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Khairunnisa Abu Hasan, Harwati Hashim

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Hybrid Learning in ESL Context: A Systematic Review on the Various Platform Used and Skills

Khairunnisa Abu Hasan^{1,2}, Harwati Hashim¹

¹Faculty of Education, University Kebangsaan Malaysia, Bangi 43600, Selangor, Malaysia,

²Sekolah Kebangsaan Bukit Sentosa, 48300 Rawang, Selangor, Malaysia

Email: p111779@siswa.ukm.edu.my

Corresponding Author's Email: harwati@ukm.edu.my

Abstract

Hybrid learning in education is not something new in this educational era and its emergence can be useful to improve the English as Second Language (ESL) teaching and learning. Moreover, various platforms can be used in instilling hybrid learning. Creative usage of the various platforms can be helpful in order to help with the ESL teaching and learning and in promoting sustainable education at once. In these modern days, a review on the various platforms used and skills in hybrid learning to improve ESL teaching and learning is still lacking. This systematic literature review systematically identifies the various platforms used and the English skills in the hybrid learning. Using ResearchGate, Scopus and Educational Resources Information Centre (ERIC) databases, 16 articles were extracted out of 116, from 2010-2022, with certain criteria taken into consideration. Three significant findings are concluded based on this review. First, hybrid learning affects ESL teaching and learning in a positive way. Second, various platforms can be used in instilling hybrid learning in ESL teaching and learning. Third, ESL skills can be improved by hybrid learning. These three findings implied that various platforms (offline or online) in hybrid learning are useful in improving the ESL skills. This review will help practitioners to identify the use of various platforms in hybrid learning and skills thus there are chances of succeeding the education for the future.

Keywords: Hybrid Learning, Various Platforms, English as a Second Language (ESL), English Skills, Systematic Literature Review

Introduction

Hybrid learning has become the current method in the education field. It is said to help empower the learners because it is more personalised so learners could develop their understanding in their own way, and at their own pace. Hybrid learning incorporates both traditional face-to-face and online learning activities (Irons, 2022). However, hybrid learning employs more synchronous learning compared to blended learning, which only uses asynchronous online tasks (Rodrigo & Platon, 2022). The activation of their prior knowledge during face-to-face learning will help them to understand a lesson better. Plus, with the help of various available platforms, whether offline or online, will help them to gain additional information regarding the lesson, and not solely a textbook based.

Hybrid learning is famous among the practitioners, and most academic organisations prefer hybrid learning (Vinha, 2021). The research on hybrid learning is vast, including in English as a Second Language (ESL) and English as a Foreign Language (EFL). Integration of hybrid learning in enhancing ESL skills is undeniable. ESL teaching and learning comprises 4 main language skills which are listening, speaking, reading and writing. There are also other complementary skills such as grammar, vocabulary, and competencies which are also important in language learning. Learning the English language could be challenging especially for native speakers and young learners. Thus, it is the teachers' role to make the instruction interesting and motivating in order to help the learners learn. Wallace & Oxford (1992) found that matching a teacher's teaching style to a learner's preferred learning style helps to improve motivation and learning. With the help of various platforms in hybrid learning, it is believed to help learners to improve in their learning especially in ESL teaching and learning. Thus, teachers should assist students in maintaining their excitement for learning English in various ways, improving their English learning aptitude and level, and ensuring the best learning effect possible. It is crucial to take students' motivation to learn English as consideration. With the advancement of information technology provides a new approach for ESL teaching and learning, and this method can increase students' commitment to learn, consequently boosting their level of improvement (Entwistle, 2018). This systematic review aims to review the types of platforms used in hybrid learning and the skills in ESL teaching and learning used to enhance the learning, with two research questions as follow:

RQ1: What are the types of platforms used in hybrid learning for ESL teaching and learning?

RQ2: What are the language skills focused in hybrid learning for ESL teaching and learning?

