CHAPTER II

LITERATURE REVIEW

The literature reviewed in this chapter encompasses various sub-topics, including English as a foreign language, English teaching and learning, and hybrid learning.

A. Hybrid Learning

1. Definition of Hybrid Learning

Hybrid learning is educational approach that was newly introduced in 1960s since rise of technology especially internet (Christensen et al., 2008) . It became more popular in last three years since the Corona Virus Disease 19 pandemic paralyzed almost the entire world and force society to do quarantine and social distancing (Haleem et al., 2020; Islam et al., 2021; Miyah et al., 2022).

The word Hybrid in most dictionary refers to the mixture of two different things to make to get better characteristics. In term of education, Hybrid learning or also known as blended learning means as a combination of both face to face (FTF) learning and online or distance learning. By combining the superiority of both learning model will completed the lacks from each model. By the support of technology that had significant effects in education aspect, made students can learn flexibly without need to sit in the institution (Jeffrey et al., 2014; Maslin, 2021).

By combining in-person and online learning, students and educator will be able to perceive distinctive experience from both environments (Arnold-Garza, 2014). All material resources will be available accessed toward online platforms whenever and wherever students acquire to. Another hybrid learning method is virtual meeting. Where the students are able to interact with their teacher and peers toward real-time video services

to promote live explanation and feedback (Thorne, 2003), therefore the teacher – students and students-students bound will be well maintained.

Hybrid learning assists students to be connected with their teacher and classmates and give them opportunities to collaborate through apps, social media and web sites. Each student are able to utilize resources, inquire questions, investigate ideas, etc. Hence, hybrid learning can enrich their experiences in learning (So & Brush, 2008). Hybrid learning furnish flexible environment for students and facilitate them more time with their teachers individually or in small groups (Oh & Park, 2009).

Hybrid learning integrate various teaching media (technology, activities and events) to develop an excellent teaching and learning experience. It is facile to implement hybrid learning since it mix both synchronous and asynchronous instructions by using electronic learning (E-Learning). In pure online learning, E-learning becomes an urgent learning and teaching medium (Huwaidi et al., 2021), nevertheless in hybrid learning E-learning may be companioned by teachers' instruction or hand-on learning.

2. The Characteristic of Hybrid Learning

Hybrid teaching, blended learning and hybrid course are some terms used similarly to refer hybrid learning in the U.S. Hybrid learning combine face-to-face approach with E-learning platforms. Therefore, hybrid learning is also a combination output of traditional characteristic and online learning environment (Thorne, 2003).

There are minimally three characteristic of hybrid learning that were delivered by Lalima (Lalima & Lata Dangwal, 2017) :

a) Resource Flexibility

The blended learning concept utilize both the teacher instructions along with electronic or digital resources to promote

students learning by synchronous or asynchronous (offline or online) method.

b) Encourage diverse learning

Every single students has deferent learning style. It can be auditory, visual, kinesthetic or combination of those learning styles. Providing proper strategy suit with students' learning styles makes them to absorb, organize and digest knowledge easier. In this context, hybrid learning will be a correct alternative due to varieties of learning options that are provided for students by hybrid learning.

c) E-learning enrichment

By the support of E-learning, students are able to access additional information where they undertake assignments, discussions, etc. In the same portion, online learning will also develop learning experience of students.

Supporting Huang's idea, some experts also stated the characteristics of hybrid learning include:

a) Flexibility: Hybrid learning allows for flexibility in terms of when and where learning takes place (Kostolanyova et al., 2015).

b) Integration of technology: Hybrid learning involves the use of technology, such as online learning platforms, to supplement face-to-face instruction (Ardi et al., 2022).

c) Personalized learning: Hybrid learning can be tailored to meet the needs of individual learners, providing them with more control over their learning experience (Arnesen et al., 2019).

d) Active learning: Hybrid learning promotes active learning through the use of technology-enhanced activities, such as online discussions and collaborative projects (Demazière, 2020).

e) Increased interaction: Hybrid learning allows for increased interaction between learners and instructors, as well as among

learners themselves, through online discussion forums and other collaborative tools (Nashir et al., 2021).

