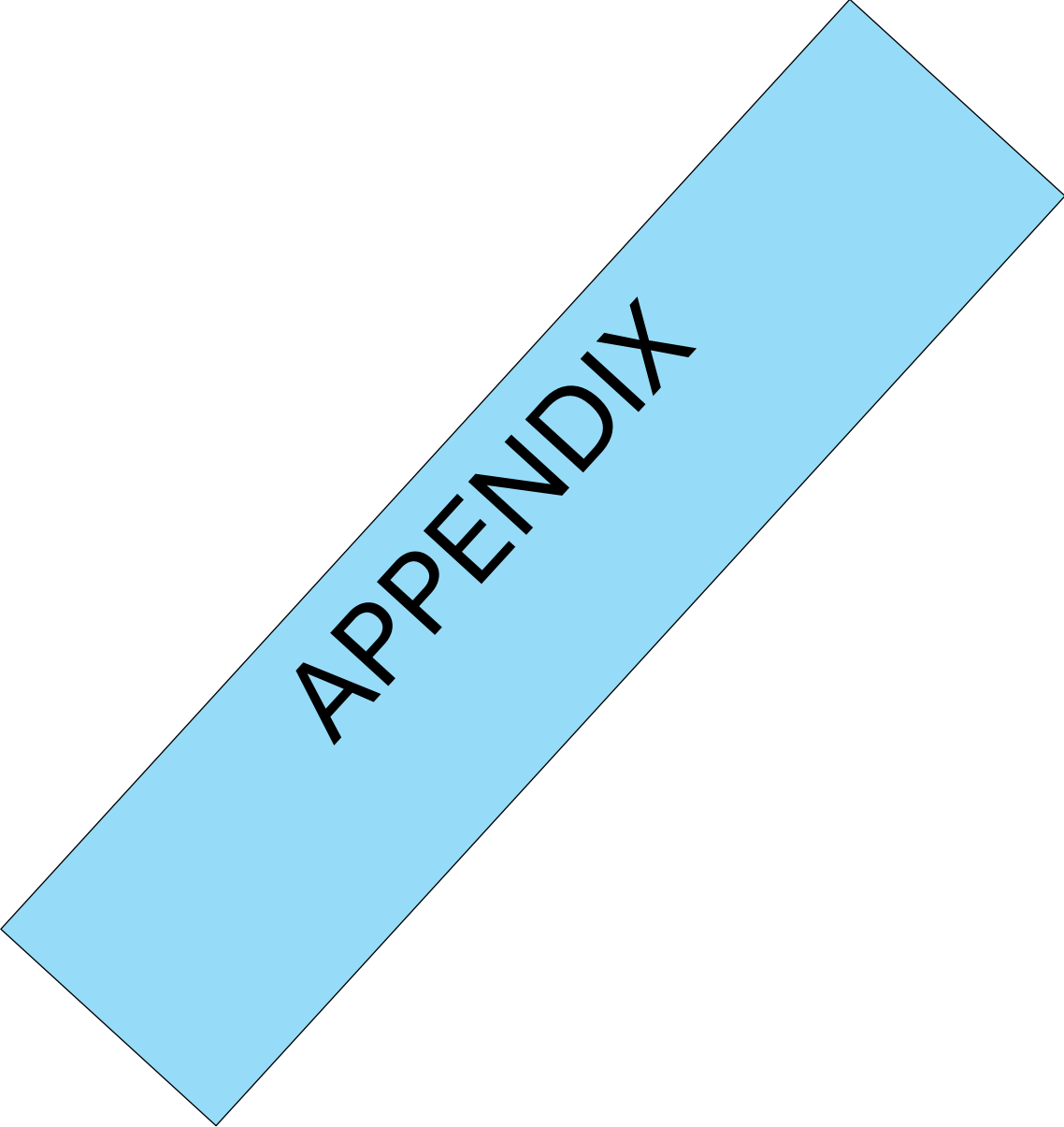
1. **Flexible Scheduling:** Design a schedule that allows for both in-person and online learning sessions, accommodating different learning paces and preferences.
2. **Diverse Learning Materials:** Provide a variety of resources, such as videos, readings, and interactive activities, to cater to different learning styles and keep students engaged.
3. **Technology Training:** Offer training sessions for both teachers and students on how to effectively use digital tools and platforms to enhance the learning experience.
4. **Regular Feedback:** Implement mechanisms for ongoing feedback from students and teachers to continuously improve the hybrid model and address any challenges.
5. **Encourage Collaboration:** Foster opportunities for group work and peer interaction, both online and in-person, to build a sense of community and enhance collaborative skills.
6. **Assessment Variety:** Utilize diverse assessment methods, including quizzes, projects, and presentations, to evaluate student understanding and progress in both environments.
7. **Support Services:** Provide access to academic support services, such as tutoring and counseling, to assist students in navigating the hybrid model effectively.
8. **Clear Communication:** Establish clear guidelines and expectations for both online and in-person participation to ensure that all students understand their responsibilities.

