The Impact of Technology in ESL/EFL Classrooms with Blended Learning Approach and Constructivism: An Overview (2019-2023)

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Abstract
The blended learning approach in the ESL context enhances the learning scope of language learning of the students. It is convenient for the teachers through the flexible system of learning over the traditional approach. The purpose of the study is to explore the impacts of technology using blended learning and constructivism among ESL learners and to investigate the methods, strategies, benefits, and drawbacks of technological implementations in different years of building communication skills for future professions by reviewing the articles from 2019-2023. Inductive content analysis is used to analyze the literature review of different articles to examine the methods, instruments, and levels of study. The study's findings suggest using the theory of constructivism to improve interactivity skills, practical application, and construct knowledge with dynamic changes of relativism and subjectivism. The study has the contribution of implementing the theories and provides the rich data of literature with a brief overview of articles which can be helpful for educators, decision-makers, curriculum designers, and educational stakeholders to support students in the ESL context with technological upgrades in teaching and learning and can be utilized in future research. This paper also highlights the importance of trained educators for teaching skills and internet connectivity in implementing effective use of blended learning in ESL classrooms. The researcher recommends further research to explore the inventions and benefits in the future to get an in-depth view of technological upgrades suitable for teaching and learning.
Keywords: Blended Learning, Technology-Enhanced Language Learning, ESL, EFL, Constructivism

Introduction
The different learning approach in the classroom context of an English language learning classroom has improved with the different time frames for the student needs according to the changes of philosophical, psychological, and sociological concepts contributing to re-shape the curriculum by implementing different tools with technology through blended learning to

develop HOTs (Higher Order Thinking skills). Language-Learning is beneficial in the curriculum design of the system of education due to the importance of learning a second language, especially a language that is globally used. The school students, as well as the students at the university levels, need to focus on this particular technique to achieve competency levels to reach their career goals, especially in the countries like Malaysia, India, etc., with proficient language use where English has been officially considered as the second language. Eventually, in 21st-century language learning, the method of education has been consolidated with English language material development in the curriculum through the mixed learning method.

Blended Learning, which makes use of digital tools and resources, can help students improve their English language skills, particularly in the areas of vocabulary development and reading comprehension, by providing them with more adaptable and customized learning opportunities (Albatti, 2023). Moreover, technology makes materials readily available to students worldwide. Nowadays, students are so competent in using mobile phones and gadgets that they learn quickly with everyday use, which boosts their interest as we know repeated use of language helps in the learning process. In order to boost students' behavioral intention to utilize mobile devices for language learning, it is crucial to have a well-designed curriculum that is aligned with and supports the language learning task (Sun & Gao, 2020). In previous decades, the traditional method was contemplated as the principal learning approach in the classroom. The development of language abilities, improvement of the English learning environment, and encouragement of students' enthusiasm to learn the language can all be accomplished through the use of blended learning (Albiladi & Alshareef, 2019).

The Underpinning Theories
Constructivism

Constructivism is the theory based on students' achievements of learning experiences through communication in real-life situations and building knowledge actively with certain objectives through the learning procedure of the external truth of the material world. One psychological theory called constructivism offers an explanation for how people could learn and acquire information by proposing that they, themselves, construct knowledge and meaning from their experiences to direct application to education (Bada & Olusegun, 2015). Constructivist theory is the belief in comprehension of learners pre-existing knowledge with the analytical structure of experiences and learning procedures in the ESL classroom, implying learning through problem-solving, collaborative learning, critical thinking, creativity, and inquisitive learning in the dynamic and ever-changing world with relativism and subjectivism.

Constructivism is a new worldview that challenges positivism by incorporating relativist, transactional, and subjectivist perspectives (MacLeod et al., 2022). Constructivism is mainly learner-centered, helps in connecting learning to their own world with idiosyncratic motivation, growing creativity in substantive learning, negotiable skills, building interactions and subjective skills inclusively and independently in the ESL classroom for the learners and educators in adapting teaching and learning procedure in their individual context. The application of constructivism in the realm of educational ideologies and technologies prompts a reevaluation of the conventional educational model, and it is imperative that the constructivist educational model be subjected to the comprehensive methodological, theoretical, empirical, and practical investigation (Arpentieva et al.,2021). Teachers and students build strong relationships through the use of constructivism in the classroom, which boosts the interest of students (Harjali, 2019).