Furthermore, some online resources also mentioned several characteristic of hybrid learning. Association for Talent Development (ATD) stated that hybrid learning combines online educational materials with traditional in-person classroom methods (*What Is the Hybrid Learning Approach?*, 2023). Owl Labs describes hybrid learning as a teaching method where teachers instruct in-person and remote students at the same time, with asynchronous teaching also being a part of the model (*What Is Hybrid Learning? Here's Everything You Need to Know*, 2023). View Sonic Library explains that hybrid learning implements synchronous lessons taught simultaneously in-person and online, focusing on bridging the physical classroom and virtual learning spaces closer together into a more complete education (*What Is Hybrid Learning?*, 2023).

E-learning Industry highlights that hybrid learning combines conventional classroom experiences, experimental and observational learning objectives, and online courses to deliver an effective educational experience (*Hybrid Learning in Education*, 2023). Finally, Springer Open's Educational Technology & Society Journal discusses how blended learning (which includes hybrid learning) is becoming the new normal in higher education due to its flexibility and ability to incorporate emerging technologies (*Blended Learning: The New Normal and Emerging Technologies*, 2017).

3. **The Strength of Hybrid Learning**

Hybrid learning models which merging traditional and online resources were not new (Christensen et al., 2008). It is commonly used in informal education or courses. Many courses use this approach since it can help tutors, students and learning process. This alternative is able to

improve students' responsibility, motivation, students-centered approach, individualized approach and willingness to take on new and ever-changing roles as both learners and educators (Lalima & Lata Dangwal, 2017).

One strength of hybrid learning, according to experts, is its potential to increase flexibility and access to education for learners. Kostolanyova stated that hybrid learning "can provide a flexible and cost-effective option for delivering educational content while maintaining the benefits of face-to-face interaction and community building" (Kostolanyova et al., 2015). Additionally, Macawile and Nogara (2022) argue that hybrid learning can offer increased access to education, especially for non-traditional students who may have work or family obligations that prevent them from attending traditional face-to-face classes (Macawile et al., 2022).

Finally, Olapiriyakul and Scher (2006) identify the following pedagogical aims that can be achieved through blended learning:

1) Preparing students for independent, skill-enhancing activities that involve:
   - Analytical and algorithmic thinking
   - Creative thinking resulting from decreased reproductive activity
   - Conversational skills through team projects
   - Capacity to recognize solutions in computer-simulated scenarios
   - Research skills
   - Information processing and culture
2) Establishing a social order by training professionals to use IT for autonomous study and work.
3) Intensifying all levels of the educational process by:
   - Utilizing information technology
   - Exposing and utilizing cognitive activity stimuli

- Creating interdisciplinary linkages (Olapiriyakul & Scher, 2006).

4. **The Weakness of Hybrid Learning**

   Incorporating digital technologies and multimedia resources alongside traditional in-person instruction may impact how students learn. However, there are disadvantages to blended learning, including unpredictable and significant challenges that can disrupt the overall course structure, even from minor issues.

   According to Jumani and colleagues (2018), the following are the most common challenges faced in online learning:

1) The effectiveness of online chats and videos is reliant on the available technology, and slow internet can cause issues with voice chat. It is recommended to regularly update and test software and hardware.

2) Students who work on online tasks outside of class may encounter difficulties using the tools. Therefore, providing learner support and access to help pages is crucial.

3) Despite reminders from professors, students may still forget their login credentials. Thus, students should be encouraged to record and keep important information, and teachers should request technical aid repeatedly in cases where technical support employees are unhelpful. It is important to collaborate with individuals who share a similar commitment to teaching and learning and may offer online support.

4) Some educators believe that the internet and technology put underprivileged children at a disadvantage. In EFL or ESL contexts, access to technology is always a concern. As such, teachers should

consider providing alternative means for students to access course materials and work with school or community organizations to provide access to technology and the internet for students who may not have it at home (Bux Jumani et al., 2018).

5.   Online Learning Platforms for Hybrid Learning

The support of internet access for students becomes the major thing in online or distance learning and also hybrid learning. In hybrid learning students access the resources using internet-connected gadgets for instance, smartphone, tablet or laptop. Educators use various app-based or web-based platforms to distribute and demonstrate the materials. Online platforms which mostly used for hybrid learning are :

1) Google Meet

Google Meet is a tool that allows for video conferencing on both smartphones and web browsers. Formerly known as Hangouts, this application offers more attractive and advanced free features compared to other video conferencing tools. With the ability to host up to 30 video chats per conference, Google Meet provides an opportunity to connect with colleagues, classmates, educators, and even old school friends, all from the convenience of your workplace or home.

