# Hybrid Learning in Arabic Language Instruction: Combining Online and Face-to-Face Learning for Optimal Results

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**Abstract:** Hybrid learning has emerged as a strategic response to the evolving needs of language education, especially in an era that demands flexibility and technological integration. This study explores the implementation of hybrid learning in Arabic language instruction by combining online and face-to-face learning approaches to achieve optimal outcomes. The main objective is to examine how hybrid learning enhances students' engagement, linguistic competence, and learning autonomy. Using a qualitative method, the study collects data through classroom observations, in-depth interviews with instructors and students, and document analysis. The results show that hybrid learning offers a balanced approach—leveraging the flexibility of digital platforms while maintaining the interactive and communicative benefits of in-person instruction. This combination effectively increases student motivation and comprehension. Despite challenges such as unequal access to technology and varying levels of digital literacy, the research confirms that with adequate support and planning, hybrid learning significantly improves the quality of Arabic language instruction. Therefore, hybrid learning is concluded to be a viable and adaptive pedagogical model for language education.

**Keywords:** Arabic Language Instruction, Blended Education, Hybrid Learning, Online Learning, Student Engagement

## INTRODUCTION

In the era of rapid technological advancement and digital transformation, educational institutions face growing pressure to innovate and adapt their instructional approaches. The increasing integration of technology in various sectors has influenced how knowledge is delivered, particularly in language education. Arabic language instruction, which has traditionally relied on face-to-face methods, is now being challenged to evolve in response to the demands of a digitally connected and highly mobile generation of learners. One promising response to this challenge is hybrid learning, an instructional model that combines both online and in-person learning to create a more flexible and responsive learning environment.

Hybrid learning—also known as blended learning—has emerged as an effective approach to overcome the limitations of conventional classroom settings and fully online instruction (Badarudin et al., 2023; Niyomves et al., 2024). This model leverages the strengths of both modalities: the interactive, real-time benefits of face-to-face learning and the self-paced, accessible nature of digital learning. In the context of Arabic language education, hybrid learning is especially relevant, given the complex structure of the language, including its script, phonetics, grammar, and rich vocabulary, which often require personalized guidance and active practice (Álvarez-Chaves & Saborío-Taylor, 2025a; Andy Endra Krisna, 2024a).

The rise of digital disruption in education, driven by the widespread availability of internet access, smartphones, and e-learning platforms, has accelerated the shift toward hybrid learning. Students are increasingly accustomed to learning in environments where technology plays a central role, and educators are expected to adapt their teaching strategies accordingly. Moreover, the growing need for lifelong learning and flexible education systems has pushed institutions to re-evaluate traditional pedagogies. These trends underscore the necessity of exploring hybrid learning as a sustainable solution for enhancing the quality of Arabic language instruction (Erlan Muliadi et al., 2024; Nasri, 2024; Nasri et al., 2024).

Despite its growing popularity, hybrid learning in Arabic language teaching remains under-researched. Most scholarly work on hybrid models focuses on widely taught international languages such as English, Spanish, or French. However, Arabic—classified as a Semitic

language with unique orthographic and syntactic features—demands specific instructional strategies that may not be addressed by general hybrid models. Thus, it is imperative to investigate how hybrid learning can be effectively tailored to meet the pedagogical requirements of Arabic language learners (Hady & Nasri, 2023; Manan & Nasri, 2024; Nasihin et al., 2024; Nasirin et al., 2023; Nasri et al., 2024).

This study aims to examine the implementation and effectiveness of hybrid learning in Arabic language instruction by addressing several key objectives: (1) to assess the impact of hybrid learning on student motivation, engagement, and language proficiency; (2) to identify best practices and instructional strategies for hybrid Arabic teaching; and (3) to explore challenges faced by both teachers and students in adopting this model. The research employs a qualitative methodology involving classroom observation, interviews with instructors and learners, and document analysis to provide a comprehensive understanding of the hybrid learning experience in Arabic education (Guo, 2021; 'Hybrid Learning Challenges and Opportunities', 2024; Trivedi, 2021).