Hybrid learning in ESL context

The four main skills in language learning are listening, speaking, reading and writing. There are also other skills such as grammar and vocabulary in English. Language is a root to communication. It means language is key to social, economic, political and cultural development and success of a country (Akram & Malik, 2010). Thus, it proves that the four language skills are important in a language acquisition. Other than that, other language skills like grammar, vocabulary and comprehension are also important in English learning. Various ways can be used to teach English, but the use of technology to learn a language can make the learning process easier (Boonsue, 2021). As a matter of fact, according to (Yunus, 2018), teachers are being strained to change their teaching techniques these days due to the ever-changing technologies. In this modern world, technology is not something new to be integrated with English learning. In hybrid learning, the use of computer, mobile, internet and other technology is proven to help both teachers and learners during the teaching and learning session. These days, the use of social media is not only for connecting people from around the world, but it can also be utilised as a learning tool. For example, many teachers use Tiktok as a medium to share their knowledge. Other than that, teachers and learners are not only limited to use the technology in hybrid learning, but they are open to using real raw materials such as newspapers, magazines and published journal articles (Rao, 2019).

Various platforms in hybrid learning

Hybrid learning was practised by many of the institutions for ages. This is due to changes in the current demands, starting from learners' needs, learning methods, and access to education (Lai, 2011). It gives the opportunity for teachers to re-imagine and retool their curricular design and teaching strategies, which is not necessarily required to anything high-

technology but to incorporate anything interesting and exciting tools (Wainwright, 2011). To emphasis more, the Offline to Online (O2O) model prompted educators to reconsider how they could integrate the strengths of both offline and online environments to benefit students and teachers more (Huang et al,2021). Nowadays, teachers have been exploring and learning their best about how to deliver their lesson. There are two types of platforms in integrating hybrid learning which are online and offline platforms. For online platforms, there are many resources that can be used by the teachers to deliver their lesson through online medium such as Google classroom, Zoom, Telegram, Quiiziz, Youtube, and many more. It has shifted the learning process from conventional teaching into contemporary learning (Yunus et al, 2021). By this contemporary learning, it is believed can help the learners to learn at their own pace and time before entering the class with the teacher. With this personalised learning, it should help the learners to understand the content of the lesson better. Aside from that, with hybrid learning, teachers and students are not just confined to using technology, but they are also free to use genuine raw materials such as newspapers, magazines, textbooks and CDs (Kaur, 2013). Hence, it provides an option for learners to choose the platform they prefer.

Hybrid Learning environment and how they engage

Hybrid learning incorporates both traditional face-to-face and other platforms in learning activities (Rodrigo & Platon, 2022). It is to blend diverse pedagogical techniques, such as constructivism, behaviourism, and cognitive learning approaches, in order to get the best possible learning outcome, whether or not instructional technology is used (Kaur, 2013). Integrating hybrid learning in ESL could benefit both teachers and the learners. Especially these days, most learners are technology savvy. This will definitely help the learning to be more enjoyable and motivating. Hybrid learning in English teaching and learning could help both teachers and learners during the instructional. For the learners, during the hybrid learning, they could personalise their own learning before the actual class. Hence, they could use any suitable method and preferences based on the own learning strategy (Masalimova et al, 2021). For example, finding information through mobile phones, computers or through discussion among their friends through social media. For the teachers, it would help them tremendously if it involved hybrid learning because it provides plenty of time for understanding lessons in the classroom. Therefore, the teachers could think on how to enhance their prior knowledge, in various ways (Kaur, 2013).

Methods-PRISMA

The Preferred Reporting Items for Systematic Reviews and Meta-Analyses (PRISMA) statement, which was issued in 2009, was created to assist systematic reviewers in publicly reporting why the review was conducted, what the authors performed, and what they discovered (Page et al., 2021). As indicated in Figure 1, this systematic review follows the Preferred Reporting Items for Systematic Reviews and Meta-Analyses (PRISMA) procedure, which consists of four processes: identification, screening, eligibility, and inclusion. Because of its comprehensiveness and adaptability to other investigations, PRISMA has been frequently employed by researchers. The study's goal and the systematic review process are as in Figure 1 below.

