References

Abdillah, J. A., & Sueb, S. (2022). Students' Learning Motivation toward the Implementation of Blended Learning during Post-Pandemic EFL Classroom. *Pioneer: Journal of Language and Literature*, *14*(1), 278. https://doi.org/10.36841/pioneer.v14i1.1706

Abdulhak, I., Djohar, A., & Wahyudin, D. (2018). *The Development of Hybrid Learning Curriculum Model for Improving Teachers Competencies in Teacher Education Institutions in Indonesia and South Korea*. *3*(1), 31–35.

Abi Raad, M. E., & Odhabi, H. (2021). Hybrid Learning Here to Stay! *Frontiers in Education Technology*, *4*(2), p121. https://doi.org/10.22158/fet.v4n2p121

Afrilyasanti, R., & Basthomi, Y. (2022). A Sudden Shift: Students', Teachers', and Parents' Adaptation to Learning during and after COVID-19 Learning. *Pegem Journal of Education and Instruction*, *12*(2), 143–150. https://doi.org/10.47750/pegegog.12.02.14

Ahmad, J. (2021). Effectiveness of Blended Approach in Teaching and Learning of Language Skills in Saudi Context: A Case Study. In *English Language Teaching* (Vol. 14, Issue 11, p. 118). Canadian Center of Science and Education. https://doi.org/10.5539/elt.v14n11p118

Akbari, Z. (2015a). Current Challenges in Teaching/Learning English for EFL Learners: The Case of Junior High School and High School. *Procedia - Social and Behavioral Sciences*, *199*, 394–401. https://doi.org/10.1016/J.SBSPRO.2015.07.524

Akbari, Z. (2015b). Current Challenges in Teaching/Learning English for EFL Learners: The Case of Junior High School and High School. *Procedia - Social and Behavioral Sciences*, *199*(February), 394–401. https://doi.org/10.1016/j.sbspro.2015.07.524

Al-essa, N. S. (2018). *Keywords: activities, blended learning, control, Edmodo, experimental, grammar questionnaire*. *November*, 1–112.

Al-Husban, N., & Shorman, S. (2020). Perceptions of syrian student refugees towards blended learning: Implications for higher education institutions. *... of Emerging Technologies in Learning ...*.

Alkhaleel, A. (2019). The Advantages of Using Blended Learning in Studying English as a Foreign Language at the University of Tabuk ARTICLE INFORMATION. *Modern Journal of Language Teaching Methods (MFLTM)*, *9*(2), 1–7. www.mjltm.org

Alsalihi, H. D. (2020). Main Difficulties Faced by EFL Students in Language Learning. *Journal of the College of Education for Women*, *31*(2), 19–34. https://doi.org/10.36231/COEDW.V31I2.1359

Alvionita, M. N., Kusumaningsih, C., & Syahadati, E. (2022). ENGLISH TEACHERS' STRATEGIES IN TEACHING READING COMPREHENSION IN THE FORM OF HYBRID LEARNING. *Journal of English Language Teaching and Education (JELTE)*, *3*(2), 60–73. https://doi.org/10.31571/jelte.v3i2.198

Amaka, I. H., & Goeman, K. (2017). Selecting media for effective learning in online and blended courses: A review study. *Journal of Educational Multimedia and Hypermedia*, *26*(1), 29–59.

Ardi, C., Regina, N., & Baeha, P. D. (2022). *Indonesian Journal of Curriculum Technology Integration Trends in Hybrid Learning Environments in Indonesia : A Systematic Literature Review*. *10*(2), 67–75. https://doi.org/https://doi.org/10.15294/ijcets.v11i1.62125

Arnesen, K. T., Graham, C. R., Short, C. R., & Archibald, D. (2019). Experiences with personalized learning in a blended teaching course for preservice teachers. *Journal of Online Learning Research*, *5*(3), 251–274. https://www.learntechlib.org/primary/p/210637/

Arnold-Garza, S. (2014). The flipped classroom teaching model and its use for information literacy instruction. *Communications in Information Literacy*, *8*(1), 7–22. https://doi.org/10.15760/comminfolit.2014.8.1.161

Arunsirot, N. (2021). *AN IMPLEMENTATION OF BLENDED LEARNING INSTRUCTION MEDIA TO ENHANCE ENGLISH PRONUNCIATION OF MATHAYOMSUKSA 3 STUDENTS*.

Ary, D., Jacobs, Lucy Cheser Irvine, C. K. S., & Walker, D. (2010). *Introduction to Research in Education* (8th Editio). Wordsworth Thomson Learning.

Bashir, A., Bashir, S., Rana, K., Lambert, P., & Vernallis, A. (2021). Post-COVID-19 Adaptations; the Shifts Towards Online Learning, Hybrid Course Delivery and the Implications for Biosciences Courses in the Higher Education Setting. *Frontiers in Education*, *6*(August), 1–13. https://doi.org/10.3389/feduc.2021.711619

Bassou, A. (2022). Hybrid learning during the Pandemic: The case of Tlemcen university EFL learners. *Global Journal of Foreign Language Teaching*, *12*(2), 51–64. https://doi.org/10.18844/gjflt.v12i2.7606

Benedictus Adithia. (2022). *The Pros and Cons of Hybrid Vehicles*. UMN News Service. https://www.umn.ac.id/en/the-pros-and-cons-of-hybrid-learning/

Besalti, M., & Satici, S. A. (2022). Online Learning Satisfaction and Internet Addiction During Covid-19 Pandemic: A Two-Wave Longitudinal Study. *TechTrends*, *66*(5), 876–882. https://doi.org/10.1007/s11528-022-00697-x

Brown, H. D. (1985). Language learning and teaching. In *Language Teaching*

(Vol. 18, Issue 2). https://doi.org/10.1017/S0261444800011472

Bux Jumani, N., Malik, S., & Akram, H. (2018). Challenges and Successes of Blended Learning in Directorate of Distance Education, IIIUI. *Pakistan Journal of Distance and Online Learning*, *II*(Ii), 143–156.

Chanthap, N., & Wasanasomsithi, P. (2019). The effect of integration of a blended learning and extensive reading instructional model on Thai EFL undergraduate students' learner autonomy. *LEARN Journal: Language ….*

Charernwiwatthanasri, P. (2021). Blended learning to enhance English writing assignments without using online tools. In *Journal of Research on English and Language Learning (J-REaLL)* (Vol. 2, Issue 1, p. 193). Universitas Islam Malang. https://doi.org/10.33474/j-reall.v2i1.9517

Chen, A. H. (2020). Investigating the effects of blended learning on EFL Taiwanese college students. In *International Journal of Contemporary Applied ….* ijcar.net.