9. Monitor Engagement: Use analytics and tracking tools to monitor student engagement and participation, allowing for timely interventions when needed.
10. Professional Development: Invest in ongoing professional development for educators to help them adapt to new teaching methods and technologies associated with hybrid learning.

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APPENDIX



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APPENDIX 1

CUR MATAGALPA

Research topic: Exploring Eight grade students' and teachers' Experiences with Hybrid Learning in English Language Classrooms at the Miguel Larreynaga High School in Matagalpa in the second semester of 2024.

General Objective

To explore students and teachers experience with hybrid Learning models.

Introduction: We are students of the English course offered at Unan CUR Matagalpa. We are conducting a research with the objective of collecting information related to our research.

General Data:

School:

Date:

Teacher's name :

Subject:

Level

INTERVIEW FOR TEACHERS

- 1- Have you ever used the hybrid Teaching model with your students?
- 2- Name three benefits of the hybrid Learning model?
- 3- Are you familiar with the hybrid Learning models? Explain

4- Could you please define how the on-site classes are conducted?

5- Can you mention according to your experience, What are advantages of Virtual?

6- Can you mention according to your experience, What are the advantages of face- to- face classes?

7- Do you consider that there are disadvantages to face-to-face classes?

8- Do you think are disadvantages in virtual classes?

APPENDIX 2



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MANAGUA

CUR MATAGALPA

Research topic: Exploring Eight grade students' and teachers' Experiences with Hybrid Learning in English Language Classrooms at the Miguel Larreynaga High School in Matagalpa in the second semester of 2024.

General Objective

To explore students and teachers experience with hybrid Learning models.

Introduction: We are students of the English course offered at Unan CUR Matagalpa. We are conducting a research with the objective of collecting information related to our research.

FOCUS GROUP- STUDENTS

- 2- Could you tell us what your face –to- face classes are like and if you consider that you achieve significant Learning?
- 3- Have you ever received virtual classes, if your answer is no would you like and why and if you answer is yes what do you like about virtual classes?
- 4- What is it that you don't like about the classroom classes?
- 5- What is it that you don't like about virtual classes?

APPENDIX 3

UNIVERSITY NATIONAL AUTONOMOUS NICARAGUA UNAN - MANAGUA

CUR MATAGALPA

Research topic: Exploring Eight grade students' and teachers' Experiences with Hybrid Learning in English Language Classrooms at the Miguel Larreynaga High School in Matagalpa in the second semester of 2024.

General Objective
To explore students and teachers experience with hybrid Learning models.

Introduction: We are students of the English course offered at Unan CUR Matagalpa. We are conducting a research with the objective of collecting information related to our research.


General Data:

School: _____ **Date:** _____

Teacher's name: Wendy Janinisies Umoti **Subject:** _____

Level: _____

INTERVIEW FOR TEACHERS



1- Have you ever used the hybrid Teaching model with your students?
Yes, I had the chance to use it on one occasion when I could not attend a face to face class and I asked my students to connect to google meet to explain an assignment they were supposed to give me.

2- Name three benefits of the hybrid Learning model?
1) flexibility 2) Enhanced Engagement 3) Improved Accessibility

3- Are you familiar with the hybrid Learning models? Explain
Yes, the hybrid learning model allows me to create a dynamic, student-centered learning environment that leverages the strengths of both face to face and online instruction.