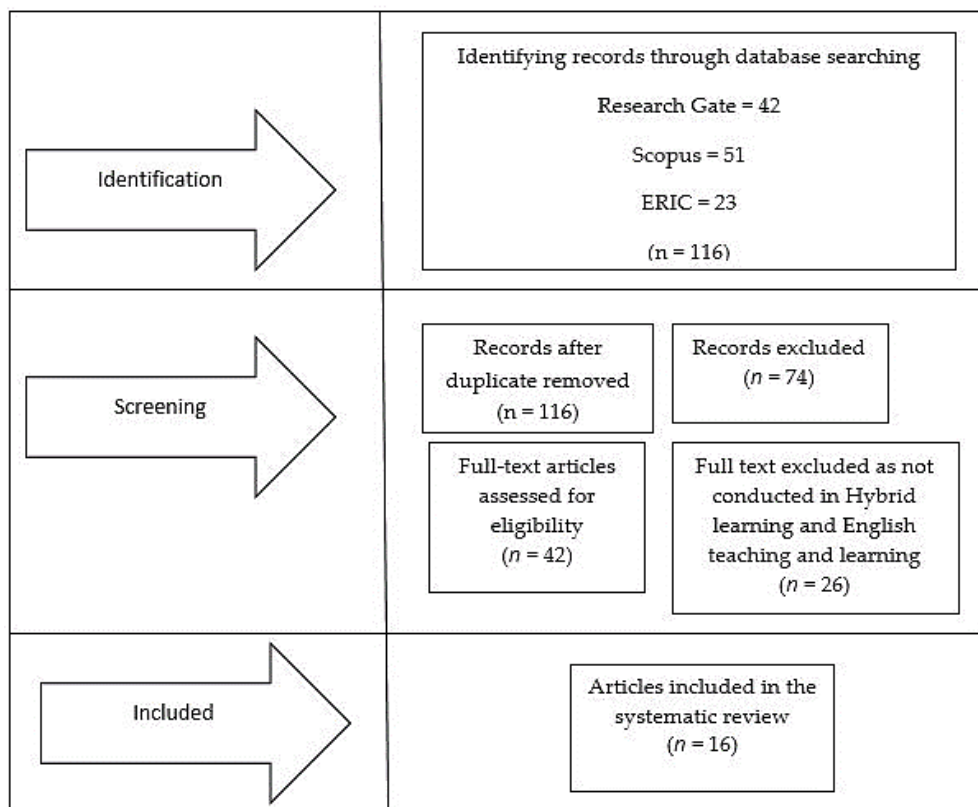


Figure 1. PRISMA systematic review adapted from Page et al, 2021.

Identification

The first action in conducting this systematic review is the identification process as according to the PRISMA outlines. Three databases were chosen, which are Scopus, Research Gate, and Educational Resources Information Centre (ERIC). The primary phrases used in this systematic review were carefully chosen to reflect the constructs that were going to be studied. The 3 constructs used are hybrid learning, platforms used in hybrid learning, and the skills involved in hybrid learning. Words related to hybrid learning, blended learning, technology, and ELS were included. Table 1 below shows the search string used in this study for each database.

Table 1

Search string used in this study.

Database	Search string
Scopus	TITLE-ABS-KEY (“hybrid learning in ESL” “technology in ESL” “hybrid learning” “ESL and technology”
Research Gate	” “hybrid learning in English” “English skills and technology” “hybrid learning in ESL”
ERIC	“ESL skills in hybrid learning” “hybrid learning in ESL” “Technology in ESL”

Screening

Once the articles are identified, the next process is the screening process. The initial screening stage resulted in the removal of 11 duplicate articles, leaving 116 articles eligible for further screening. Next step, the titles, abstracts, and keywords of these 116 articles were screened with the expectation that they would be connected to hybrid learning in ESL context, regarding the platforms used and the skills used. This screening approach resulted in the exclusion of 74 papers due to their lack of relevance to the study's goal. Following the deletion of the first 74 articles, the remaining 42 were assessed using the inclusion and exclusion criteria listed in Table 2.

Table 2
Inclusion and exclusion criteria.

Inclusion Criteria	Exclusion Criteria
Studies conducted between 2010 and 2022 (12 years timespan)	Studies conducted before 2010
Articles from journals	Conference proceedings, review articles, book chapters, reports
The text was written in English	Text not written in English
Related to hybrid learning and ESL	Not related to hybrid learning and ESL

As a result, 16 articles were potentially included in this systematic review after thoughtful consideration depending on the inclusion and exclusion criteria as shown in Table 2.