Christensen, C. M., Horn, M. B., & Johnson, C. W. (2008). *Praise for Disrupting Class*.

Chuane, Q., Shukor, S. S., Singh, C. K. S., Guilin, W., Xiaofen, Z., & Yuehong, T. (2022). A Systematic Review on the Effectiveness of Blended Learning on Learners' EFL Vocabulary Performance. *Pegem Egitim ve Ogretim Dergisi*, *12*(4), 204–219. https://doi.org/10.47750/pegegog.12.04.21

Cook, V. (2001). *Second Language Learning and Language Teaching*. Arnold.

Creswell, J. W. (2014). *Research design : qualitative, quantitative, and mixed methods approaches* (4th Ed.). Sage Publication.

Cummins, J. (2015). Intercultural education and academic achievement: a framework for school-based policies in multilingual schools. *Intercultural Education*, *26*(6), 455–468. https://doi.org/10.1080/14675986.2015.1103539

Dahmash, N. B. (2020). I couldn't join the session': Benefits and challenges of blended learning amid COVID-19 from EFL students. In *International Journal of English Linguistics*. pdfs.semanticscholar.org.

Demazière, C. (2020). Using active learning in hybrid learning environments. *International Conference on Physics of Reactors: Transition to a Scalable Nuclear Future, PHYSOR 2020*, *2020-March*, 2419–2429. https://doi.org/10.1051/epjconf/202124714001

Denzin, N. K., & Lincoln, Y. S. (2017). *The SAGE Handbook of Qualitative Research* (5th ed.). SAGE Publishing.

Devi, I. G. A. P. P., Widarnandana, I. G. D., & Hardika, I. R. (2022). Gambaran Motivasi Belajar Mahasiswa Universitas Dhyana Pura Saat Melaksanakan

Metode Hybrid Learning. *Jurnal Pendidikan Dan Konseling (JPDK)*, *4*(5), 1651–1659. https://doi.org/10.31004/JPDK.V4I5.6837

Ebadi, S., & Ghuci, K. D. (2018). Investigating the Effects of Blended Learning Approach on Vocabulary Enhancement From Efl Learners' Perspectives. *I-Manager's Journal on English Language Teaching*, *8*(2), 57. https://doi.org/10.26634/jelt.8.2.13981

Eldeeb, S. (2019). An Investigation into Students' Views on Blended Learning at the English Language Institute in King Abdulaziz University. *Arab World English Journal*, *15018*, 1–23.

Elfeky, Z. (2014). *Difficulties Encountered by Students in Learning the Productive Skills in EFL Classroom and the Relationship between Speaking and Writing: Case of First Year LMD Students at Abou Bekr-Belkaid University* [University of Tlemcen]. https://www.academia.edu/25937885/Difficulties_Encountered_by_Students _in_Learning_the_Productive_Skills_in_EFL_Classroom_and_the_Relations hip_between_Speaking_and_Writing_Case_of_First_Year_LMD_Students_a t_Abou_Bekr_Belkaid_University

Ellis, R. (2008). *The Study of Second Language Acquisition*. Oxford University Press.

Fajarina, M. Z. M. (n.d.). The Effectiveness of Blended Synchronous and Asynchronous Learning for Teaching Reading Comprehension. In *academia.edu*.

Farhat Jahara, S., & Hussein Abdelrady, A. (2021). Pronunciation Problems Encountered by EFL Learners: An Empirical Study. *Arab World English Journal*, *12*(4), 194–212. https://doi.org/10.24093/AWEJ/VOL12NO4.14

Gamage, K. A. A., Gamage, A., & Dehideniya, S. C. P. (2022). Online and Hybrid Teaching and Learning: Enhance Effective Student Engagement and Experience. *Education Sciences 2022, Vol. 12, Page 651*, *12*(10), 651. https://doi.org/10.3390/EDUCSCI12100651

Ghannam, R., & Chan, C. (2021). *Teaching Undergraduate Students to Think Like Real-World Systems Engineers: A Technology-Based Hybrid Learning Approach*. https://www.aace.org/review/hybrid-learning-problems-solutions/

Gulnaz, F., Althomali, A. D. A., & Alzeer, D. H. (2020). An investigation of the perceptions and experiences of the EFL teachers and learners about the effectiveness of blended learning at Taif University. In *International Journal of English ...*. academia.edu.

Gutiérrez-Braojos, C., Montejo-Gamez, J., Marin-Jimenez, A., & Campaña, J. (2019). Hybrid learning environment: Collaborative or competitive learning? *Virtual Reality*, *23*(4), 411–423. https://doi.org/10.1007/s10055-018-0358-z

Hadi, S., Tjahjono, H. K., & Palupi, M. (2019). *Systematic Review: Meta syntesis untuk perilaku organisasional*. Vivavictory abadi.

Haleem, A., Javaid, M., & Vaisha, R. (2020). Since January 2020 Elsevier has created a COVID-19 resource centre with free information in English and Mandarin on the novel coronavirus COVID- 19 . The COVID-19 resource centre is hosted on Elsevier Connect , the company ' s public news and information. *Current Medicine Research and Practice*, *10*(January), 78–79.

Han, F., & Ellis, R. A. (2021). Patterns of student collaborative learning in blended course designs based on their learning orientations: a student approaches to learning perspective. *International Journal of Educational Technology in Higher Education*, *18*(1). https://doi.org/10.1186/s41239-021-00303-9

Harmer, J. (2015). *The Practice of English Language Teaching*. Pearson.

Hashemi, A., & Na, K. S. (2020). The Eurasia Proceedings of Educational & Social Sciences (EPESS) The Eurasia Proceedings of Educational The Effects of Using Blended Learning in Teaching and Learning English: A Review of Literature. *& Social Sciences (EPESS)*, *18*(Whittaker 1976), 173–179. www.isres.org

Hibatullah, O. F., Firda, O., & English, H. (2019). The Challenges of International EFL Students to Learn English in a Non-English Speaking Country. *Journal of Foreign Language Teaching and Learning*, *4*(2), 88–105. https://doi.org/10.18196/FTL.4240

Hoofman, J., & Secord, E. (2021). The Effect of COVID-19 on Education. *Pediatric Clinics of North America*, *68*(5), 1071. https://doi.org/10.1016/J.PCL.2021.05.009

Hosseinpour, N., Biria, R., & Rezvani, E. (2019). Promoting academic writing proficiency of iranian efl learners through blended learning. *Turkish Online Journal of Distance Education*, *20*(4), 99–116. https://doi.org/10.17718/TOJDE.640525

Huang, M., Kuang, F., & Ling, Y. (2022). EFL learners' engagement in different activities of blended learning environment. *Asian-Pacific Journal of Second and Foreign Language Education*, *7*(1). https://doi.org/10.1186/s40862-022-00136-7

Husnawadi, H., & Sugianto, N. (2018). Facebook: An effective WEB 2.0 technology for blended EFL classrooms in Indonesia. *Edulangue*.