4- Could you please define how the on-site classes are conducted?
These classes provide students with the opportunity to engage with the course material in a more meaningful way while also developing essential skills in communication, teamwork, and problem-solving.

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CUR MATAGALPA

Research topic: Exploring Eight grade students' and teachers' Experiences with Hybrid Learning in English Language Classrooms at the Miguel Larreynaga High School in Matagalpa in the second semester of 2024.

General Objective
To explore students and teachers experience with hybrid Learning models.

Introduction: We are students of the English course offered at Unan CUR Matagalpa. We are conducting a research with the objective of collecting information related to our research.


General Data:

School: Colegio Público Miguel Larreynaga **Date:** October 9th 2024.

Teacher's name: Yader Francisco Loaysa Sante **Subject:** English.

Level: _____

INTERVIEW FOR TEACHERS




1- Have you ever used the hybrid Teaching model with your students?
Yes, I have applied the hybrid model in some activities with concrete materials.

2- Name three benefits of the hybrid Learning model?
- Daily Attendance.
- Active Participation of students.
- Improve or Academic Levels.

3- Are you familiar with the hybrid Learning models? Explain
Yes, this model had been applied in years ago, focused in resolution of problems with the students.

4- Could you please define how the on-site classes are conducted?
- Showing a central problem, when the students have to read, analyze solve and explain this problem.



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CUR MATAGALPA

Research topic: Exploring Eight grade students' and teachers' Experiences with Hybrid Learning in English Language Classrooms at the Miguel Larreynaga High School in Matagalpa in the second semester of 2024.

General Objective
 To explore students and teachers experience with hybrid Learning models.

Introduction: We are students of the English course offered at Unan CUR Matagalpa. We are conducting a research with the objective of collecting information related to our research.



FOCUS GROUP- STUDENTS

1- Could you tell us what your face-to-face classes are like and if you consider that you achieve significant Learning?

The students said that they like the face to face class because they live with their classmates and teacher, and they consider that they learn a lot during the face to face classes.

2- Have you ever received virtual classes, if your answer is no would you like and why and if you answer is yes what do you like about virtual classes?

The students responded that they have not had the opportunity to have virtual classes because they have not been given such an opportunity, but that they would like to experiment because they are curious about the little they know about how such classes are developed.



APPENDIX 4

CHART OF VARIABLES

General Topic

Students' and teachers' experiences Using hybrid learning models

Specific Topic

Exploring Eighth Grade Students' and Teachers' Experiences with Hybrid Learning in English Language Classrooms at the Miguel Larreynaga High School in Matagalpa in the second semester of 2024

Variable	Concepts or Dimensions	Indicators	Scale	Questions	Technique	Adressed to
I. Hybrid Learning models	1.1. Definition.	1.1.1. Hybrid learning models	Ope	have you ever used the hybrid teaching model with your students?	Interview	Teachers
	1.2. Importance	1.2.1. Benefit	Open	Name 3 benefits of the hybrid learning model	Interview	Teachers
	1.3. Types of hybrids learning models	1.3.1. Presential and virtual	Open	Are you familiar with hybrid learning models? Explain	Interview	Teachers
	1.4. Presential	1.4.1. Definition	Open	Could you please define how the on-site classes are conducted?	Interview	Teachers
	1.5. Virtual	1.5.1. Definition	Open	Could you please define how the virtual classes are conducted?	Interview	Teachers
II. Students' and teachers' experiences with hybrid learning model.	2.1. Students' experience with hybrid learning model	2.1. 1. Presential Advantage	Open	Could you tell us what your face-to-face classes are like and if you consider that you achieve significant learningc?	Focus Group	Students
		2.1.2. Virtual Advantage	Open	Have you ever received virtual classes, if your answer	Focus Group	Students