Included

The articles of this systematic review studied the hybrid learning platform used in hybrid learning and the skills in ESL context. The summaries of the 16 studies included are shown in Table 3. Based on the table, 6 articles were chosen from Scopus, 5 articles were chosen from Research Gate and 5 articles from ERIC. These databases were chosen due to the obvious excellent quality of the papers, especially in the area of education. The aims of the studies were all related to the platform in instilling hybrid learning and the skills instilled in hybrid learning which related to ESL context. The majority of the studies were carried out at the higher education level, including universities and colleges from various parts of the world including Malaysia. On the other hand, only two studies focused on the primary learners and two other studies focused on the ESL teachers.

Table 3

Summary of selected studies

Study	Database	Aim	Samples	Findings
[1] (Xuyan & Qiu, 2022)	Scopus Research Gate	To verify the actual effect of MOOC+SPOC mixed higher vocational English teaching mode	90 third level of learners	Students can learn flexibly and efficiently using MOOC + SPOC
[2] (Yunus et al, 2021)	Scopus	To identify the most significant factors that influence TESL postgraduate students' behavioural intention towards the use of online learning during the COVID-19 pandemic	169 postgraduate students at a public university	The main factor affect student behaviour is performance expectancy. The outcomes of online learning are much more important than other factors.
[3] (Rodrigo & Platon, 2022)	Scopus	To find out if hybrid learning makes a significant difference in students' academic performance and learning approaches in the delivery of English academic courses.	International university in Bangkok, Thailand	Hybrid learning proved to have positive impacts on students' academic performance in the aspects of high thinking skills, integrative learning, and reflective learning.
[4] (Cheng, 2022)	Scopus	To investigate whether college English translation instruction in a blended learning environment has aided students' English comprehension.	Zhengzhou Shengda University, Zhengzhou, Henan, China	Students in a blended learning environment are more engaged and produce fewer myths than in traditional classrooms. Mixed English translation practice aids in the development of college students' English translation.
[5] (Huang et al.,	Scopus	To study the presents the Online-	30 teachers and students	Both teachers and students had a

2021)		Merge-Offline (OMO) learning approach, a way of learning that caters to the new needs of students and teachers in the post-COVID-19 era		positive attitude towards OMO learning, they mentioned that a comprehensive set of cores and functional competencies are needed
[6] (Krishnan et al., 2021)	Scopus	To investigate teachers' language-teaching/learning competencies using online gamified learning	12 experts from FDM	Gamified learning aided the English language teachers in enhancing their professional competency.
[7] (Furotun et al., 2021)	Research Gate	The role of using a digital application called Wattpad which will make students diligently read English reading texts, so that they become more skilled in learning in hybrid learning.	Several English students who are given treatment	The use of Wattpad in the teaching and learning process of English can help improve the English skills for those people learning English
[8] (Hiew, 2012)	Research Gate	To gather (ESL) Learner's perceptions pertaining to their experience in learning English language in secondary schools, colleges and local universities using Dialogues journal via Facebook.	46 respondents from public and private colleges and universities	Students' learning becomes meaningful through a myriad and mixture of teaching methods to cater to a majority of the students' learning styles and preferences
[9] (Kai & Hua, 2021)	Research Gate	Aims to examine the effectiveness of the Google Translate mobile application (hereinafter "app") in improving	Fifteen Iban participants with low English language proficiency	English language teachers could utilise Google Translate in their lessons to encourage peer assessment and

		indigenous learners' English language vocabulary.	from rural schools	learner-centred learning
[10] (Singaravelu, 2021)	Research Gate	To find if there is no significant differences in achievement mean score in communicative skills between the conventional methods and Hybrid learning.	Forty in-service teachers (controlled group)	Hybrid Learning is more effective in acquiring communicative competency in English.
[11] (Irons, 2022)	Research Gate	aims to examine the effectiveness of using educational resources in a blended format.	70 participants of ESL	Blended interactive educational resources contribute significantly toward improving the students' writing skills
[12] (Heiman, 2021)	ERIC	improve reading comprehension and student engagement in a hybrid learning environment	ninth grader English class	Increases reading comprehension and student engagement were positively correlated, strong correlation between reading comprehension and classroom environment
[13] (Yang and Spitzer, 2020)	ERIC	To investigate the use of the hybrid method in the teaching and learning of English reading for speakers of English as a second language	3 International graduate-intent students at an Intensive English Programs (IEPs) students	Participants were able to adapt and benefit from the flexibility and different options for communication that the course offered