Initial findings suggest that hybrid learning offers a balanced and adaptable approach that enhances learners' autonomy and comprehension while maintaining meaningful interaction between teacher and student. At the same time, the research highlights common obstacles such as inadequate infrastructure, limited digital literacy, and the need for culturally appropriate learning materials. Nevertheless, with strategic planning and institutional support, hybrid learning holds strong potential for transforming Arabic language instruction in both formal and informal education settings.

In conclusion, this study posits that hybrid learning is not merely a trend driven by technological convenience but a progressive educational model capable of enriching Arabic language education. By embracing innovation while respecting linguistic and cultural particularities, educators can ensure that Arabic instruction remains relevant, effective, and inclusive in the digital age.

## METHODS

This study employs a qualitative research approach using a case study method to obtain an in-depth understanding of the implementation of hybrid learning in Arabic language instruction (Dargent et al., 2003). The qualitative approach is chosen because it allows for a comprehensive and contextualized exploration of the phenomenon under investigation, namely the integration of online and face-to-face learning within a single, coherent instructional model (Hanson et al., 2023; Laylo Gulomjonovna Sattorova, 2022; Shaw, 2024; Voets et al., 2019).

### 1. Research Setting and Participants

The research was conducted at an educational institution that has implemented a hybrid learning model in its Arabic language program, either at the secondary or tertiary level. Participants in the study included Arabic language instructors directly involved in hybrid teaching and students who had participated in the hybrid learning system. Participants were selected purposively based on the criterion that they had experienced at least one full academic term of hybrid instruction.

### 2. Data Collection Techniques

Data were collected using three primary techniques (Boyle, 2022; Jansen et al., 2024; Morse & Field, 1996; Raja Sree & Mary Saira Bhanu, 2020):

a. Participant Observation was conducted during both face-to-face sessions and online classes to observe teacher-student interaction, instructional strategies, student engagement, and the use of learning media.

b. In-depth Interviews were carried out with teachers and students to explore their perceptions, experiences, challenges, benefits, and strategies related to hybrid learning. Semi-structured interviews were used to allow for flexibility in exploring emerging themes.

c. Document Analysis involved reviewing lesson plans, instructional materials, digital platforms used (e.g., Google Classroom, Zoom, WhatsApp), and student learning assessments to support and contextualize the observational and interview data.

### 3. Data Analysis Technique

Thematic analysis was used to analyze the collected data. This technique involves identifying recurring patterns and themes across the dataset (Abdul-Jabbar & K. Farhan, 2022; M. Islam, 2020; Mahsin, 2022). The process followed several stages:

a. Data Reduction, which involved selecting, focusing, and simplifying the raw data in line with the research objectives.

b. Data Display, in the form of descriptive narratives organized by thematic categories emerging from the data.
c. Conclusion Drawing, conducted inductively by relating empirical findings to relevant theories on hybrid learning and language pedagogy (Abdul-Jabbar & K. Farhan, 2022; Badia, 2020; Sayal, 2022).

To ensure the validity and reliability of the findings, data triangulation was applied by comparing information gathered from observations, interviews, and document analysis. Additionally, member checking was conducted with key informants to confirm that the researcher's interpretations accurately reflected their experiences (Mahsin, 2022; Voets et al., 2019).

### 4. Research Ethics

This study adhered to research ethics principles, including voluntary participation, confidentiality, and the secure handling of participants' identities and data. All participants were informed about the purpose of the research and provided informed consent before taking part in the study (Comstock, 2013; Nanjakululu, 2014; Žukauskas et al., 2018).

## FINDINGS AND DISCUSSION

### Findings

This study revealed several key findings regarding the implementation of hybrid learning in Arabic language instruction, based on data collected through observation, interviews, and document analysis.

