

Blended Learning in English Language Learning in Post Pandemic Era: Literature Review

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ABSTRACT

In the post-pandemic era, several teaching methods are advised to be employed to address some of the issues English as a second language/English as a foreign language learners confront challenges. This paper aims to present geographical distribution and the effectiveness of blended learning. The method of this study was a literature review. This study chose a total of 32 publications published between 2019 and 2023. The result shows instructors and students in various English as second language/English as a foreign language situation had a favourable reaction to blended learning. Since this teaching technique created the road and provided a new avenue for English language practice in an ESL/EFL setting, blended learning has also been underlined by many academics as being applied in English teaching and learning. Finally, it is advised to implement this strategy as an optional language learning model in the post-pandemic era.

Keywords: Blended Learning, Post Pandemic Era, EFL.

INTRODUCTION

In post pandemic era, blended learning still becomes an important issue for in various learning models without the exception of language learning. Central to the entire discipline of blended learning is the concept of naturally student-centered (Yu Fen Yang & Kuo, 2021): by integrating technology and providing options in learning time, location, and pace (A. Al-Samiri, 2021). Students now have additional possibilities to influence how they study. (Yi & Jang, 2020). Recently, In the pandemic era, academics have showed growing interest in blended learning as a language learning approach, such as blended learning as authentic resources for writing essays or reading to write activities in EFL settings. (Setyowati, Sukmawan, & El-Sulukkiyah, 2021a). Exposure to blended learning has been shown to be related to effects EFL listening comprehension to teacher during Pandemic (Sunjayanto Masykuri, 2022).

Previous research has proven the importance of integrated learning

in language teaching methodologies. The study at Arab Open University shows increase in students' learning outcomes and informal assistance for students' foreign language acquisition (Zrekat, 2022) and By implementing the Edmodo the application, there is a boost in learning activities that have a beneficial influence on the importance and quality of individual learning languages activity. (Bose & Purba, 2021). A much-debated question is whether there are obstacles encountered in the use of blended learning in language learning. The study discovered a relationship between five linked variables of online learning processes and five levels of engagement. Learners, instructors' past exposure to online learning, technological competence, pedagogical understanding, and the support system are the five components. In this study, teachers were still striving to improve the quality of online learning engagement. (Lie et al., 2020). The primary issues influencing and impacting online EFL learning during COVID-19 are technological, academic, and communication concerns. According to the survey findings, most EFL learners are dissatisfied with continued online learning since they have not made the desired gain in language learning performance. (Mahyoob, 2020).

While some research has no single study exists which synthesizes language learning using blended learning in a comprehensive and concise manner but easy to study; such as learning models, learning materials, skills developed in a study using blended learning, that becomes a gap that must be filled by creating a systematic review that synthesizes several articles as a literature review to become study material for future scholars in exploring blended learning as language learning paradigm in post pandemic era. This study's specific goal is to offer recent linked material on providing a better grasp of the connected ideas of blended learning as an optional language learning approach in the post-pandemic period. The study has been organized in the following ways; introduction, literature review, methodology, finding and discussion, and conclusion.

METHOD

To elaborate on the findings and discussions, this study used a qualitative research method in conjunction with a comprehensive literature review. A qualitative systematic literature review seeks to understand prior research by examining how it was characterized. Several meanings and concepts have not been successfully merged into a single appropriate definition. (Aspers & Corte, 2019). According to (Pedersen et al., 2020) a qualitative literature evaluation seeks to uncover numerous conceptual frameworks that include critical thoughts on impact assessment from prior studies and are embodied as critical ideas for future study. Thus, qualitative research using a systematic literature review technique aids in the identification of research gaps and the exploration of the goal of their

research. In conclusion, this review is useful for future research on relevant subjects since it covers the main streams of publications in the field.

The data for this study was obtained from Google Scholar. This database is the primary source for analyzing difficulties related to blended learning as a language learning approach in post-pandemic ears; specifically, the major search phrases include The title-abstract-keyword are about (blended learning, language learning, and "post pandemic era"), the publication stage is "final", the data source period is between 2019 and 2022, the document type is "article", the subject area is "English Language Learning", the keywords are "blended learning", "language learning", the language is "English", and the source type is "journal". In summary, 32 publications were chosen to evaluate the data as a result of applying a tool for sources of evidence, that is, to seek research material. We utilize VOSViewer to search and discuss information.