[14] (Noordan, & Yunus) (2022)	Research Gate ERIC	To assist the understanding of level two primary school pupils (Year Six) in the storyline or chronology of stories contained in the syllabus such as in the Year 6 (SK) textbook, How the Tiger Got its Stripes.	Primary learners (Year 6)	Digital comprehension gives a great impact to pupils' reading comprehension skill
[15] (Suwantarathip, 2019)	ERIC	To study the satisfaction of experiencing hybrid learning in the English course	450 English Students in a local university	The result of the study revealed that the student's satisfaction with the hybrid learning course was at high level Students believed the use of social media aids would be useful in the teaching of ESL writing in schools. It also motivated students to engage, learn and at the same time had the tendency to improve their writing
[16] (Yunus et al., 2019)	ERIC	To investigate the potential use of social media in improving the writing skill among primary students	47 ESL primary school students from a rural area	useful in the teaching of ESL writing in schools. It also motivated students to engage, learn and at the same time had the tendency to improve their writing

Data Analysis Procedure

All of the articles were saved in Mendeley, a citation management programme. Then, thematic analysis was carried out to identify the main themes for each of the research questions:

RQ1: What are the types of platforms used in hybrid learning for ESL teaching and learning?

RQ2: What are the language skills focused in hybrid learning for ESL teaching and learning?

This review categorised the topics for the research questions by analysing and interpreting the selected articles. The themes were classified based on the platform mentioned in the literature review for the first research question. The platforms mentioned in each article were categorised into types of the platform used in hybrid learning. As for the second research question, the English language skills listed in the articles were used to classify language skills in hybrid learning.

Results

3.1 RQ1: What are the types of platforms used in hybrid learning for ESL teaching and learning?

It is vital to identify the platforms used in hybrid learning as it will open up our mind about hybrid learning. In this systematic literature review, there are two types of platforms used in the ESL teaching and learning. They are online and offline platforms. Examples of online platforms are then categories into (1) Online game learning (2) online learning application such as Padlets, Quizlets, and Grammarly and (3) social media such Facebook and Tiktok. Offline platform uses more authentic materials during the implementation of hybrid learning for example newspapers, magazines, printed media, textbook and brochures (Roa, 2019). These categories are taken from the literature review in the selected articles and were classified as such for better understanding in reviewing hybrid learning for ELS teaching and learning. The parameters of platforms centred on the trends of the hybrid-learning in ESL context is investigated and presented on a form of table. Table 4 illustrates the types of classification and the articles that were utilised in this study

Table 4

Types of platforms used in hybrid learning for ELS teaching and learning.

Types of platforms	Examples	Study
Online	*Unidentified	1,3,5,10
	Online game learning	6
	Online learning applications	2,4,7,9,11,13,14,15,16
	Social media	8,16
Offline	*Unidentified	3,5,10
	Newspapers	8
	Story book	12
	Textbook	13
	OpenCourseware	15

**Unidentified: the articles did not specify the tools used in the studies*

Based on the data gathered and presented in table 4, many studies prefer to use online platforms compared to offline platforms. From the 16 articles, only 1 study use online game learning as their platform integrating hybrid learning in ESL classrooms. However, there are also studies that use both of the platforms in integrating hybrid learning in their ESL class which are study [3], [5],[10], [13] and [15]. This proves that the usage of technology is not 'compulsory' when implementing hybrid learning as the use of real and raw materials are also relevant (Kaur, 2013). Students in the virtual class will be able to engage with the teachers in real time. Lessons may be provided live via apps like ZOOM and Google Meet, allowing students to communicate with each other in real time (Wainwright, 2011). It's possible that online learning sessions will be enjoyable. They include game-based learning tools such as Quizlet, Kahoot, Plickers, and Quizizz, which aid teachers in assessing pupils while also inspiring students to study in a fun atmosphere. Students' learning processes have been shown to be more successful when using these online game-based learning aids (Chaiyo & Nokham, 2017). Facebook, and much research on the impact of Facebook on student motivation, engagement, and attitudes in ESL classrooms have found that it has a beneficial impact. Students felt their motivation and confidence improved by participating in activities