Figure 1: Lev Vygotsky's Sociocultural Constructivism Theory (1968) image adapted from Mcleod (2023)

ASSURE model based on Higher Order Thinking Skills (HOTs)

The ASSURE model is a method of Learning that teachers can use to state a set of objectives by analyzing the learners in an English language classroom to develop their higher-order thinking skills through creativity, critical thinking, analyzing, problem-solving, and evaluating. Six-step (A-S-S-U-R-E) proposal development process for science textbooks that emphasizes active learning strategies and their impact on developing students' higher-order thinking skills at the first-intermediate level (Mohammed, 2020). The ASSURE model was effective in developing language learning of Indonesian migrant workers in communication and basic writing (Hakim et al.,2020) and successful in an ELT classroom (Altın, 2021).

Figure 2: Instructional Design Model (Heinich et al., 1999)

English Language Learning

In recent years, the development of English language learning in the pedagogies has contributed to every field of education like- science, economics, Law, etc., in a significant way of growing employability skills. Humans engage in a lifelong process of learning in which they gain new information and refine their previous understanding (Rao, 2019) in an ELL environment. The researcher further pointed out another important factor that the students also use methods like collaborative learning when studying other languages, especially English, and speed up their progress by gaining knowledge from one another in a classroom setting.

Figure 3: Nation and Macalister's (2010) Model for Foreign Language Curriculum Development Carilo (2018)

The vital implementation of language learning in STEM (Science, Technology, Engineering and Mathematics) makes the scope broader to the learners. The conceptual structure for the creation of the education system for ELs is provided by the foundational constructions and viewpoints on STEM disciplines and language with ELs, making them crucial (Lee & Stephens, 2020). In the Malaysian system of education, the CEFR (Common European Framework of Reference) for the learning strategy in measuring the proficiency levels of language skills (Reading, Writing, Listening and Speaking). A study by Nawawi et al (2021) illustrates the Common European Framework of References (CEFR) for language learning has gained worldwide attention and support since its inception. The further demonstration of this research shows understanding how Malaysian educators feel about CEFR implementation is crucial for tackling the major challenges associated with doing so.

Impact of Technology in Developing HOTS (Higher Order Thinking Skills) in ELL

According to Alqahtani (2019), English language instruction nowadays has made enormous improvements because of the incorporation of modern technology. The different teaching methods, like CLT, TBLL, GTM, etc., involve teaching to develop communication and language learning skills with technological advancement. With the proliferation of CALL tools in language classrooms over the past few decades, it's crucial to understand whether and to what extent CALL (computer-assisted language learning) can outperform more conventional methods of teaching a language and under what conditions (Rahmati et al., 2021). In today's age of ubiquitous Internet education, it is impossible to teach English effectively without incorporating some form of digital media, and English language learners in a variety of settings have benefited greatly from the proliferation of digital resources (Hung, 2021). The further justification in this research evaluates that everything from computers and software to websites and digital textbooks is considered part of the digital toolkit. Through the use of technology, students may increase their creativity, problem-solving, critical thinking, analysis, and evaluation skills with the use of software systems in the modern era. Young people all across the world today belong to the "digital generation," making it more important than ever for teachers to integrate technology into their lessons and use the latest discoveries in linguistics and second language (L2) teaching at the same time (Kawaguchi, 2021).

Technology can be used with real-time development using the framework of SAMR (Substitution, Augmentation, Modification, Redefinition) in the classroom environment for

students from different fields by using Microsoft Word or Docs (producing suggestions for creating grammatically correct sentences) to boost and upgrade their writing quality and different tools like videos and animations strengthen their Learning and writing procedures. In order to promote Higher Order Thinking Skills (HOTS), it is crucial to gain a greater understanding of the present-day pedagogical strategies employed by ESL educators, the types of ICT they use in their lessons, their opinions on how these skills should be incorporated into the curriculum, and the application methods of teaching and learning using ICT (Ganapathy & Wai, 2017). When it comes to teaching conversational speech, the HOTS (Analyze, evaluate, and create) method outperforms the LOTS (Remember, understand, and apply) method (Purnama & Nurdianingsih, 2019). The *UTAUT* model offers a valuable instrument for comprehending the underlying factors that influence the acceptance of e-learning systems, thereby aiding university administrators, instructors, and designers in promoting the adoption of such systems among students (Abbad, 2021).
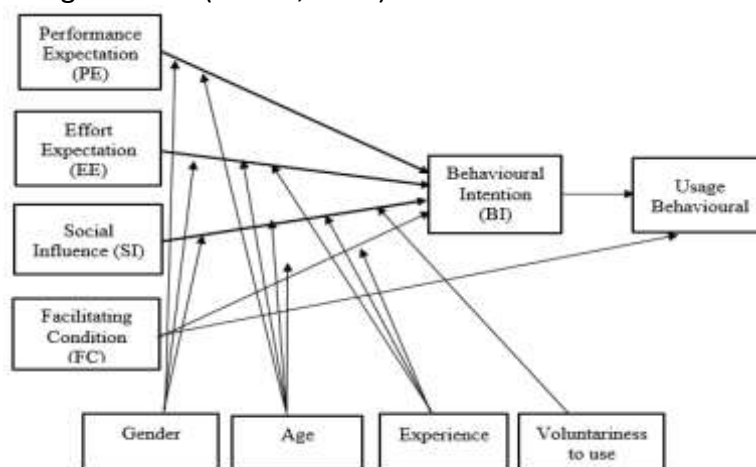