FINDINGS AND DISCUSSION

This section presents the results of a systematic review of 32 papers on blended learning as language learning mode. Results include geographic distributions, temporal distributions, research methods for blended learning research, Density Visualization analysis, overlay network visualization, an analysis of the effectiveness of blended learning, and Language Learning Aspect.

1. Analysis of Geographical Distribution

The majority of the studies (n=32) were done in Asian nations, according to an analysis of the papers based on geographical location. Indonesia ranks first among nations, with (n=14) articles. Furthermore, just one (n=1) piece has been discovered in Europe (Romania, Spain, Turkey, and Ukraine). Similarly, only one (n=1) item was discovered in the United States. There are fewer papers discovered in the setting of America and European countries, as mentioned. Table 1 displays extensive information on the study, organized by location.

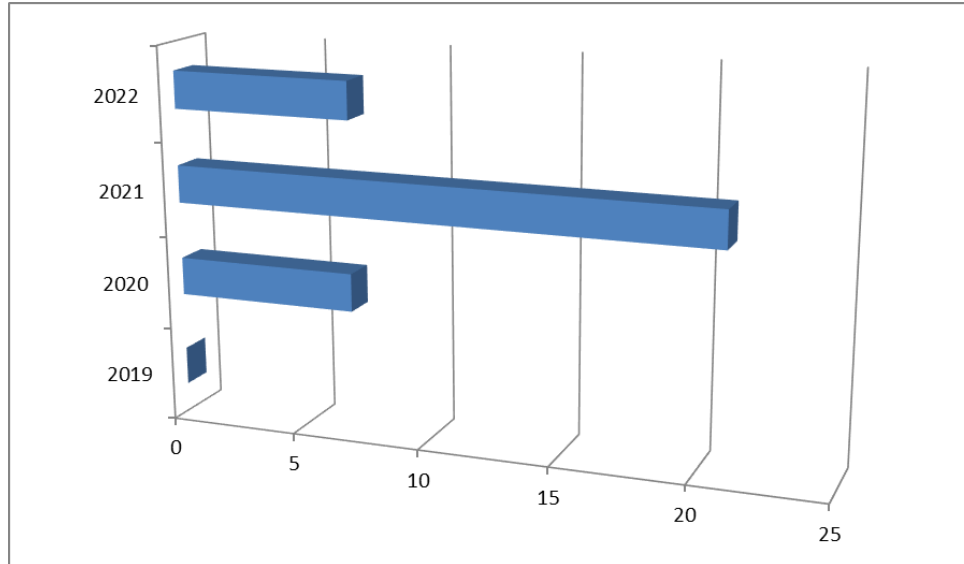
Table 1:
 Geographical Distribution of Studies

Region	Country	No. Studies	Studies
Asia	Indonesia	14	(Antonov Purba, 2021); (Setyowati et al., 2021); (Lie et al., 2020); (Ma'rufa & Mustofa, 2021); (Maulida et al., 2022); (Simbolon, 2021); (Sutisna & Vonti, 2020); (Tanjung & Utomo, 2021); (Setyowati, Sukmawan, & El-sulukiyyah, 2021);

			(Nartiningrum & Nugroho, 2020); (Andriyani et al., 2022); (Anwar Korompot, 2022); (Maliny, 2018); (Sunjayanto Masykuri, 2022); (Rachman et al., 2021).
	Saudi Arabia	5	(Zrekat, 2022); (Mahyoob, 2020); (Al-Samiri, 2021); (Dahmash, 2021); (Al-jarf & Arabia, 2022).
	China	3	(Jiang et al., 2021); (Y F Yang & Kuo, 2023); (Zou et al., 2021).
	South Korea	2	(Jang & Lee, 2021) (Y F Yang & Kuo, 2023).
	Malaysia	2	(Hassan et al., 2021); (Hamzah et al., 2020).
	Philippines`	1	(Jr et al., 2021).
	Romania	1	(Maican & Cocoradă, 2021).
	Spain	1	(Bautista-Vallejo et al., 2020)
Europe	Turkey	1	(Bardus et al., 2021)
	Ukraine	1	(Ihnatova et al., 2021)
America	United States	1	(Jin et al., 2021)