on the Facebook platform, according to an investigation into ESL tertiary students' perceptions of the use of Facebook groups for improving their writing ability as they immersed in different writing tasks such as brainstorming and summarising (Yunus & Salehi, 2012).

RQ2: What are the language skills focused in hybrid learning for ESL teaching and learning?

The second research question is to identify the skills used in the integration of hybrid learning in ESL, based on the language skills mentioned in the reviewed articles. It is important because language not only acts as a mechanism of communication, but it may also help us adapt to our surroundings and jobs (Dermawana, 2021). Thus, identifying the skills will help to understand more about the implementation of hybrid learning in ESL teaching and learning. English language skills consist of 4 main skills which are listening, speaking, reading, and writing while the complementary skills such as vocabulary, grammar, and comprehension. The 16 selected articles were analysed and the skills focused in each of the articles were extracted and presented in the table 5 below.

Table 5

English language skills focused in hybrid learning for ESL

English Language Skills	Study
Listening	2,3,5,8,10
Speaking	2,3, 5, 8,10
Reading	2, 3,4,5,7,8,12,13,14
Writing	1,2,3,5,8,11, 16
*Grammar/Vocabulary/ Comprehension	2,3,4,5,6,8,9

* *Complementary skills*

To answer the second research question for this systematic review, the articles were analysed and categorised according to the use of ESL skills. Based from the data gathered and presented in table 5, article [2],[3],[4],[5], and [8] used all the ESL skills in integrating hybrid learning in ESL. This proved that all ESL skills are suitable to be integrated in the hybrid learning. As for reading skill, article [4],[7],[12],[13], and [14] used this specific language skill to be integrated in the hybrid learning, making it the most skills used in the implementation. Article [1],[11], and [16] used writing skills and article [4],[6],[8] and [9] adapted complementary ESL skills in the integration which are grammar, vocabulary and comprehension.

Discussion

According to the data gathered from the 16 analysed articles, the majority prefers using online platforms in integrating hybrid learning in ESL. The growing usage of mobile Internet, cloud computing, and deep learning has aided in the development of new educational ideas and methodologies for English language learning. Since the end of the 1980s, continuing advancements in computer network technology have given birth to a new learning approach known as e-learning, which has broken the old face-to-face learning model in the classroom and replaced it to the virtual network world to enable digital online learning (Cascio & Montealegre, 2016). Moreover, the majority of today's pupils have internet access and are familiar with a variety of online sites (Philip et al., 2016). Many larger training establishments have used online learning to provide novices learning about technology with a deep and significant learning opportunity (Dewie et al., 2019). Other than that, teachers could use the

various online platforms which are prepared for learning as their tool in order to be more creative and innovative. According to Pramela & Supyan (2015), teachers may be more creative when using current technology to enable students to practise their English abilities, such as writing, speaking, reading, and listening. However, the use of authentic materials is more closely related to the needs of learners because they provide a bridge between the language classroom and the outside world (Rao, 2019). Learners may find the connection between the learning to their real-life experiences when using authentic materials. Thus, teachers should use all authentic materials accessible, such as newspapers, magazines, narrative books, movies, radio, TV advertising, songs, label products, bus or train timetables, and realia such as phones and dolls, to pique the learners' interest in their learning (Rao, 2019). Teachers of English should employ authentic resources in their day-to-day teaching profession because they play an important part in enhancing learners' learning and creating interests among learners to learn the English language in a natural way with sufficient motivation (Rao, 2019). With that, it could stimulate their learning motivation. In the hybrid context, the learning experience design plays an important part in redesigning course/training design. This is because understanding learners' requirements is critical for instructional design and motivation (Kovatcheva, 2022). Emotional, behavioural, and cognitive engagement should all be present in a stimulating learning environment (Axelson et al., 2011). Language teachers should give as many opportunities as possible for their students to improve their speaking skills in the target language so that they can communicate with people appropriately and spontaneously in a variety of linguistic and social situations (Correa, 2015). Thus, it could be concluded that both platforms are relevant in implementing hybrid learning in ESL teaching and learning, it just depends on the teachers and learners on how to use it creatively and innovatively.