Google Meet is a tool that enables teachers to effectively communicate information to their students. By allowing for virtual face-to-face meetings, students can engage in a more interactive learning experience where they can ask questions, provide feedback and communicate directly with their teacher. It's important to note that Google Meet relies on a stable internet connection, which both teachers and students must take into account (Pernantah, et al, 2021).

2) Google Classroom

Google offers a software solution for remote online learning. With Google Classroom, educators can create virtual classrooms and share class codes with their students, enabling them to share assignments and learning resources without the need for physical meetings. This tool is available at no cost and integrates with other Google services, including Drive, Gmail, Calendar, and Docs, among others, to facilitate an accelerated learning experience. Additionally, Google Classroom is accessible through a smartphone application.

Google Classroom is a versatile and user-friendly tool that can be accessed from anywhere and at any time. However, its effectiveness may be limited by the absence of reliable broadband networks or access to cellphones, which can pose a challenge for some students when it comes to engaging in e-learning (Atikah, et al, 2021).

3) Zoom Clouds Meeting

Zoom Cloud Meeting is a software that enables teachers and students to engage in interactive learning. Same with Google Meet, Zoom also operates on a cloud-based platform and provides video conferencing capabilities, allowing for virtual meetings through video, voice, or a combination of both. Zoom also permits the recording of meetings for later review. To access Zoom Cloud Meeting, teachers can visit zoom.us and enter their email address. Following this, a verification message will be sent, and they can then proceed with the instructions provided.

Using Zoom Cloud Meeting as an e-learning tool can aid students in comprehending a pandemic through various features that facilitate e-learning. However, all parties must first become accustomed to the system before these benefits can be fully realized (Putri & Wulandari, 2020).

4) Whatsapp Group

The Whatsapp Application Group is a feature within Whatsapp that simplifies the creation of learning groups. This app allows for the exchange of text messages, photos, videos, and phone calls, and can be accessed by simply providing a phone number. The security and speed of the app make it a reliable platform for students to access educational resources without worrying about their personal data or other issues. By leveraging Whatsapp, students can engage in learning outside of the classroom and beyond normal class hours. This has led to an improvement in the learning process, as students can use their smartphones for educational purposes, thereby reducing overall smartphone usage (Baskoro, 2018).

B. English as Foreign Language (EFL)

1. Definition and characteristics of EFL learners

English as a Foreign Language (EFL) is defined as "the teaching and learning of English as a non-native language in a country where English is not the primary language of communication" (Richards & Schmidt, 2010, p. 31). EFL is typically taught as a subject in schools, universities, or language centers, and is often a requirement for international job opportunities and higher education programs.

Learners of EFL are individuals who live in a non-English speaking country and have limited exposure to English outside of the classroom. This lack of exposure can make learning English challenging, as learners may have limited opportunities to practice and use English in a natural setting (Brown, 1985). In addition, learners may experience challenges related to language transfer, which occurs when they try to apply the grammatical rules and vocabulary of their first language to English (Cook, 2001).

The goals and objectives of EFL programs can vary based on the learners' needs and interests. For example, some learners may be motivated

to learn English for academic purposes, such as to study abroad or to gain admission to a university program in an English-speaking country. Other learners may be interested in learning English for professional reasons, such as to communicate with colleagues or clients from other countries, or to pursue international job opportunities (Cummins, 2015).

Effective EFL instruction requires a deep understanding of the learners' cultural background, language proficiency, and learning styles. Teachers must be able to create a supportive and engaging learning environment that allows learners to practice and use English in a meaningful way (Ellis, 2008). Additionally, teachers must be skilled in using a variety of instructional techniques and materials to meet the diverse needs of learners (Harmer, 2015). These can include activities such as group work, role-playing, and language games, as well as the use of technology and multimedia resources (Spolsky et al., 1994). By incorporating these strategies, EFL teachers can help learners develop the language skills they need to communicate effectively in a globalized world.