2. Temporal Distribution

Figure 1:
 Number of Publications per year (2019-2023)



Following the yearly publishing of articles, there has been an increase in publications for blended learning in English learning in recent years. Meanwhile, in 2021 this study is becoming a trend with 21 articles. Meanwhile, in 2020 and 2023 until this article was created, the authors found 7 articles related to blended learning in learning English. In 2019, by searching through tools such as Google Scholar, the authors did not find articles that specifically discussed blended learning in learning English, but there were approximately 25 articles that discussed blended learning in other fields of science which were not the focus of the authors in this study.

3. Analysis of Research Design of Studies

Table 2:
 Frequency and Percentages of The Research design of Studies

Design	Studies	Frequency	Percentage
Qualitative	Ihnatova et al. (2021); Lie et al. (2020); Ma'rufa & Mustofa (2021); Maulida et al. (2022); Lapitan et al. (2021); Lee (2021, June); Mahyoob (2020, December); Al-Samiri (2021, April); Yi & Jang (2020, August 26); Dahmash (2020, July 22); Setyowati et al. (2021); Nartiningrum & Nugroho (2020); Al-Jarf (2022, January 18); Bardus	15	48%

	et al. (2021); Mutmainnah et al. (2022);		
Mix-Methods	Jiang et al. (2021, November 16); Simbolon (2021); Jin et al. (2021, May 30); Hamzah et al. (2021, January 25); Bautista-Vallejo et al. (2020); Sutisna & Vonti (2020); Zou & Jin (2021); Maican & Cocoradă (2021); Andriyani et al. (2022); Yang & Kuo (2021); Rachman et al. (2021, May)	11	34%
Quantitative	Zrekat (2021, July); Purba (2021, October 17); Setyowati et al. (2021); Hassan et al. (2021, July); Tanjung & Utomo (2021, January); Masykuri (2022)	6	18%
Total		32	100%

The frequency and percentage of the research method used in studies on blended learning are displayed in the table above. According to the frequencies, 11 of the studies utilized a mixed-method research technique, and 15 of the studies were qualitative (n=15). Six studies using the quantitative research method were discovered in the meantime.

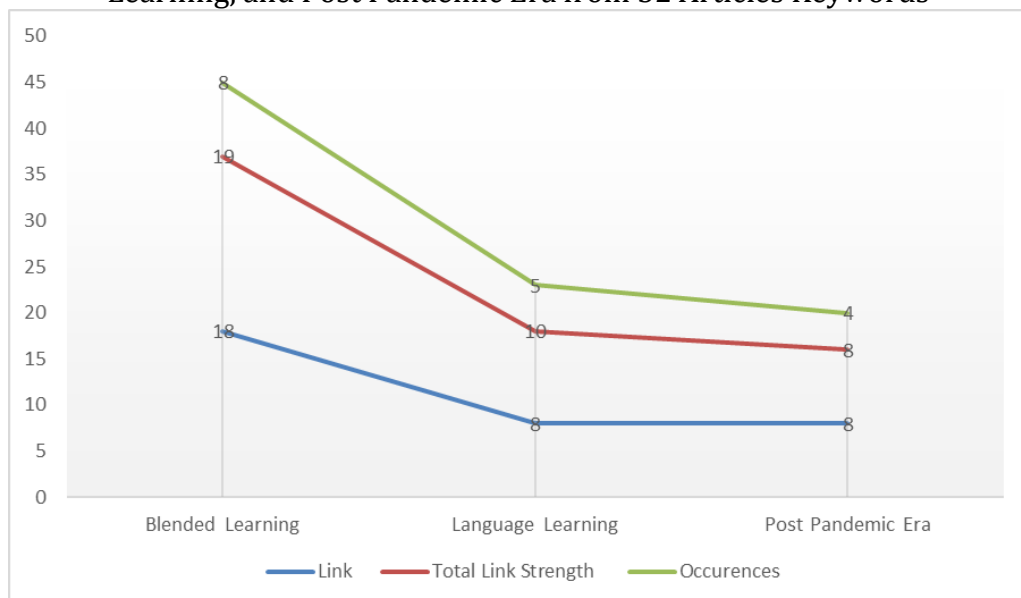
4. Density Visualization Analysis

Figure 2:
 Dissemination of Density for Blended Learning, Language Learning, and Post Pandemic Era from 32 Articles Keywords (Source: Density Visualization, VOS Viewer, 2023)