Figure 4: The unified theory of acceptance and use of technology (UTAUT) by Venkatesh et al. (2003)

Comparison between the traditional approach and blended approach

E-learning upgrades the method of Learning. A teaching strategy called blended learning mixes conventional face-to-face education with technologically assisted activities (Albiladi & Alshareef, 2019). On the other hand, the traditional learning instructions were only conducted face-to-face. Blended Learning is a term used to describe any style of education that combines face-to-face instruction with Internet resources (Hrastinski, 2019). The majority of ESL educators are more comfortable with the tried-and-true methods of the past, and their exposure to HOT pedagogies has been limited to a surface level at most (Ganapathy & Wai, 2017). The course designers were able to evaluate their students' subjective reaction to the difficulties of their newly implemented patterns by conducting local experiments with blended learning (Nazarenko, 2015).

Students' primary obstacles are issues of self-regulation and the use of learning technology, while educators' primary challenges center on the use of technology in instruction (Rsaheed et al., 2020). Thus, the findings of this research display that the biggest problems that schools have right now are related to the lack of acceptable instructional technology and the lack of effective training support for educators. The connectivity issues and unavailability of proper gadgets among families who cannot afford them should also be taken into account. Because of the favorable effects that blended learning has on each of the English language's integrated abilities, it is recommended that blended learning be considered one of the 21st-

century skills when planning for the future of English language instruction (Hashemi & Si Na, 2020).

Learning Coping Strategies of the Teachers and Learners

It has been discovered that, with the new system of education using technology, the higher expectations for students' stress levels have been increased nowadays compared to the previous times for the distractions they face due to the availability of entertainment with games and other activities using electronic devices. Because of the subjective nature of online interactions, it is difficult to develop explanations and measures that capture the various forms of abuse (Messing et al., 2020). According to behavioral science, stress is defined as a "feeling of threat, with accompanying anxiety, discomfort, emotional tension, and difficulties in adjusting."(Fink, 2010). Due to the higher stress levels, the students need to balance their schedules and habits by applying particular coping strategies. Stressful events can be endured, mitigated, or avoided altogether with the help of coping mechanisms, which are specific activities performed to control one's behavioral and psychological stress (Melaku et al., 2021). A Mexican study (Gaeta et al., 2021) discovered a connection between coping strategies and university students' self-regulated learning and emotions, including peace, hope, gratitude, joy, and loneliness. When students experience a feeling of shared responsibility and have effective coping mechanisms, they are more content with the transition process and perform better academically (Cao et al., 2022).

Methodology

For this review paper, data analysis was used, namely, inductive content analysis of the selected articles on blended learning published between 2019-2023. The themes of this analysis were constructed based on the collected data. The inductive content analysis uses the abstraction process to simplify and group material in order for researchers to answer study questions utilizing concepts, categories, or themes (Kyngäs, 2020). The present analysis utilizes data obtained from prior research. The themes identified in the analysis enable readers to conveniently locate articles that meet their specific needs and may serve as a valuable resource for future investigations. The descriptive analysis examines the methods and levels of study. For this study, four research questions were created.

Research Questions

1. What are the methods used in the articles of 2019-2023 related to technology, blended learning and constructivism, and in the ESL context?
2. What are the levels of participants used in previous research (2019-2023) related to technology, blended learning, and constructivism in the ESL context?
3. What are the different strategies/techniques mentioned in the articles of 2019-2023 connected to technology, blended learning, and constructivism in an ESL classroom?
4. What are the advantages and drawbacks mentioned in the articles of 2019-2023 connected to technology, blended learning, and constructivism in an ESL classroom?

