Network Instability as a Constraint on Hybrid Learning Model Adoption in Tertiary English Language Teaching

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Abstract

Despite widespread educational technology infrastructure in Thai higher education, gaps persist between technological access and pedagogical implementation. This qualitative study investigates how network infrastructure instability constrains instructors' adoption of Hybrid learning models in tertiary English language teaching. Through semi-structured interviews with eleven instructors and thirty-eight students at a Thai university, this research documents how unreliable network connectivity forces instructors to default to lower-impact Web-Enhanced models despite possessing knowledge and skills for advanced approaches. Thematic analysis revealed three constraint mechanisms: risk aversion from technical failures, equity concerns regarding differential access, and bandwidth limitations during peak periods. Findings demonstrate network reliability functions as pedagogical determinant with direct consequences for learning outcomes. This research contributes theoretical understanding of infrastructure as systemic constraint on educational innovation and provides recommendations for institutional technology planning prioritizing pedagogical functionality over expansion.

Keywords

Bandwidth bottleneck, blended learning, educational technology, hybrid learning, network infrastructure.