Hussein Al Noursi, O. (2020). The Impact of Blended Learning on the Twelfth Grade Students' English Language Proficiency. *Arab World English Journal*, *11*(4), 508–518. https://doi.org/10.24093/awej/vol11no4.32

Hussein Alsowayegh, N., Jameel Bardesi, H., Garba, I., & Aslam Sipra, M. (2019). Engaging Students through Blended Learning Activities to Augment Listening and Speaking. *Arab World English Journal*, *5*, 267–288. https://doi.org/10.24093/awej/call5.18

Hutson, D. J. (2019). *Definition, pictures, pronunciation and usage notes | Oxford Advanced Learner's Dictionary at OxfordLearnersDictionaries.com*. Oxford University Press. https://www.oxfordlearnersdictionaries.com/definition/english/hybrid_1?q=hybrid

Huwaidi, F., Nandiyanto, A. B. D., & Muhammad, N. (2021). The Urgency of Online Learning Media during the Covid-19 Pandemic at the Vocational School in Indonesia. *Indonesian Journal of Educational Research and Technology*, *1*(2), 35–40. https://doi.org/10.17509/ijert.v1i2.33368

Indriani, L., Kusumaningrum, W. R., & Yosintha, R. (2021). Challenges in English Writing within Blended Learning Environment. In *ELT Echo : The Journal of English Language Teaching in Foreign Language Context* (Vol. 6, Issue 1, p. 1). IAIN Syekh Nurjati Cirebon. https://doi.org/10.24235/eltecho.v6i1.7480

Islam, N., Jdanov, D. A., Shkolnikov, V. M., Khunti, K., Kawachi, I., White, M., Lewington, S., & Lacey, B. (2021). Effects of covid-19 pandemic on life expectancy and premature mortality in 2020: Time series analysis in 37 countries. *The BMJ*, *375*. https://doi.org/10.1136/bmj-2021-066768

Ittaqullah, & Herasatuto, H. (2021). STUDENTS' POINTS OF VIEW ON ONLINE AND OFFLINE LANGUAGE LEARNING SYSTEMS. *Conscientia*, *17*(1), 1–8. https://jurnal-stbalia-yk.ac.id/index.php/Conscientia/article/view/50

Jeffrey, L., Milne, J., Suddaby, G., & Higgins, A. (2014). Blended Learning: How Teachers Balance the Blend of Online and Classroom Components. *Journal of Information Technology Education: Research*, *13*, 121–140. https://doi.org/10.28945/1968

Jiang, Y., Chen, Y., Lu, J., & Wang, Y. (2021). The Effect of the Online and Offline Blended Teaching Mode on English as a Foreign Language Learners' Listening Performance in a Chinese Context. In *Frontiers in Psychology* (Vol. 12). https://doi.org/10.3389/fpsyg.2021.742742

Kadwa, M. S., & Alshenqeeti, H. (2020). Investigating the Effect of Blended Learning on Iranian EFL Learners' Autonomy, Selfesteem, and Vocabulary Achievement. *International Journal of Linguistics, Literature and Translation (IJLLT)*, *3*(11), 55–67. https://doi.org/10.32996/ijllt

Kalmamatova, Z., Shamurzaev, A., & ... (2022). Effectiveness of Blended

Learning in Teaching a Foreign Language in Aspect of Modern Education. *Journal of Positive ….*

Kant, N., Prasad, K. D., & Anjali, K. (2021). Selecting an appropriate learning management system in open and distance learning: a strategic approach. *Asian Association of Open Universities Journal*, *16*(1), 79–97. https://doi.org/10.1108/AAOUJ-09-2020-0075/FULL/PDF

Katasila, P., & Poonpon, K. (2022). The Effects of Blended Learning Instruction on Vocabulary Knowledge of Thai Primary School Students. In *English Language Teaching* (Vol. 15, Issue 5, p. 52). Canadian Center of Science and Education. https://doi.org/10.5539/elt.v15n5p52

Kholili, A. (2021). Prior to and in the course of Covid-19 pandemic: exploring learners' experiences of learning English through narrative lens. *Elsya: Journal of English Language Studies*.

Kostolanyova, K., Jurickova, R., Simanova, I., & Poulova, P. (2015). Flexible Hybrid Learning: Comparative Study. *Springer International Publishing Switzerland*, *9167*, 70–81. https://doi.org/10.1007/978-3-319-20621-9

L. Angelianawati. (2021). SHAPING AUTONOMOUS LEARNERS IN EFL ONLINE LEARNING. *DIALEKTIKA: JURNAL BAHASA, SASTRA DAN BUDAYA*, *8*(2), 172–183. https://doi.org/10.33541/dia.v8i2.3731

Lalima, D., & Lata Dangwal, K. (2017). Blended Learning: An Innovative Approach. *Universal Journal of Educational Research*, *5*(1), 129–136. https://doi.org/10.13189/ujer.2017.050116

Longman. (2022). *Hybrid | Meaning of Hybrid in Longman Dictionary of Contemporary English*. Longman. https://www.ldoceonline.com/dictionary/hybrid

Lymperis, L. (2018). Evidence from a blended remote learning intervention in Greek small rural primary schools. *The Irish Journal of Psychology*, *1*(1), 25–34.

Ma'rifatulloh, S. (2020). *Measuring the Impact of Blended Learning in EFL Classroom*. https://doi.org/10.4108/eai.27-8-2020.2303286

Macawile, A. E., Nogar, K. C., Ogacho, M. B. C., Ogsila, L. K. A., Tapaoan, L. M. A., Tomilloso, D., & Villas, J. D. (2022). *Challenges in Blended Learning : A Narrative from Working Students*. *7*(6).