Table 1 shows 36 research papers that are used in this review study.

Table 1

Research on blended learning and technology from 2019-2023

No	Author with Year	Research topic
1	Gacs et al (2020)	Planned online language education versus crisis prompted onlir language teaching: Lessons for the future
2	Raw and Ismail (2021)	**Tracing Effectiveness and Challenges in Using Online Tools to Enhance Vocabulary Language Learning: A Review**
3	Efriana (2021)	**Problems of Online Learning During Covid-19 Pandemic in EFL Classroom and the Solution**
4	Katemba (2020)	Teachers' Perceptions in Implementing Technologies in Language Teaching and Learning
5	Kanellopoulou and Giannakoulopoulos (2021)	Internet-Assisted Language Teaching: The Internet as a Tool for Personalized Language Exploration
6	Kashinath and Raju (2023)	**Second Language Acquisition and Digital Learning in Asia**
7	Alam et al (2022)	**Practice and Principle of Blended Learning in ESL/EFL Pedagogy: Strategies, Techniques and Challenges**
8	Amin et al (2022)	Blended Learning to Learn Presentation Skills Among English Second Language (ESL) Learners
9	Zibin and Altakhaineh (2019)	**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**
10	Rahman et al (2020)	Improvement of English Writing Skills through Blended Learning among University Students in Malaysia
11	Sriwichai (2020)	Students' Readiness and Problems in Learning English through Blended Learning Environment
12	Syakur et al (2020)	The Effectiveness of Reading English Learning Process Based on Blended Learning through "Absyak" Website Media in Higher Education
13	Wang et al (2021)	Blended learning for Chinese university EFL learners: learning environment and learner perceptions
14	Dousti and Amirian (2023)	**The effect of web-mediated, blended, and purely online learning on EFL learners' writing achievement in the Iranian context: A comparative study**
15	Hussein Al Noursi (2021)	**The Impact of Blended Learning on the Twelfth Grade Students' English Language Proficiency**
16	Setiawan and Irianti (2021)	**An Analysis of Social Constructivism On Blended Learning EFL Pedagogy In Speaking Class**
17	Kaçar (2020)	**Blogging is an Autonomous, Constructivist and Blended Learning Environment: A Case Study of Turkish EFL Pre-service Teachers**
18	Zhang (2020)	Exploring blended learning experiences through the community of inquiry framework

19	Albatti (2023)	**Blended Learning in English Language Teaching and Learning: A Focused Study on a Reading and Vocabulary Building Course**
20	Sun and Gao (2020)	**An investigation of the influence of intrinsic motivation on students' intention to use mobile devices in language learning**
21	Albiladi and Alshareef (2019)	Blended Learning in English Teaching and Learning: A Review of the Current Literature
22	Hrastinski (2019)	**What Do We Mean by Blended Learning?**
23	Rasheed et al (2020)	**Challenges in the online component of blended learning: A systematic review**
24	Hashemi and Si Na (2020)	The Effects of Using Blended Learning in Teaching and Learning English: A Review of Literature
25	Kiyang and Yunus (2021)	What do Malaysian ESL Teachers Think About Flipped Classroom?
26	Garcia-Pones and Mora Pablo (2020)	Challenges of Using a Blended Learning Approach: A Flipped Classroom in an English Teacher Education Program in Mexico
27	Alam et al (2022)	**The flipped classroom in ESL teacher education: An example from CALL**
28	Halasa et al (2020)	**Comparing student achievement in traditional learning with a combination of blended and flipped learning**
29	Purba (2021)	**The Effectiveness Combination of Blended Learning and Flipped Classroom with Edmodo as a Digital Media Innovation for Learning from Home**
30	Rahmati et al (2021)	**A meta-analysis on educational technology in English language teaching**
31	Kawaguchi (2021)	**Second Language Acquisition and Digital Learning in Asia**
32	Soon Tan et al (2022)	**Recent Trends of Blended Learning and Flipped Classroom in Malaysia**
33	Nurkamto et al (2019)	**The Implementation of Station Rotation and Flipped Classroom Models of Blended Learning in EFL Learning**
33	Ghimire (2022)	Blended Learning in Rural and Remote Schools: Challenges and Opportunities
34	Kolomiets et al (2020)	**Innovation in Teaching Multicultural Future Specialists in Kuzbass Coal Mining Region: A Flipped Classroom Approach**
35	Sosa Diaz et al (2021)	Flipped Classroom in the Context of Higher Education: Learning, Satisfaction, and Interaction
36	Ni Uigin and Cofaigh (2021)	Blending Learning -- From Niche to Norm

Findings and Discussion
The findings of the research have been described based on 4 research questions which are specified in the methodology section.