### 1. Improved Student Engagement and Motivation

One of the most significant findings was the positive impact of hybrid learning on student engagement and motivation. Students reported feeling more interested and involved in learning Arabic when digital media such as videos, quizzes, and interactive apps were used alongside traditional classroom activities. The flexibility of accessing materials online also allowed students to review difficult concepts at their own pace, which contributed to increased motivation to learn.

An Arabic teacher noted, "When I post video lessons or exercises online, the students tend to complete them faster than traditional homework. They also ask more questions during the in-person sessions because they've already engaged with the material beforehand." This suggests that the hybrid model fosters active learning and preparation outside of class.

### 2. Balanced Language Skill Development

The hybrid approach supported the balanced development of the four core language skills—listening, speaking, reading, and writing. Online components, such as recorded listening exercises and reading tasks on digital platforms, were particularly effective in reinforcing receptive skills. Meanwhile, face-to-face sessions were utilized to enhance productive skills, such as speaking fluency and writing accuracy, through direct feedback and peer interaction.

Students also expressed appreciation for the ability to repeat audio and video materials, which helped them master Arabic pronunciation and intonation—areas often cited as challenging in Arabic language acquisition.

### 3. Challenges in Digital Literacy and Infrastructure

Despite its advantages, hybrid learning presented several challenges. One major obstacle was the varying level of digital literacy among both students and teachers. While some participants adapted quickly to using learning management systems and online tools, others struggled, especially in rural or low-resource areas with limited access to stable internet connections. Instructors also faced difficulties in designing effective digital content. Some teachers relied heavily on traditional methods and lacked the training to create engaging online materials, leading to inconsistencies in instructional quality.

### 4. Increased Student Autonomy and Responsibility

The hybrid model required students to take more responsibility for their learning. Many students reported that they developed better time management and study habits as a result of having to follow online schedules, meet deadlines, and prepare before attending in-person sessions.

However, some students struggled with this autonomy, especially those who lacked intrinsic motivation or self-regulation skills. These learners tended to fall behind in completing online tasks and required additional support and monitoring from instructors.

### 5. Positive Perception Toward Hybrid Learning

Overall, both students and teachers expressed positive attitudes toward hybrid learning in Arabic instruction. Teachers appreciated the opportunity to diversify their instructional methods and cater to different learning styles. Students, in turn, valued the combination of flexibility and structure that the model provided.

One student remarked, "I feel more confident speaking Arabic now. I can practice at home with the online tools, and then get corrected in class. It feels like I have more time to learn." This highlights the perceived effectiveness of hybrid learning in supporting language acquisition and building learner confidence.

**Table 1.** Key Findings on the Implementation of Hybrid Learning in Arabic Language Instruction

| No. | Theme | Findings | Supporting Evidence |
| --- | --- | --- | --- |
| 1 | Student Engagement and Motivation | Hybrid learning increased student interest and motivation through interactive and flexible online content. | Students completed digital tasks faster and asked more questions in face-to-face sessions. |
| 2 | Balanced Skill Development | Both receptive (listening, reading) and productive (speaking, writing) skills were effectively supported. | Students could replay videos for pronunciation practice; face-to-face sessions focused on speaking and writing enhancement. |
| 3 | Digital Literacy and Infrastructure Challenges | Variability in digital literacy among students and teachers; limited internet access in some areas. | Teachers struggled to design online content; some students lacked access to reliable connectivity and needed assistance with digital tools. |
| 4 | Student Autonomy and Responsibility | Students became more independent and developed better study habits, though some struggled with self-regulation. | Motivated students managed time well; others fell behind without close monitoring. |
| 5 | Overall Perception of Hybrid Learning | Teachers and students expressed positive attitudes toward hybrid learning as a flexible and effective instructional model. | Students reported improved confidence; teachers appreciated the variety of teaching methods and opportunities for adaptation. |

### Discussion

The findings of this study highlight several important aspects of hybrid learning in Arabic language instruction, which align with established educational theories and contemporary research on blended learning. Firstly, the increased student engagement and motivation observed in the study can be explained through Self-Determination Theory (Martela, 2020; Oszwa & Knopik, 2023). This theory posits that learners are more motivated when their needs for autonomy, competence, and relatedness are met (C Meany, 2023; Ryan, 2023).