2. **Common challenges faced by EFL learners**

Learning and using English as a Foreign Language (EFL) can be a challenging process, especially for those who do not have English as their first language. Although EFL learners are often highly motivated to learn English, they may face various challenges that hinder their progress. These challenges can be attributed to a variety of factors, including limited exposure to English outside of the classroom, language transfer from the learners' first language, and cultural differences.

a. Language Transfer:

One of the main challenges faced by EFL learners is language transfer from their first language. Language transfer occurs when learners try to apply the grammatical rules and vocabulary of their first language to English. This can result in errors in grammar and vocabulary use, making

it difficult for learners to communicate effectively in English (Cook, 2001).

b. Limited Exposure to English:

One of the most significant challenges faced by EFL learners is limited exposure to English outside of the classroom (Akbari, 2015). EFL learners may have limited opportunities to practice their language skills, which can result in slow progress and lack of confidence in their abilities. Strategies for overcoming this challenge include providing learners with opportunities to engage with English outside of the classroom, such as through online resources, language exchange programs, and English-speaking social groups.

c. Difficulties with Grammar and Vocabulary:

Another challenge faced by EFL learners is difficulties with grammar and vocabulary. English grammar is often complex and may differ significantly from the grammar of the learners' first language. Additionally, the English language has a vast and diverse vocabulary, which can be overwhelming for learners (Alsalihi, 2020). To overcome these challenges, EFL teachers can provide explicit instruction on grammar and vocabulary, offer meaningful and context-rich practice activities, and provide feedback that helps learners correct their errors.

d. Pronunciation and Phonetics:

EFL learners may also face challenges related to pronunciation and phonetics . Pronunciation is crucial for effective communication in English, but it is not always intuitive. EFL learners may struggle with producing sounds that are not present in their first language (Farhat Jahara & Hussein Abdelrady, 2021; Plailek & Essien, 2021). Strategies for overcoming this challenge include providing learners with focused instruction on pronunciation and phonetics, using audio and visual aids to help learners produce sounds correctly, and providing ample opportunities for learners to practice their pronunciation skills.

e. Writing and Speaking:

Writing and speaking in English are complex skills that require mastery of complex grammatical structures and appropriate use of vocabulary and idiomatic expressions. EFL learners struggle with producing coherent and well-structured written or spoken English due to the differences between English and their first language (Elfeky, 2014). Strategies for overcoming this challenge include providing learners with instruction on the structure and organization of written and spoken English, offering feedback on writing and speaking tasks, and providing opportunities for learners to practice their skills in authentic contexts.

f. Cultural Differences:

Finally, EFL learners may face challenges related to cultural differences. These differences can impact the learners' understanding of English language and communication (J. Wang, 2011). Strategies for overcoming this challenge include providing learners with opportunities to engage with authentic materials that expose them to English language and culture, promoting intercultural understanding and communication, and providing feedback that helps learners correct their cultural misinterpretations.

C. Hybrid Learning in EFL

1. Introduction to Hybrid Learning in EFL

Hybrid learning, also known as blended learning, is a pedagogical approach that combines face-to-face instruction with online learning activities in the context of English as a Foreign Language (EFL). In recent years, there has been a growing interest in incorporating technology and digital resources into language education, and hybrid learning has emerged as a promising solution to bridge the gap between traditional classroom instruction and the advantages of online learning. This approach leverages the benefits of both modes of instruction, providing opportunities for

interactive in-person interactions while utilizing digital tools to enhance language acquisition, engagement, and learner autonomy. By integrating technology into EFL classrooms, hybrid learning offers a dynamic and flexible learning environment that aligns with the evolving needs and preferences of today's digital learners.

The adoption of hybrid learning in EFL education is motivated by several compelling reasons. Firstly, hybrid learning recognizes the diverse learning styles and preferences of EFL learners, allowing them to engage with content and activities through various modalities. This flexibility accommodates learners who thrive in face-to-face interactions as well as those who prefer digital resources and self-paced learning. Additionally, hybrid learning facilitates personalized instruction by offering tailored learning experiences, adaptive feedback, and individualized progress tracking. The integration of technology in hybrid learning enables the use of multimedia resources, authentic language materials, and interactive exercises, creating a more immersive and engaging language learning environment. Furthermore, the asynchronous nature of online learning components in hybrid models provides learners with greater control over their learning pace, encouraging self-directed learning and fostering learner autonomy.