Maglyas, A., Nikula, U., & Smolander, K. (2011). What do we know about software product management? A systematic mapping study. *2011 5th International Workshop on Software Product Management, IWSPM 2011 - Part of the 19th IEEE International Requirements Engineering Conference*, 26–35. https://doi.org/10.1109/IWSPM.2011.6046201

Mahalli, M. (2019). *The Implementation of Blended Learning in English Learning*. https://doi.org/10.4108/eai.27-4-2019.2285291

Makhin, M. (2021). Hybrid Learning: Model Pembelajaran pada Masa Pandemi di SD Negeri Bungurasih Waru Sidoarjo. *Mudir : Jurnal Manajemen Pendidikan*, *3*(2), 95–103. https://doi.org/10.55352/mudir.v3i2.312

Mariati, N. K. S., Artini, L. P., & Marsakawati, N. P. E. (2022). Students' Perception of Blended Learning at Junior High School (Combination of Synchronous and Asynchronous Learning). *IDEAS: Journal on English Language Teaching and Learning, Linguistics and Literature*, *10*(2), 1235–1245. https://doi.org/10.24256/ideas.v10i2.3034

Maslin, N. M. (2021). Impact of Modern Technology. *HF Communications*, *3*, 165–182. https://doi.org/10.1201/b12574-14

Mather, M., & Sarkans, A. (2018). Student Perceptions of Online and Face-to-Face Learning conditions of the Creative Commons Attribution license (CC BY-NC-ND). *International Journal of Curriculum and Instruction*, *10*(2), 61–76.

Miyah, Y., Benjelloun, M., Lairini, S., & Lahrichi, A. (2022). COVID-19 Impact on Public Health, Environment, Human Psychology, Global Socioeconomy, and Education. *Scientific World Journal*, *2022*. https://doi.org/10.1155/2022/5578284

Morsi, W. K. (2021). Work in progress: the effectiveness of using blended learning on developing Egyptian EFL learners' language skills. *... on Interactive Collaborative and Blended Learning ...*. https://doi.org/10.1007/978-3-030-67209-6_49

Muhayyang, M., Limbong, S., & Ariyani, A. (2021). Students' Attitudes on Blended Learning-Based Instruction in Indonesian EFL Classroom. *... Interdisciplinary Journal of ...*.

Murshidi, G. Al. (2020). English as a Foreign Language Learning Students' Perceptions of Blended Learning in University Institutions: A Case Study of a University in UAE. In *Advances in Science, Technology and ...* pdfs.semanticscholar.org.

Nashir, M., Laili, R. N., Tinggi, S., Kesehatan, I., Stikes, (, & Banyuwangi,). (2021). Hybrid Learning as an Effective Learning Solution on Intensive English Program in the New Normal Era. *IDEAS: Journal on English Language Teaching and Learning, Linguistics and Literature*, *9*(2), 220232. https://doi.org/10.24256/IDEAS.V9I2.2253

Oh, E., & Park, S. (2009). How are universities involved in blended instruction? *Educational Technology and Society*, *12*(3), 327–342.

Olapiriyakul, K., & Scher, J. M. (2006). A guide to establishing hybrid learning courses: Employing information technology to create a new learning experience, and a case study. *Internet and Higher Education*, *9*(4), 287–301. https://doi.org/10.1016/j.iheduc.2006.08.001

Page, M. J., McKenzie, J. E., Bossuyt, P. M., Boutron, I., Hoffmann, T. C., Mulrow, C. D., Shamseer, L., Tetzlaff, J. M., Akl, E. A., Brennan, S. E., Chou, R., Glanville, J., Grimshaw, J. M., Hróbjartsson, A., Lalu, M. M., Li, T., Loder, E. W., Mayo-Wilson, E., McDonald, S., … Moher, D. (2021). The PRISMA 2020 statement: An updated guideline for reporting systematic reviews. *The BMJ*, *372*. https://doi.org/10.1136/bmj.n71

Paisal, P., Regina, R., & Riyanti, D. (2022). Exploring the Challenge of EFL Learning During the COVID-19 Pandemic. *KnE Social Sciences*, 318–326–318–326. https://doi.org/10.18502/KSS.V7I7.10702

Perveen, A. (2021). Use of word clouds for task based assessment in asynchronous e-language learning. *Mextesol Journal*, *45*(2), 0–1.

Petticrew, M., & Roberts, H. (2006). *Systematic reviews in the social sciences: A practical guide*. Blackwell Publishing.

Pitaloka, N. L., Anggraini, H. W., & ... (2020). Blended learning in a reading course: Undergraduate EFL students' perceptions and experiences. *... in Education| IRJE ...*.

Plailek, T., & Essien, A. M. (2021). Pronunciation Problems and Factors Affecting English Pronunciation of EFL Students. *Turkish Journal of Computer and Mathematics Education (TURCOMAT)*, *12*(12), 2026–2033. https://www.turcomat.org/index.php/turkbilmat/article/view/7734

Polakova, P., & Klimova, B. (2022). Vocabulary Mobile Learning Application in Blended English Language Learning. *Frontiers in Psychology*, *13*, 869055. https://doi.org/10.3389/fpsyg.2022.869055

Pollock, A., & Berge, E. (2018). How to do a systematic review. *International Journal of Stroke*, *13*(2), 138–156. https://doi.org/10.1177/1747493017743796

Pramila, K., & Thomas, J. (2019). Impact of Blended Learning on the Speaking Skills of English as a Foreign Language (EFL) Learners at Sohar University, Sultanate of Oman. In *THE ANTHROPOLOGIST* (Vol. 35, Issue 1). Kamla Raj Enterprises. https://doi.org/10.31901/24566802.2019/35.1-3.2039

Puspitasari, D. (2021). BLENDED LEARNING ENVIRONMENT: PROMOTING LEARNERS' SELF-EFFICACY. In *ELTALL: English Language Teaching, Applied Linguistic and Literature* (Vol. 2, Issue 1, p. 39). STAIN Ponorogo. https://doi.org/10.21154/eltall.v2i1.2729

Putri, H. V., & Sari, M. M. K. (2022). PROBLEMATIK PELAKSANAAN PEMBELAJARAN HYBRID LEARNING PADA MATA PELAJARAN PPKn DI SMA NEGERI 16 SURABAYA. *Kajian Moral Dan Kewarganegaraan*, *10*(4), 932–944. https://ejournal.unesa.ac.id/index.php/jurnal-pendidikan-kewarganegaraa/article/view/46162

Putri, W. (2021). E-LEARNING PEDAGOGICAL CHALLENGES OF EFL TEACHERS DURING COVID-19 PANDEMIC. *EDUTECH*, *20*(1), 87–97. https://doi.org/10.17509/E.V20I1.30993

Qomariyah, D. lailatul. (2021). Penerapan Hybrid Learning dalam Pembelajaran Pendidikan Agama Islam Kontekstual. *Tarbawi Ngabar: Jurnal of Education*, *2*(1), 91–105. https://doi.org/10.55380/tarbawi.v2i1.95

Radia, B. (2019). Approaching a reading course via moodle-based blended learning: EFL learners' insights. *Modern Journal of Language Teaching Methods …*.

