CHAPTER VI

CONCLUSSIONS AND SUGGESTIONS

This chapter has two sections. The conclusions summarize key insights uncovered by this thesis research across all investigative processes conducted. The recommendations section provides guidance for future scholars pursuing related research. It offers advice on potential directions and methods to further understanding of the topics explored.

A.   Conclusions

This study of systematic literature review hybrid learning on EFL reveals some underlying points which can be concluded as follows:

1. Hybrid learning adoption in EFL contexts relies on key principles of constructivism, connectivism, and sociocultural theory to promote enriched language development through integrated technological and face-to-face experiences.

2. Thoughtful implementation strategies around rotating modalities, blending instructional delivery, and flipping class activities help actualize theoretical advantages of hybridity in EFL classrooms across secondary and university settings.

3. Significant student gains in linguistic skills and communicator competencies highlight the potential of purposeful hybrid learning to meaningfully uphold language acquisition processes from both empirical and theoretical frames.

4. However, substantial barriers around infrastructure, stakeholder readiness, content design, and interaction channels must be intentionally addressed to manage the complex shift towards effective blended EFL learning systems.

5. The COVID-19 pandemic clearly served as an unexpected catalyst that swiftly prompted consideration and evaluation of hybrid learning

designs on a large scale. However, the hurried pace of transition understandably surfaced myriad access, technological, and pedagogical challenges as institutions reacted.

6. Research-supported guidance emphasizes modernizing technology tools, applying instructional design knowledge, and supporting teacher professional learning to enhance hybrid EFL quality rooted in established language education theories.

In summary, while potentially transformative, hybrid EFL learning requires judiciously bridging pedagogical principles and practical demands across interconnected institutional, social and technical dimensions to fulfill its promise of expanded learning pathways for globally connected citizens. Further research can continue elucidating navigation strategies.

B. Suggestions

The research shows that modernizing technology infrastructure is important to enable smooth combination of online and in-person learning. This includes upgrading devices, internet networks, online platforms, and IT helpdesks. Doing this creates an equal base for all students to learn online and offline. Schools also need to evaluate what is required and get enough funding to put this in place. In addition, purposefully using instructional design principles can improve language learning. This means carefully planning objectives, materials, activities and tests to develop skills by blending together online student participation and offline teacher-led sessions. Teachers can enhance how they combine online and offline learning by joining communities to explore best practices.

In summary, the research shows that to effectively adopt blended learning, coordinated efforts are needed to modernize support systems, apply design principles, and develop teacher and student abilities with blending online and face-to-face instruction.