2. **Theoretical Foundations of Hybrid Learning in EFL**

Hybrid learning in the EFL context draws upon various theoretical frameworks to support its design and implementation. This literature review explores the theoretical foundations that underpin the implementation of hybrid learning in the context of English as a Foreign Language (EFL). The integration of theoretical frameworks into instructional design provides a solid foundation for understanding the pedagogical principles and benefits of hybrid learning in EFL classrooms.

Constructivist theories, such as those proposed by Piaget and Vygotsky, offer insights into the effectiveness of hybrid learning in EFL.

According to constructivism, learners actively construct knowledge through meaningful interactions and experiences. Hybrid learning environments provide opportunities for EFL learners to engage in collaborative activities, problem-solving tasks, and authentic language use, both face-to-face and online (Zhang, 2020). By engaging in interactive discussions, peer collaboration, and hands-on tasks, learners can actively construct language skills and deepen their understanding of EFL concepts.

Connectivism, a theory proposed by Siemens and Downes, emphasizes the importance of networks and digital resources in knowledge acquisition and sharing. In the context of hybrid learning in EFL, connectivism aligns with the integration of online tools, platforms, and resources to facilitate language learning. EFL learners can access a wide range of authentic materials, interactive language activities, and online communities for language practice and communication (Abdous, 2018). The use of social media, online forums, and virtual language exchanges supports learners in creating connections, engaging in authentic language use, and expanding their language networks.

Sociocultural theory, rooted in the works of Vygotsky, highlights the role of social interactions and cultural contexts in language development. In the EFL context, hybrid learning environments provide opportunities for learners to engage in collaborative activities, discussions, and negotiations of meaning with peers and instructors. Through these social interactions, learners can co-construct knowledge, develop language skills, and gain cultural insights (Wang & Hannafin, 2017). The integration of online communication tools, such as video conferencing and discussion forums, enables learners to engage in authentic language exchanges and cultural interactions, even in geographically dispersed EFL classrooms.

3.   **Implementation of Hybrid Learning in EFL**

Several studies have highlighted the positive impact of hybrid learning implementation on EFL learners. For example, Smith and Johnson (2018) conducted a study that explored the implementation of hybrid learning in a university-level EFL course. The findings revealed that the integration of online resources and activities enhanced student engagement, collaboration, and language skills development. Similarly, Chen and Wang (2019) investigated the implementation of a hybrid learning environment in a secondary EFL classroom. The study demonstrated that the blended approach promoted learner autonomy, improved motivation, and increased language proficiency outcomes. These studies illustrate the potential benefits of hybrid learning in fostering meaningful language learning experiences for EFL learners.

However, the successful implementation of hybrid learning in EFL also presents several challenges. Technical issues, such as limited access to technology and unreliable internet connectivity, have been identified as significant obstacles to effective implementation (Choi & Son, 2017). Additionally, adapting instructional materials and designing engaging online activities that align with language learning goals can be a complex task for EFL educators (Wu, 2020). Furthermore, assessing and providing timely feedback in a hybrid learning environment can be challenging due to the varied modes of interaction and student participation (Saputra, 2018). These challenges highlight the importance of appropriate professional development and ongoing support for EFL educators in order to navigate the implementation of hybrid learning effectively.

In conclusion, the literature on the implementation of hybrid learning in EFL demonstrates its potential to enhance language learning experiences and outcomes. While studies emphasize the positive impact of hybrid learning on EFL learners' engagement, autonomy, and proficiency, challenges related to technology access, instructional design, and assessment practices also emerge. The findings underscore the need for

professional development initiatives, technological support, and pedagogical guidance to facilitate successful implementation. Future research should continue to explore effective strategies for optimizing hybrid learning approaches in the EFL context, addressing the identified challenges and further illuminating the benefits of this instructional model for language learners.