Raes, A., Detienne, L., Windey, I., & Depaepe, F. (2020). A systematic literature review on synchronous hybrid learning: gaps identified. In *Learning Environments Research* (Vol. 23, Issue 3, pp. 269–290). Springer Netherlands. https://doi.org/10.1007/s10984-019-09303-z

Rahayu, E. M., & Bandjarjani, W. (2022). Blended Learning Model in TEFL Workshop to Students of English Language Education Department: A Case Study. In *KnE Social Sciences*. Knowledge E. https://doi.org/10.18502/kss.v7i7.10650

Ratnawati, R., Faridah, D., Anam, S., & ... (2019). Investigating Experience on Blended Learning Classroom Practices in Tertiary EFL Students. *… Symposium on Social …*.

Santosa, H., Putra, I. G. P. D. D., & Pratiwi, N. P. A. (2022). EXPLORING EFL TEACHER'S AND STUDENT'S CHALLENGES IN REMOTE LEARNING CONTEXT IN TABANAN, BALI. *IJEE (Indonesian Journal of English Education)*, *9*(1), 102–119. https://doi.org/10.15408/IJEE.V9I1.22744

Sarkis, J., Cohen, M. J., Dewick, P., & Schröder, P. (2020). A brave new world: Lessons from the COVID-19 pandemic for transitioning to sustainable supply and production. *Resources, Conservation and Recycling*, *159*. https://doi.org/10.1016/J.RESCONREC.2020.104894

Sharif, A. (2022). *(PDF) Human Life After Covid-19 Pandemic*. Research Gate. https://www.researchgate.net/publication/342888659_Human_Life_After_Covid-19_Pandemic

Sheerah, H. A. H., & Yadav, M. S. (2022). An Analytical Investigation of Flipped

Classroom to Improve Saudi EFL Learners' Speaking Skills: A Case Study at Applied College. *Arab World English Journal*.

Shooshtari, Z., & Hosseinimehr, S. (2020). Blended Learning in the Development of EFL Productive Skills: Implementing Web-based Activities in High School Setting. *Journal of Language Horizons*, *4*(2), 123–143. https://doi.org/10.22051/lghor.2020.29852.1245

Simbolon, N. E. (2021). EFL students' perceptions of blended learning in English language course: learning experience and engagement. *Journal on English as a Foreign Language*, *11*(1), 152–174. https://doi.org/10.23971/jefl.v11i1.2518

So, H. J., & Brush, T. A. (2008). Student perceptions of collaborative learning, social presence and satisfaction in a blended learning environment: Relationships and critical factors. *Computers and Education*, *51*(1), 318–336. https://doi.org/10.1016/j.compedu.2007.05.009

Spolsky, B., Douglas, D., & Chapelle, C. (1994). A New Decade of Language Testing Research: Selected Papers from the 1990 Language Testing Research Colloquium. *The Modern Language Journal*, *78*(2), 267. https://doi.org/10.2307/329048

Staples, M., & Niazi, M. (2008). Systematic review of organizational motivations for adopting CMM-based SPI. *Information and Software Technology*, *50*(7–8), 605–620. https://doi.org/10.1016/j.infsof.2007.07.003

Sumarsono, D., Haryadi, H., & Bagis, A. K. (2021). When Blended Learning Is Forced in the Amid of Covid-19: What Happen on Efl Learners' Speaking Anxiety? *Journal of Languages and Language Teaching*, *9*(3), 305. https://doi.org/10.33394/jollt.v9i3.3906

Sunardi, A. I., & Lutfi, N. (2022). The Implementation Hybrid Learning Method for English Language Learning at AMA Yogyakarta. *Acitya: Journal of Teaching and Education*, *4*(2), 458–474. https://doi.org/10.30650/ajte.v4i2.3288

Syakur, A., Fanani, Z., & Ahmadi, R. (2020). The Effectiveness of Reading English Learning Process Based on Blended Learning through" Absyak" Website Media in Higher Education. In *… Research and Critics in …*. pdfs.semanticscholar.org.

Tarihoran, N. (2020). Using Facebook Group as a Blended Learning Medium in Teaching Cross-Cultural Understanding in Islamic Higher Education. *International Journal on Research in STEM Education*, *2*(1), 13–25. https://doi.org/10.31098/ijrse.v2i1.187

Teng, X. (2022). The Effects of Blended Learning on Foreign Language Learners' Oral English Competence. *Theory and Practice in Language Studies*, *12*(2),

281–291. https://doi.org/10.17507/tpls.1202.09

Thorne, K. (2003). *Blended Learning: How to Integrate Online and Traditional Learning*. Kogan Page Limited.

Turmudi, D. (2020). Utilizing a web-based technology in blended EFL academic writing classes for university students. *Journal of Physics: Conference Series*, *1517*(1). https://doi.org/10.1088/1742-6596/1517/1/012063

Umiyati, M. (2022). Hybrid Learning Model In Learning English (Effectiveness & Advantages). *International Linguistics and TESOL Journal*, *1*(1), 5–9. https://doi.org/10.55637/ILTES.1.1.5784.5-9

Unterkalmsteiner, M., Gorschek, T., Islam, A. K. M. M., Cheng, C. K., Permadi, R. B., & Feldt, R. (2012). Evaluation and measurement of software process improvement-A systematic literature review. *IEEE Transactions on Software Engineering*, *38*(2), 398–424. https://doi.org/10.1109/TSE.2011.26

Wang, C. (2021). Employing blended learning to enhance learners' English conversation: A preliminary study of teaching with Hitutor. *Education and Information Technologies*, *26*(2), 2407–2425. https://doi.org/10.1007/s10639-020-10363-5

Wang, J. (2011). *Culture Differences and English Teaching*. *4*(2). https://doi.org/10.5539/elt.v4n2p223

Watanapokakul, S. (2022). Blended online learning: perceptions and experiences of EFL university students and teachers. *Reflections*.

