

**SYSTEMATIC LITERATURE REVIEW OF HYBRID  
LEARNING ON ENGLISH AS FOREIGN LANGUAGE**

**THESIS**

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In Partial Fulfillment of the Requirements  
For the Degree of Magister in English Language Education



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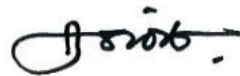
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## **MOTTO**

*You know you're gonna win or you'll learn*

*Your victory will live forever*

*Keep fighting for the riot inside*

*(Myrath)*

## **DECLARATION OF AUTHENTICITY**

Herewith I,

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Declare that:

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A handwritten signature in black ink, appearing to be 'Nufal Aini', written over a horizontal line.

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## ABSTRACT

Aini, Nufal. 2023. Systematic Literature Review of Hybrid Learning on English as Foreign Language. Advisors: (1) Nur Afifi, M.App.Ling, Ph.D (2) Dr. Toyyibah, M.Pd.

**Keywords:** Hybrid Learning, Systematic Literature Review, EFL.

Hybrid learning, integrating online and face-to-face instruction, has garnered increasing attention within English as a Foreign Language (EFL) education. This systematic literature review examines research on implementing blended learning approaches in EFL contexts - synthesizing evidence regarding effective practices, benefits, challenges, skill impacts, and optimization strategies. Findings derive from 58 recent empirical studies spanning rotational, flipped, and mixed blended model configurations across diverse institutional settings.

Reviewed studies indicate hybrid EFL learning promotes flexibility and accessibility catering to varied learning needs. Constructivist underpinnings foster enriched opportunities for multimedia integration, collaboration, and learner-driven development. Specifically, rotation models, flipped classrooms, and blended learning allow students to learn through different modalities while leveraging technology to expand networking. This exposure facilitates connections essential for information exchange and co-constructing understanding. Integrating online components also enables more self-directed and customized learning pathways responsive to individual needs. Additionally, variety and autonomy attributed to blended environments may heighten student motivation and engagement of language acquisition.

However, implementing hybridity in EFL contexts also poses meaningful challenges that can hinder applications. Most significantly, technology access barriers conflict with hybrid learning's reliance on robust infrastructure. Issues like limited device/internet availability, software problems, and weak IT support severely impede integration of online activities. Additionally, adjusting pedagogical approaches for blended contexts proves difficult for many teachers who lack specialized skills for sequencing effective technology-enhanced lessons aligned to objectives. This gap inhibits creation of seamless, constructivist learning experiences. Finally, hybrid environments can reduce student-instructor interactions and feedback exchanges which facilitate language development per sociocultural theory tenets.

Nonetheless, a substantive body of research documents positive impacts of hybrid EFL adoption on advancing language skills. Across studies, blended approaches enhance reading, writing, speaking, vocabulary, grammar, and communicative competencies. Multimedia integration expands authentic inputs to immerse learners while aligned face-to-face activities drive communicative

confidence. Built-in features also furnish self-pacing and access to collaborative exchanges that scaffold construction of language knowledge.

Finally, research outlines key strategies for optimizing and sustaining effective blended learning programs. These encompass upgrading technological infrastructure to enable networked collaboration activities, applying instructional design principles to intentionally blend online and in-person learning tasks, and prioritizing extensive professional development for teachers to elevate competencies managing blended environments and pedagogies.

## **DEDICATION**

*“I dedicate this Thesis for My small family, friends, acquaintances and anyone who is struggling to fight for a better future”*



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Finally, the writer hopes this thesis will be useful for all readers. The writer realizes that this thesis is not perfectly enough yet, it is caused on limitation of capability and knowledge that the writer has owned. Therefore, the writer is excited to receive constructive criticism and suggestion to make this thesis better. Comments, suggestions, and questions are always welcome.

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