Hybrid learning in ESL is also relevant to all the skills in ESL context. English language skills such as listening, speaking, reading, and writing can be enhanced with the integration of hybrid learning. Much research conducted has proven that by using hybrid learning, learners are able to engage in the lesson and experience more personalised learning (Muthuprasad et al., 2021). According to a study done by Hapke et al (2020), the researchers proposed a learning innovation by allowing students to learn anywhere, at any time, while also providing them with a dynamic and engaging learning environment, and the result shows that learners are more performing compared to traditional classrooms. ESL skill in hybrid learning is not only suitable for a particular skill, but it also can be conducted for all the skills. For example, article [2],[3],[4],[5], and [8] used all the ESL skills in integrating hybrid learning in ESL. This proved that it is not only applicable for a certain ESL skill, but all. According (Correa,2015) language teachers should give as many opportunities as possible for their students to improve their speaking skills in the target language so that they can communicate with people appropriately and spontaneously in a variety of linguistic and social situations. However, in hybrid learning for ESL, this is applicable for all the skills.

In a nutshell, hybrid learning comes in various platforms and it can also be used to enhance all the ESL skills. Not only that, it also often brings positive feedback from the learners. According to Chen & Chiou (2012), the results of the study conducted showed that students in a hybrid course had significantly higher learning scores and satisfaction than did students of the face-to-face courses. The result also indicated that students of hybrid learning classrooms felt a stronger sense of community than did students in a traditional classroom setting. Analysis of learning style indicated that learning style had a significant effect on learning outcome in the study group. Therefore, it is important for teachers to know their

learners, which will help in the planning of the lesson as well as during the learning. Not only that, learners are also responsible for their own learning. As cited by Chen & Chiou (2012), learners were also involved in co-configuring the learning environments and learning activities that they were given, as well as the ways they cooperated with other students. Therefore, in hybrid learning, both teachers and learners must play their own role in order to ensure the success of the learning.

Conclusions

In the battle for educational development, cloud computing, deep learning, 5G communication, and other modern technological platforms have emerged as significant services. Thus, hybrid learning is one of the ways of the emergence of the educational system. Many researchers value it, and some even predict that e-learning, a new learning approach, would eventually replace traditional face-to-face learning in the classroom, and that schools will cease to exist (Wang, 2016). However, its implementation is not only limited using online platforms but also offline platforms (Kaur, 2013). Thus, the emergence of hybrid learning and its development can be useful in the education field if it is planned greatly. From this review, three significant findings are concluded based from this review

- 1) Hybrid learning affects ESL teaching and learning in a positive way.
- 2) Various platforms can be used in instilling hybrid learning in ESL teaching and learning.
- 3) Third, ESL skills can be improved by hybrid learning.

These three findings implied that various platforms (offline or online) in hybrid learning are useful in improving the ESL skills. However, the main reason affecting the learning greatly is learning motivation. Hence, teachers should be able to connect with their students and know their learning preferences and style. By doing so, teachers can plan the instruction effectively so the learning will be able to conduct in a meaningful way. Different approaches to the learning process may exist, but the fundamental goal is to keep learners engaged by presenting them with interesting problems (Kovatcheva, 2022). One limitation in this review is the downside of hybrid learning is not mentioned. Given the tremendous positive impacts, hybrid learning must have its own downsides. That limitation, clearly will open up a new research opportunity to be carried out in the future. Nevertheless, this review also presents the knowledge gap in hybrid learning, especially in ESL context, and thus promoting lifelong learning through hybrid learning at ESL. This may be essential to achieve the fourth goal of the Sustainable Development Goals (SDG).

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