From the figure above where this data is taken from Vos Viewer related to the focused keywords, namely blended learning, language learning, and the post-pandemic era in the period 2019-2022 describes links, total link strength, and occurrences for each keyword. A more detailed explanation is as follows; 18 links, 19 total link strengths, and 8 occurrences for blended learning; 8 links, 10 total link strengths, and 5 occurrences for language learning; and 8 links, 8 total link strengths, and 4 occurrences for post pandemic era.

Figure 3:
Chart of Dissemination of Density for Blended Learning, Language Learning, and Post Pandemic Era from 32 Articles Keywords



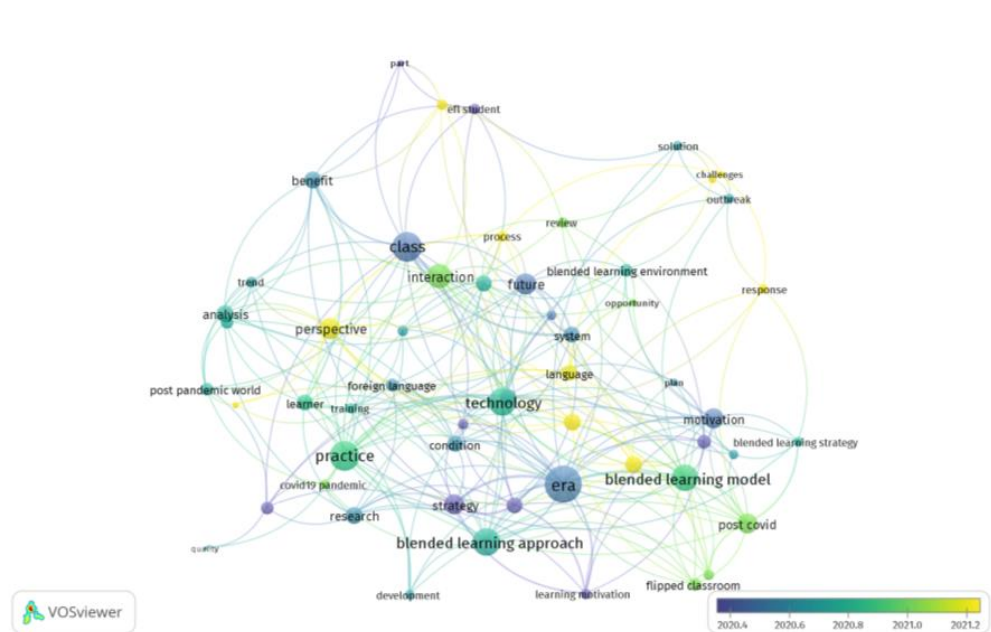
Keyword frequency inquiries are performed to find the most popular field of study. We began by conducting a keyword search on VOS Viewer, emphasizing the most commonly cited keywords in the sample, and then arranged those words into an overlay visualization by frequency. The graphic depicts the concentration of all article keywords. Overall, the most notable things to emphasize in this study for a specific topic are blended learning, language acquisition, and the post-pandemic period. In a nutshell, this frequency is proportional to the total connection strength.

5. Overlay Network Visualization

In addition, the study trend was incorporated to the overlay network visualization using VOS Viewer (figure 4). We surpassed the visualization by article content, and in the process, certain keywords for new research trends developed recently between 2019 and 2022, such as hybrid, perspective, process, pandemic period, need, language, engagement, type

and responds such as hybrid, perspective, process, pandemic period, need, language, engagement, type and responds.