				is no would you like and why and if your answer is yes what do you like about virtual classes?		
		2.1.3. Presential Disadvantage	Open	What is it that you don't like about the classroom classes?	Focus Group	Students
		2.1.4. Virtual Disadvantage	Open	What is it that you don't like about the virtual classes?	Focus Group	Students
	3.1. Teachers' experience with hybrid learning model	3.1.1. Presential Advantage	Open	Can you mention, according to your experience, what are the advantages of face-to-face classes?	Interview	Teachers
		3.1.2. Virtual Advantage.	Open	Can you mention, according to your experience, what are the advantages of virtual?	Interview	Teachers
		3.1.3. Presential Disadvantage.	Open	Do you consider that there are disadvantages to face-to-face classes?	Interview	Teachers
		3.1.4. Virtual Disadvantage	Open	Do you think are disadvantages in virtual classes?	Interview	Teachers

CHART 1

Analysis of results

	Objetive 1	Objetive 2	Objetive 3
Specific Objective	To identify hybrid Learning models in the English Language classroom.	To compare the effectiveness of the hybrid Learning models in the English Language classroom with eighth grade students and teacher of the Miguel Larreynaga high School .	To suggest the implementation of hybrid Learning models with students and Teacher of eighth grade of the Miguel Larreynaga Highschool Matagalpa-Nicaragua.
Questions/Results summary.	Question 1 Have you ever used the hybrid Teaching model with your students? Question 3 Are you familiar with the hybrid Learning models? Explain? Teachers responded positively from their classroom experience and agreed that this combination of face-to-face and virtual teaching has been used and that it presents both challenges and opportunities considering that the hybrid method can enhance the learning experience for students.	Focus group with 20 eighth grade students of the Miguel Larreynaga educational center question 1 Could you tell us what your face-to-face classes are like and if you consider that you achieve significant Learning? In the results the students commented that they like the combination of virtual and face-to-face classes, however, they expressed difficulty in both,	Question 2 for focus Group of eighth grade Have you ever received virtual classes, if your answer is no would you like and why and if you answer is yes what do you like about virtual classes? among the answers some students expressed that yes and they like it, others had not had the opportunity but they would like to receive them.
Interpretation of results.	The results show the change in the classroom when using it because it helps teachers to be more flexible, innovative and efficient in teaching English, allows them to personalize learning to meet their needs, optimize their class time, and use a variety of resources that enrich the educational experience.	In the observation with the group, the importance of the model is consolidated since in the face-to-face classes they allow students to observe and use body language, gestures and facial expressions, which are essential to understand and produce more natural and effective English. This non-verbal communication is difficult to replicate online, but in the classroom it is a crucial part of the interaction for meaningful Learning.	The results suggest the implementation of the hybrid model in the teaching of English in the eighth grade group as it can be highly effective if approached strategically, considering both the benefits and challenges in both instruments applied.
Theory and literatura Review/ Implications.	(NIH, 2022) Argues that Often, new technologies have been introduced in a short time and both teachers and students must adapt to new approaches to teaching and learning.	According to (MDPI, 22 October 2021) The student of the 21st century must acquire the skills and knowledge that will enable him/her to meet the future challenges of organizations, and therefore must face this new educational system.	According to the Teacher theory (Boatman, August 11, 2020). since the pandemic schools have changed, we need to embrace the transformation and create the best possible place for students to succeed.

<p>Reflective analysis</p>	<p>In summary, the use of the hybrid model not only favors students, but also provides the teacher with the opportunity to be more aware of current educational trends and develop new teaching strategies, by experimenting with different digital tools and methods, and continuing to improve their pedagogical skills, it is a powerful tool to achieve more effective and meaningful language teaching and learning.</p>	<p>In other words, The hybrid method favors the development of complete linguistic competencies (listening, speaking, reading and writing) and promotes key skills such as autonomy, collaboration and mastery of digital tools, this flexible and personalized approach not only allows students to improve their level of English, but also teaches them to manage their own learning effectively, a crucial skill in today's educational and professional context.</p>	<p>As a result of the proposed objectives to identify and compare the effectiveness of the hybrid model is confirmed and with adequate training, resources and support, the implementation of the hybrid model in English language teaching students will be able to achieve greater English proficiency in a more efficient and motivating way, enriching their learning and preparing them for a better future.</p>
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