Wirawan, I. M. Y., & Kristiani, P. E. (2022). The Use of Blended Learning in Teaching Reading. *Acitya: Journal of Teaching and Education*, *4*(1), 40–48. https://doi.org/10.30650/ajte.v4i1.2292

Xiao, Y., & Watson, M. (2019). Guidance on Conducting a Systematic Literature Review. *Journal of Planning Education and Research*, *39*(1), 93–112. https://doi.org/10.1177/0739456X17723971

Yudhana, S. (2021a). The Implementation of Blended Learning to Enhance English Reading Skills of Thai Undergraduate Students. *English Language Teaching*, *14*(7), 1. https://doi.org/10.5539/elt.v14n7p1

Yudhana, S. (2021b). The Implementation of Blended Learning to Enhance English Reading Skills of Thai Undergraduate Students. In *English Language Teaching* (Vol. 14, Issue 7, p. 1). Canadian Center of Science and Education. https://doi.org/10.5539/elt.v14n7p1

Zawacki-Richter, O., Kerres, M., Bedenlier, S., & Bond, M. (2020). Systematic Reviews in Educational Research. In *Systematic Reviews in Educational Research*. https://doi.org/10.1007/978-3-658-27602-7

Zhao, Y., & Watterston, J. (2021). The changes we need: Education post COVID-19. *Journal of Educational Change*, *22*(1), 3–12. https://doi.org/10.1007/S10833-021-09417-3/METRICS

Zibin, A., & Altakhaineh, A. R. M. (2018). The effect of blended learning on the development of clause combining as an aspect of the acquisition of written discourse by Jordanian learners of English as a foreign language. In *Journal of Computer Assisted Learning* (Vol. 35, Issue 2, pp. 256–267). Wiley. https://doi.org/10.1111/jcal.12327

Zreka, Y. (n.d.). *The effectiveness of blended learning in improving student character*.

Zuhriyah, M., & Laili, E. N. (2022). Blended Synchronous and Asynchronous Learning: Its Effectiveness for Teaching Grammar. In *Lingua Didaktika: Jurnal Bahasa dan …*. academia.edu.

Appendix

Appendix 1. Findings of the studies

No	Tittle	Findings
1	An Analytical Investigation of Flipped Classroom to Improve Saudi EFL Learners' Speaking Skills: A Case Study at Applied College	The study showed the flipped classroom method improved students' speaking skills more than traditional methods, based on higher test scores. Students also responded positively to the interactive, enjoyable flipped class format. However, more efficient language labs are needed to further practice speaking.
52	An Implementation of Blended Learning Instruction Media to Enhance English	1. The efficiency of the instructional media used in the blended learning was 80.90/80.93, which was higher than the standard criteria of 80/80. 2. The posttest achievement scores of the students in pronunciation ability were significantly higher than those of the pre-test at a 0.01 level. 3. The overall satisfaction of the students was at the highest level with the mean of 4.39, and the standard deviation of 0.76.
5	An investigation into Students' Views on Blended Learning at the English Language Institute in King Abdulaziz University	Advantages of blended learning: • Accessibility and flexibility Improving pedagogy • Blackboard content and interface • Student performance Challenges of blended learning: • No reduction in face-to-face (f2f) instruction Student evaluation and assessment • Lack of resource support • Lack of online collaboration
58	An Investigation of the Perceptions and Experiences of the EFL Teachers and Learners About the Effectiveness	Repeated satisfaction towards blended learning and attached highest preferences to the maximum items of the

	of Blended Learning at Taif University	survey about the effectiveness of online and onsite learning environments
57	Approaching a Reading Course via Moodle-based blended Learning: EFL Learners' Insights	Findings of this study are categorized into four major headings: students' perception towards the benefits of F2F instruction in BL reading course, their understanding of the perceived advantages of online activities and instruction, their overall reaction to the program success and the gained skills, and their future intention for a BL course design as a result of the gained benefits
6	Blended Learning Environment: Promoting Learners' Self-Efficacy	Findings of this study are related to the effectiveness of blended learning in increasing learners' self-efficacy in language learning
7	Blended Learning in a Reading Course: Undergraduate EFL Students' Perceptions and Experiences	Blended learning in a reading course for undergraduate EFL students can offer benefits such as flexible learning, understandable materials, and variations in learning. However, students also encountered some challenges such as poor internet connection and limited time for reading comprehension exercises and quizzes
54	Blended Learning in Senegal	The blended learning group showed better speaking and writing skills, with more varied vocabulary use, while the face-to-face group had more complex sentence structures. After 9 months, both groups significantly improved across all language areas. Blended learning was beneficial for speaking and writing. Its transfer to in-person interactions further explains the blended format's advantages. Incorporating technology and online platforms in a blended format can enhance motivation, self-directed learning, and the overall learning experience.

56	Blended Learning in the Development of EFL Productive Skills: Implementing Web-based Activities in High School Setting	The Blended-Learning Model provides an appropriate teaching method for conducting learning and teaching in the new normal era
8	Blended Learning Instruction on Vocabulary Knowledge of Thai Primary School Students	The majority of students make use of the internet and online tools in writing English sentences and/or paragraphs, and that authentic assessments can encourage students to avoid plagiarism and improve their writing skills.
55	Blended Learning Model in TEFL Workshop to Students of English Language Education Department: A Case Study	The study found blended online learning was appropriate and useful for undergraduates during COVID, supporting social distancing. Students and teachers responded positively, citing flexibility, convenience and self-directed learning benefits. However, there were also technical challenges and a need for more interaction and support.
9	Blended Learning to Enhance English Writing Assignments Without Using Online Tools	The study showed blended synchronous and asynchronous online learning effectively taught EFL grammar during COVID-19. Students improved grammar skills via this approach and felt more engaged and motivated in their learning.
10	Blended Online Learning: Perceptions and Experiences of EFL University Students and Teachers	The obstacles faced by both lecturers and students when teaching and learning English writing skills in a blended learning environment. The study also provides insights into the solutions to these problems, particularly in developing a writing learning model to improve students' writing skills in a blended learning environment.
11	Blended Synchronous and Asynchronous Learning: Its Effectiveness for Teaching Grammar	A blended approach is more effective in teaching and learning language skills compared to a fully online or a fully offline approach. The study also highlights the benefits of combining both online and offline platforms for a rich variety of alternatives.