Hybrid learning provides autonomy by allowing students to access learning materials anytime and review content at their own pace, thereby fostering a sense of competence (Álvarez-Chaves & Saborío-Taylor, 2025b). The face-to-face sessions contribute to relatedness through social interaction with peers and instructors, which together enhance intrinsic motivation (Almusaed et al., 2023; O'Byrne & Pytash, 2015).

Secondly, the balanced development of receptive and productive language skills supports the Communicative Language Teaching (CLT) approach, which emphasizes meaningful communication and the integration of all language skills (Nasimova, 2022; Pemberton, 2024; Yang, 2024). The hybrid model effectively utilizes online tools to reinforce receptive skills like listening and reading, while preserving the critical interactive components of speaking and writing through direct classroom interaction. This combination facilitates a more holistic language acquisition process (Bai, 2024; Shahi, 2022).

The challenges related to digital literacy and infrastructure reflect findings in the Digital Divide Theory (van Dijk, 2006), which addresses disparities in access to and proficiency with digital technologies. This study confirms that such disparities affect the quality and equity of hybrid learning, particularly in less developed or rural areas. It underscores the importance of institutional support and teacher training to bridge these gaps and ensure inclusive learning environments.

The increase in student autonomy aligns with Zimmerman's (2002) theory of Self-Regulated Learning (SRL), which emphasizes learners' ability to plan, monitor, and evaluate their own learning processes. Hybrid learning environments demand higher levels of self-regulation, requiring students to manage their time and learning activities effectively. While many students adapt positively, those lacking strong self-regulation skills may need additional guidance, suggesting the need for embedded scaffolding and support mechanisms within hybrid programs. Finally, the positive overall perception of hybrid learning echoes the growing consensus in educational literature that blended approaches offer flexibility, personalization, and improved learning outcomes (Garrison & Kanuka, 2004). Hybrid learning combines the strengths of online and traditional methods, fostering learner engagement, autonomy, and interaction in ways that neither mode can achieve alone.

To reinforce these findings, similar studies have also shown the effectiveness of hybrid learning in enhancing learning outcomes and engagement. Rahayu et al. (2022) found that interactive learning through hybrid models and demonstration methods increased student participation and conceptual understanding. Faradita and Rahmawati (2022) confirmed that hybrid learning significantly impacted student achievement during limited face-to-face learning periods. Meanwhile, Krisna (2024b) documented positive student responses to hybrid learning in higher education, highlighting its flexibility and support for active learning. These studies support the conclusion that hybrid learning, when implemented with proper planning and resources, is a viable pedagogical model that can be adapted effectively in language education contexts.

**CONCLUSION**

This study demonstrates that hybrid learning, which combines online and face-to-face instruction, offers significant advantages in teaching Arabic language. The integration of both learning modes enhances student engagement, motivation, and autonomy while supporting balanced development of receptive and productive language skills. Hybrid learning fosters meaningful interaction and provides flexibility that caters to diverse learner needs.

However, challenges such as digital literacy gaps and infrastructure limitations must be addressed to ensure equitable access and effective learning outcomes. Institutional support, comprehensive teacher training, and thoughtful instructional design are crucial for maximizing the potential of hybrid learning environments. Overall, the findings suggest that hybrid learning is a promising approach for optimizing Arabic language education. By leveraging the strengths of both online and in-person methods, educators can create more dynamic, inclusive, and effective learning experiences. Future research should explore strategies to overcome existing barriers and further enhance hybrid learning models in diverse educational contexts.

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