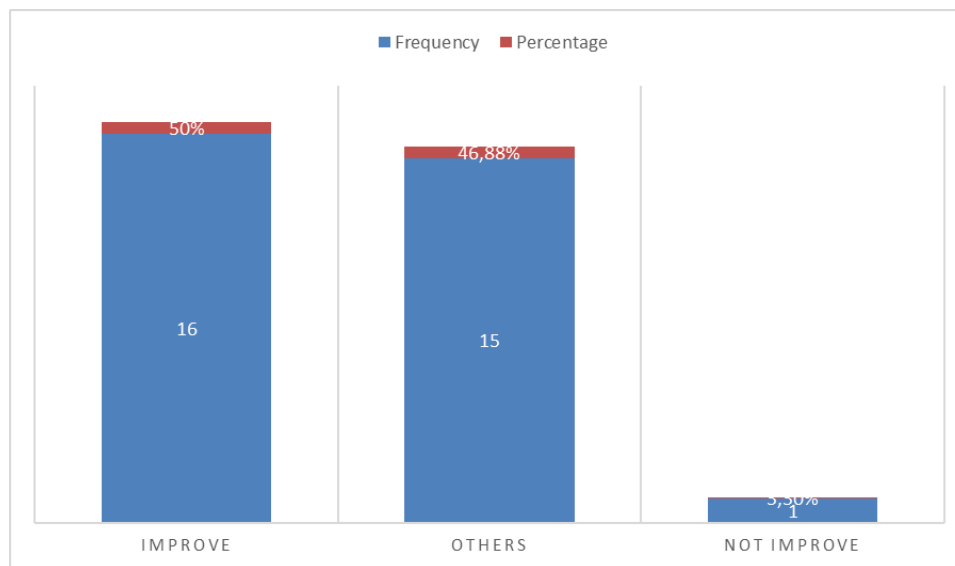
Figure 4:
Research Keyword Trends - Overlay Color Range Visualization



6. Analysis of Effective Blended Learning as Language Learning Model in Post Pandemic Era

According to the findings, blended learning has been viewed as a language teaching and learning technique that enhances English learning in the post-pandemic era. According to the findings, the majority of the research analyzed suggest that the use of blended learning enhances students' English skills. Only one research found no statistically significant change in any of the dependent variables between the experimental and control groups.

Figure 5:
The frequency and percentages effectiveness of blended learning approach



A total of 16 researches, or 50% of the total publications that have been selected, demonstrate a significant impact on increasing English learning with blended learning in the post-pandemic period. According to (Su et al., 2021), blended learning has an impact on how young listeners are taught English and how learning activities are created for them. (Simbolon, 2021) discovered that students had a favorable opinion of their blended learning experience. According to (Jin et al., 2021), Following the emergency remote language teaching ERLT experience, college-level foreign language instructors in the United States were generally enthusiastic about adopting online language instruction in post-pandemic times, with many preferring hybrids if given the option. According to (Sutisna & Vonti, 2020), the hybrid learning method helped pupils become more digitally literate. According to (Andriyani et al., 2022), The blended learning technique for learning English was applied effectively both offline (face-to-face) and online (through the WhatsApp application). The blended learning activities enabled EFL college students to participate in cross-cultural dialogue by creating online social relationships with English teachers from diverse cultural backgrounds, according to (Yu Fen Yang & Kuo, 2021). This allowed the students to develop their global literacy. According to (Rachman et al., 2021), 77% of student perspective responses indicated that English blended learning might improve their language skills. The DLCPA (Discover, Learn, Practice, Collaborate, Asses) technique, which may be converted to full online education for paragraph writing, appears to be a popular choice among students, according to a poll done by (Maulida et al., 2022). The majority of students, according to (Barriers et al., 2021), For EFL lessons, they were comfortable with utilizing Zoom breakout rooms. (Al-jarf & Arabia, 2022) said that blended learning may motivate and increase student-student and student-instructor interaction in a distance learning situation. According to the findings of the (Ma'rufa & Mustofa, 2021) study, both teachers and students have favorable perceptions of

hybrid learning, This assists students in minimizing the disadvantages of online learning and making it easier for them to absorb the content supplied to them for online learning by professors. The results of the (Zrekat, 2022) A research found that blended learning in informal settings might help students learn foreign languages faster. According to (Bose & Purba, 2021), the flipped classroom method combined with the blended learning paradigm is employed well. In the chosen university, (Hassan et al., 2021) discovered that blended learning is considerably helpful in improving writing ability among ESL students. The study of (Sunjayanto Masykuri, 2022) indicated that technology-assisted language learning has a significant effect on EFL Listening Comprehension.