12	Challenges in English Writing within Blended Learning Environment	The study found students highly valued blended learning for English writing, as it promoted self-directed study, boosted classroom experiences, eased anxieties, and enhanced writing abilities. Blended learning increased writing output, student enthusiasm, and facilitated key aspects of language acquisition like engagement, autonomy, and collaboration.
13	Development of Clause Combining As An Aspect of The Acquisition of Written Discourse by Jordanian Learners of English As A Foreign Language	The study found significant differences in students' cognitive and emotional engagement between teacher Q&A sessions and online asynchronous discussions. Translation remains an effective method for Chinese students' English comprehension. Key factors impacting engagement across these activities were identified.
14	Effectiveness of Blended Approach in Teaching and Learning of Language Skills in Saudi Context: A Case Study	The main findings of this study are presented in two main themes: enabling and disabling factors to student learning engagement/participation in the English course. The enabling factors include the use of technology, the course content, and the teacher's role, while the disabling factors include technical issues, lack of motivation, and limited interaction.
53	Effectiveness of Blended Learning in Teaching a Foreign Language in Aspect of Modern Education	Blended learning had a positive effect on the communicative competence of English learners, as evidenced by the significant improvement in their pre-test and post-test scores. The study also found that both learners and educators had a positive opinion of the blended learning approach, and that the online platform used in the course was effective in facilitating learning.
15	EFL Students' Perceptions of Blended Learning in English Language	Blended learning activities can significantly improve students' engagement, satisfaction, and performance in listening and speaking

	Course: Learning Experience and Engagement	skills. The study also found that the three-step strategy (3ss) framework was effective in providing students with strategies to generate, support, and manipulate blended learning activities for learning in face-to-face sessions.
16	Employing Blended Learning to Enhance Learners' English Conversation: A Preliminary Study of Teaching with Hitutor	English as a foreign language students have a positive perception of blended learning. The study found that blended learning is perceived as useful and easy to use, and that students have a high degree of acceptance for blended learning.
17	Engaging Students Through Blended Learning Activities to Augment Listening and Speaking	There are two strategies used by English teachers in teaching reading comprehension during hybrid learning, namely Think-Aloud and qars (Question-Answer Relationship)
18	English as A Foreign Language Learning Students' Perceptions of Blended Learning in University Institutions: A Case Study of A University in UAE	The blended remote learning program positively impacted English skills of rural Greek primary students, improving vocabulary, grammar, listening, writing, and speaking fluency. The program was effective and well-received by teachers and students, addressing challenges like limited resources and teacher shortages faced by small rural schools.
19	English Teachers' Strategies in Teaching Reading Comprehension in The Form of Hybrid Learning	Findings of the study explore the effectiveness of Facebook as a web 2.0 technology for blended EFL classrooms in Indonesia. The study found that Facebook can enhance language proficiency and engage learners in the digital age.
20	Evidence From a Blended Remote Learning Intervention in Greek Small Rural Primary Schools	The main findings of this study include exploring the effectiveness of hybrid learning on Intensive English Programs in the new normal era, as well as the students' responses to this learning model
21	Facebook: An Effective WEB 2.0 Technology for Blended EFL Classrooms in Indonesia	Studying during the Covid-19 pandemic period was a tough experience for both teachers and learners, and that there are significant challenges for both teachers and learners in

		using hybrid learning environments. These challenges include lack of student attendance, lack of student engagement and interaction, demotivation, and student dissatisfaction with learning
22	Hybrid Learning as an Effective Learning Solution on Intensive English Program in the New Normal Era	Blended learning has both benefits and challenges for EFL students during COVID-19. The benefits include increased flexibility, access to a wider range of resources, and improved motivation. The challenges include technical issues, lack of face-to-face interaction, and difficulty in maintaining focus and motivation.
23	Hybrid Learning During the Pandemic: The Case of Tlemcen University EFL Learners	The study showed blended learning positively impacted EFL learners' speaking skills. The blended learning group demonstrated significantly better improvement compared to traditional instruction. Students were also more motivated to participate and had better attitudes under the blended approach.
24	I Couldn't Join the Session': Benefits and Challenges of Blended Learning Amid COVID-19 from EFL Students	The main findings of this study include: - Blended learning can help students develop critical thinking, communicative, collaborative, and creative and innovative skills. - Students faced barriers in engaging with teachers in face-to-face and online activities in blended learning environments.
25	Impact of Blended Learning on The Speaking Skills of English as A Foreign Language (EFL) Learners at Sohar University, Sultanate of Oman	The blended learning approach with Memrise application significantly increased students' vocabulary skills and learning attitudes. The experimental group improved much more than the control group on post-tests. Students provided input on motivations, shortcomings, and recommendations regarding the blended learning method.
26	Integration of A Blended Learning and Extensive Reading Instructional	Most students enjoyed the blended learning mode, which involved one hour of meeting and one hour of video watching. However, they

	Model on Thai EFL Undergraduate Students' Learner Autonomy	also encountered some challenges, such as not getting immediate answers to their questions. The study also revealed that students preferred distance learning and found the videos helpful, but some students had technical difficulties accessing the videos.
27	Investigating Experience on Blended Learning Classroom Practices in Tertiary EFL Students	No significant difference between the conventional and blended learning models in terms of improving students' writing skills. However, blended learning can still be a valuable alternative in teaching writing.
29	Investigating the Effects of Blended Learning Approach on Vocabulary Enhancement from EFL Learners' Perspectives	Syrian refugee students have positive perceptions of blended learning and are satisfied with its transformative role in achieving their academic goals. Age was found to have a significant effect on perceptions, with older participants viewing blended learning more favorably.
30	Investigating the Effects of Blended Learning on EFL Taiwanese College Students	The study outlined language learning experiences across 3 scenarios: pre-COVID face-to-face learning; asynchronous online learning during COVID; and a hybrid model. Face-to-face was preferred for interaction and cooperation. WhatsApp during COVID increased confidence and motivation but caused boredom. The hybrid approach combining online and offline was positively received as more enjoyable and engaging.
31	Investigating the Effects of Blended Learning on Vocabulary Enhancement from EFL Learners' Perspectives	The study's primary results indicate that incorporating Edmodo mobile application in blended learning can have a significant positive impact on the writing skills of intermediate EFL learners in higher education. Additionally, students had favorable views of using Edmodo for collaborative writing practice.
32	Measuring the Impact of Blended Learning in EFL Classroom	Students generally have positive attitudes towards blended learning and perceive it as

		beneficial to their language learning experience. However, there are also challenges and concerns related to technical issues, lack of teacher training, and the need for more support and resources.
33	Online and Offline Blended Teaching Mode on English Learners' Listening Performance in a Chinese Context	Blended learning can positively impact students' learning motivation, and a good blended learning design should provide clear learning instructions, be accessible at any time, assist in completing lessons, provide user-friendly features and comprehensive learning materials, clearly define learning objectives, and provide the necessary learning materials.
34	Perceptions of Syrian Student Refugees Towards Blended Learning: Implications for Higher Education Institutions	Students prefer the asynchronous learning model over the synchronous learning model, but both models can be implemented successfully in online learning situations. The study also found that students' perceptions of teaching-learning activities, designing pages, organizing educational materials, feedback, flexibility, workload, assistance, motivation, and evaluation methods differ between the two models.
35	Prior to And in The Course of Covid-19 Pandemic: Exploring Learners' Experiences of Learning English Through Narrative Lens	The advantages of using blended learning in teaching English as a foreign language to female students at the University of Tabuk. The study found that blended learning can help develop the language proficiency level of female EFL students
36	Promoting Academic Writing Proficiency of Iranian EFL Learners Through Blended Learning	The study found blended learning effectively improved English clause combining skills, a key aspect of written discourse. The treatment group outperformed the control group on the posttest, showing blended learning positively impacted students' clause combining abilities.
37	Students' Learning Motivation toward the Implementation of Blended	Integrating blended learning and extensive reading instructional models can significantly enhance Thai EFL undergraduate students'