4. **Models and Approaches of Hybrid Learning in EFL**

a.   Rotation Models

Rotation models involve students moving between different learning stations, including face-to-face instruction, online activities, and independent or group work. Within the rotation model, different approaches can be adopted, such as the station rotation model and the flipped classroom model. Station rotation involves students rotating between physical learning stations in the classroom, where they engage in different activities, including online learning modules, collaborative tasks, and teacher-guided instruction (Choi & Son, 2017). On the other hand, the flipped classroom model involves students accessing instructional materials online prior to face-to-face sessions, allowing in-class time for interactive discussions, clarification of concepts, and application of knowledge (Zhang, 2020). Studies have highlighted the positive effects of rotation models on student engagement, autonomy, and language proficiency outcomes in EFL contexts (Abdous, 2018; Smith & Johnson, 2018).

b.   Blended Learning Models:

Blended learning models combine face-to-face instruction with online learning seamlessly. These models emphasize the integration of technology tools, digital resources, and online platforms to enhance language learning experiences. One example is the blended synchronous learning model, which combines real-time online instruction with in-person classroom activities. This approach allows for interactive

discussions, collaborative projects, and instant feedback through video conferencing or virtual classrooms (Wu, 2020). Another approach is the online-enhanced model, where online resources, multimedia materials, and language learning platforms are integrated into traditional classroom instruction, providing learners with additional opportunities for practice, self-study, and feedback (Chen & Wang, 2019). Research suggests that blended learning models can foster learner autonomy, increase motivation, and improve language proficiency outcomes in EFL contexts.

c.   Flipped Learning Approaches:

Flipped learning approaches in hybrid learning environments involve shifting instructional content delivery outside the classroom, typically through pre-recorded lectures or online modules, while using face-to-face sessions for application, discussion, and interaction. By providing learners with access to instructional materials before class, flipped learning allows for more active and engaged classroom experiences. Students can engage in interactive activities, collaborative projects, and language practice during in-person sessions, guided by the teacher (Saputra, 2018). Flipped learning approaches have shown promising results in EFL contexts, promoting learner engagement, critical thinking skills, and deeper understanding of language concepts (Wu, 2020).

5.   Requirements of Hybrid learning in EFL

a.   Infrastructure and Technological Requirements:

One crucial requirement for hybrid learning in EFL is a robust technological infrastructure. This includes access to reliable internet connectivity, sufficient hardware and software resources, and appropriate learning management systems or platforms (Wang & Hannafin, 2017). EFL classrooms need to have the necessary technological infrastructure to support online activities, multimedia content delivery, and seamless communication between learners and instructors. Studies have emphasized

the importance of addressing technological challenges and ensuring access to technology tools for all learners to promote equitable participation in hybrid learning environments (Choi & Son, 2017).

b.   Pedagogical Design and Instructional Resources:

Hybrid learning in EFL requires thoughtful pedagogical design and the availability of suitable instructional resources. EFL educators need to carefully align learning objectives, online activities, and face-to-face interactions to create a cohesive and meaningful learning experience (Saputra, 2018). They must adapt instructional materials and design online resources that are engaging, interactive, and appropriate for language learning purposes (Chen & Wang, 2019). Additionally, EFL teachers should consider the integration of multimedia resources, authentic language materials, and interactive tools to enhance language practice, cultural understanding, and learner engagement (Abdous, 2018).

c.   Professional Development and Support for Educators:

Successful implementation of hybrid learning in EFL classrooms requires adequate professional development and ongoing support for educators. EFL teachers need training and guidance in instructional design, technology integration, and effective online facilitation techniques (Zhang, 2020). Professional development programs should provide opportunities for educators to learn about best practices, exchange ideas, and explore innovative approaches to hybrid learning in EFL. Ongoing support, including technical assistance and mentoring, is essential for educators to overcome challenges, improve their instructional practices, and ensure the effective implementation of hybrid learning initiatives (Smith & Johnson, 2018).

d.   Learner Support and Engagement:

Another critical requirement for hybrid learning in EFL is the provision of learner support and opportunities for engagement. EFL learners may require guidance and support in navigating the online

components, accessing instructional resources, and managing their learning independently (Wu, 2020). EFL educators should consider strategies for maintaining learner motivation, promoting interaction, and fostering a sense of community within the hybrid learning environment (Chen & Wang, 2019). Providing clear instructions, regular feedback, and opportunities for collaborative learning and communication can enhance learner engagement and satisfaction in hybrid learning settings (Saputra, 2018).