CONCLUSION

The impact of blended learning as a language learning strategy in the post-pandemic era has been studied in 32 studies, which are summarized in this study. This study found that blended learning has received a lot of attention as a method for teaching and learning English that has a positive influence on students' language competence. Blended learning provides several benefits over traditional and online education techniques for both teachers and students. Significant improvements in language learning have been made as a result of the flexible teaching and learning environment it enables. For ESL/EFL students, blended learning offers possibilities to manage their learning, enhance their independent learning, and support them as independent learners. This encourages them to practice the language in genuine contexts and participate in learning environments. Collaboration among pupils is encouraged through these activities as well. More importantly, it fosters a pleasant psychological environment by assisting pupils in lowering anxiety and emotional stress. However, despite the advantages, researchers encounter a number of difficulties when applying blended learning in ESL/EFL environments, which should be examined through additional research.

There are various restrictions on this paper. Between 2019 and 2022, just 32 of the articles under evaluation were released. As a result, more articles with more keywords should be considered and examined in the future in order to generalize the findings. According to the data, the majority of the study was conducted to investigate efficacy and difficulties. Blended learning is investigated from the perspectives of students and teachers. ESL/EFL teachers can also utilize the research implications of this study to identify the benefits of blended learning while applying various types of

interventions. Because implementing blended learning demands teachers being aware of their students' needs and preparing them for autonomous learning. This paper is also useful for scholars looking for blended learning as a post-pandemic language learning alternative.

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Region	Country	No. Studies	Studies
Asia	Indonesia	14	Purba, R. A. (2021, October 17); Setyowati, L., Sukmawan, S., & El-Sulukiyah, A. A. (2021); Lie, A., Tamah, S. M., Gozali, M., Triwidayati, K. R., Utami, T. S., Jemadi, F. (2020); Ma'rufa, I. M. U., & Mustofa, M. . (2021); Maulida, D. S., Rahman, M. A., Handrianto, C., Rasool, S. (2022); Simbolon, N. E. (2021); Sutisna, E. & Vonti, L. H. (2020); Tanjung, F. Z., Utomo, A. (2021, January); Setyowati, L., Sukmawan, S., & El-Sulukiyah, A. A. (2021); Nartiningrum, N., Nugroho, A. (2020); Andriyani, A., Maulina, M., Amin, S., Nasrullah, R., Asdar, A., & Hamsiah, A. (2022); Mutmainnah, Samtidar, Korompot, C. A. (2022); Masykuri, E. S. (2022); Rachman, L.A., Sudiyono, Phonix, E. (2021, May)
	Saudi Arabia	5	Zrekat, Y. (2021, July); Mahyoob, M. (2020, December); Al-Samiri, R. A., (2021, April); Dahmash, N. (2020, July 22); Al-Jarf, Reima. (2022, January 18)

	China	3	Jiang Y, Chen Y, Lu J, Wang Y. (2021); Yang, Y. F., Kuo, N. C. (2021); Zou, C., Li, P., Jin, L. (2021)
	South Korea	2	Lee, A.R. (2021, June); Yi, Y., Jang, J. (2020, August 26)
	Malaysia	2	Hassan, I., Rahaman, M. A., Ayuni., Azmi, L., Nazri, M. (2021, July); Hamzah, F., Phoong, S. Y., Sharifudin, M. A. S., Rahim, M. (2021, January 25)
	Philippines`	1	Lapitan, L. D., Tiangco, C. E., Sumalinog, D. A., Sabarillo, N. S., Diaz, J. M. (2021)
	Romania	1	Maican, M-A., Cocoradă, E. (2021)
	Spain	1	Bautista-Vallejo, J.M., Hernández-Carrera, R.M., Moreno-Rodriguez, R., Lopez-Bastias, J.L. (2020)
Europe	Turkey	1	Bardus, I., Herasymenko, Y., Nalyvaiko, O., Rozumna, T., Vaseiko, Y., & Pozdniakova, V. (2021)
	Ukraine	1	Ihnatova, O., Poseletska, K., Matiuk, D., Hapchuk, Y., & Borovska, O. (2021)
America	United States	1	Jin, L., Xu, Y., Deifel, E., Angus, K. (2021, May 30)

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