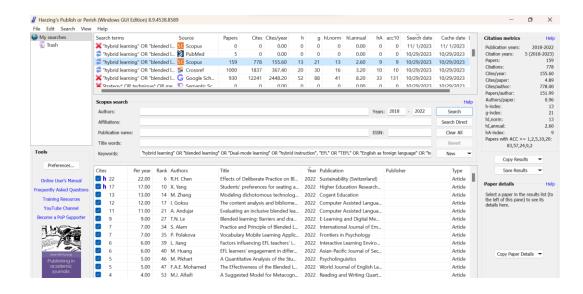|	Learning during Post-Pandemic EFL Classroom	learner autonomy 7. The study also found that the treatment had a positive effect on the students' reading comprehension and motivation to read
38	Students' Perceptions of Blended Learning in English Language Course: Learning Experience and Engagement	The main findings of this study suggest that the online and offline blended mode has a positive effect on English learners' listening performance, learning interest, attitude, and strategy use. The study also found that the blended mode can provide a more flexible and interactive learning environment that enhances learners' motivation and engagement.
39	The Advantages of Using Blended Learning in Studying English as A Foreign Language at The University of Tabuk	The study showed blended learning boosted English proficiency for Arab Open University students in Saudi Arabia, with the blended group scoring 82.40% on the final versus 73.47% for face-to-face learning. The 0.008 score difference was statistically significant, demonstrating the benefits of a blended model.
40	The Effectiveness of Blended Learning in EFL Context: An Experimental Study at Arab Open University	The implementation of blended synchronous and asynchronous learning in EFL classrooms can significantly improve students' reading comprehension ability. The study used a pretest-posttest design and found that there was a significant difference in the students' reading comprehension ability before and after the six-meeting treatment of blended learning.
41	The Effectiveness of Reading English Learning Process Based on Blended Learning Through "Absyak" Website Media in Higher Education	Blended learning based on "Absyak" media websites is an effective method for teaching English language in higher education. The study found that the majority of students agreed that this method was effective in improving their English language skills
42	The Effects of Blended Learning on Foreign Language Learners' Oral English Competence	Blended learning instruction using the Rotation Model can significantly improve students' vocabulary knowledge. The quantitative data analysis showed that the posttest scores were significantly higher than the pretest scores. The

		qualitative data analysis revealed that students had positive perceptions towards blended learning instruction and found it helpful for their vocabulary learning.
43	The Effects of Using Blended Learning in Teaching and Learning English: A Review of Literature	Blended learning has a positive effect on the development of oral English competence in terms of accuracy, fluency, and complexity among middle school students in China. The experimental group outperformed the control group in all three areas.
44	The Impact of Blended Learning on the Twelfth Grade Students' English Language Proficiency	The main findings of the reviewed studies suggest that blended learning can have a positive impact on language learning outcomes, particularly in improving reading comprehension and critical thinking skills.
45	The Impact of Using Edmodo as A Blended Learning Medium on Promoting Saudi EFL Female Secondary School Students' English Grammar	Blended learning can be an effective method for improving English language proficiency among twelfth-grade students. The experimental group that received blended learning instruction showed a statistically significant improvement in their overall IELTS band scores compared to the control group that received traditional instruction.
46	The Implementation of Blended Learning to Enhance English Reading Skills of Thai Undergraduate Students	Using Edmodo as a blended learning platform significantly improved the grammar skills of Saudi EFL female secondary school students and that they had positive attitudes towards using it in the classroom.
47	The Implementation of Blended Synchronous and Asynchronous Learning for Teaching Reading Comprehension	The hybrid learning method for English language learning at AMA Yogyakarta was generally well-received by students, and that the method was perceived as effective.
48	Utilizing A Web-Based Technology in Blended EFL Academic Writing Classes for University Students	The implementation of blended learning programs can significantly improve reading comprehension skills in English language learners. The use of mobile technology in blended learning was found to be extremely useful and beneficial, and has important

		pedagogical implications for language education.
49	Vocabulary Mobile Learning Application in Blended English Language Learning	Blended learning can be beneficial in teaching English reading skills, and there are many models of blended learning that can be adapted to suit the condition and situation of the students and the learning process.
50	When Blended Learning is Forced in the Amid of Covid-19: What Happen on EFL Learners' Speaking Anxiety?	The use of word clouds in assessment activities has a positive impact on students' reading and writing skills development. The study also suggests that word clouds can be an effective educational technology tool in asynchronous EFL classrooms.
51	Work in Progress: The Effectiveness of Using Blended Learning on Developing Egyptian EFL Learners' Language Skills	The use of Facebook groups as a blended learning medium can enhance students' understanding of cross-cultural differences and improve their cultural competence. Students responded positively to this activity and were able to appreciate the uniqueness of other cultures.
		The main findings of this study include the benefits of utilizing web-based technology in blended EFL academic writing classes, the importance of conceptualizing this approach to teaching and learning, and the development of a model for teaching opinion essay writing.
		The main findings of this study suggest that the use of mobile learning applications can have a positive impact on vocabulary acquisition in blended English language learning. Students found the mobile application to be motivating and enjoyable, leading to better learning outcomes. However, the study also had limitations due to the small sample size and short duration of the study.

| | | EFL learners experience high levels of speaking anxiety, particularly in situations where they lack vocabulary or are afraid of making mistakes. Blended learning during the COVID-19 pandemic has also contributed to increased anxiety levels among EFL learners. |
| | | Blended learning has a positive effect on students' learning outcomes with regards to their reading and writing skills, and students are generally satisfied with the blended learning environment. The study also found no significant difference in learning outcomes achieved in the two modes of instruction: face-to-face and blended learning. |

Appendix 2. Searching literatures using Publish or Perish

Appendix 3. Screening process using Rayyan.org