Methods

Table 2

Methodologies used in chosen articles

No.	Methods	No. of articles	References
1.	Qualitative with Thematic analysis, Qualitative with iterative model	9	Sosa Diaz et al. (2021); Nurkamto et al. (2019); Alam et al. (2022); Garcia-Pones and Mora Pablo (2020); Kaçar (2020); Setiawan and Irianti (2021); Rahman et al.(2020); Alam et al. (2022); Efriana (2021)
2	Quasi-experimental/Experimental/Quantitative	9	Soon Tan et al. (2022); Halasa et al. (2020); Purba (2021); Sun and Gao (2020); Hussein (2021); Dousti and Amirian (2023); Wang et al. (2021); Zibin and Altakhaineh (2019); Kashinath and Raju (2023)
3.	Review/Systematic Literature review	6	Ni Uigin and Cofaigh (2021); Ghimire (2022); Hashemi and Si na (2020); Albiladi and Alshareef (2019); Kanellopoulou and Giannakoulopoulos (2021), Raw and Ismail (2021)
4.	Quantitative descriptive and mixed method	5	Kiyang and Yunus (2021); Zhang (2020); Sriwichai (2020); Amin et al. (2022); Katemba (2020)
5.	Conceptual	1	Hrastinski (2019)
6.	Meta-analysis	1	Rahmati et al. (2021)

In Table 2, there is the answer to the first research question, "What are the methods used in the articles of 2019-2023 related to blended learning, constructivism and technology in ESL context?". After analyzing the data, it was arranged with frequency in descending order to identify the methods which were mostly used in the research and which were less used. In Table 2, it can be seen that most of the researchers used qualitative and quantitative methods, which are the highest in number. On the other hand, conceptual and meta-analysis were chosen in one research for each method by (Hrastinski, 2019; Rahmati et al., 2021).

Levels of Participants

Table 3

Levels of the participant in the chosen articles

No	Level of Participants	No. of articles	References
1.	ESL students and teacher/ESL/EFL student	9	Raw and Ismail (2021); Efriana (2021); Kashinath and Raj (2023); Amin et al. (2022); Dousti and Amirian (2023); Hussei (2021); Kiyang and Yunus (2021); Garcia-Pones and Mora Pabl (2020); Ghimire (2022)
2.	University Students	6	Zibin and Altakhaineh (2019); Rahman et al. (2020); Sriwich (2020); Syakur et al. (2020); Wang et al. (2021); Halasa et a (2020)
3.	Language teacher	2	Gacs et al. (2020); Katemba (2020)
4.	EFL pre-service teacher	1	Kaçar (2020)
5.	12th-grade students	1	Hussein Al Noursi (2021)

Table 3 provides the answer to the research question: two, "What are the levels of participants used in previous research (2019-2023) related to technology, blended learning, and constructivism in ESL context?". With the analysis, it was found that in most of the articles (9), ESL/EFL learners or teachers were the participants, as the researcher mostly targeted the articles with ESL learners. The least researchers among the 36 articles chose EFL pre-service teachers and 12th-grade students as their participants, with one article for each level. The research was done by (Kaçar, 2020; Noursi, 2021).

Benfits and Drawbacks
Table 4
Themes of benefits and drawbacks of blended learning

No Benefits/Themes	References	Drawbacks/Themes
1. Build grammar and vocabulary/effectiveness.	Gacs et al (2020); Raw and Ismail (2021); Zibin and Altakhaineh (2019); Albatti (2023)	Lack of understanding/familiarity
2. Active participation/Self-regulated learning/ Feedback	Gacs et al (2020); Albatti (2023); Nurkamto et al (2019)	Self-regulated challenges
3. Enhance language skills (reading, writing, speaking)/presentation skills	Kanellopoulou and Giannakoulopoulos (2021); Amin et al. (2022); Zibin and Altakhaineh (2019); Rahman et al. (2020); Syakur et al. (2020); Dousti and Amirian (2023); Setiawan and variants (2021); Albatti (2023); Hashemi and Si Na (2020)	Technological access/connectivity/ICT infrastructure
4. Self-esteem/self-discipline/ holistic learning experience	Rahman et al. (2020); Sriwichai (2020); Ni Uigin and Cofaigh (2021)	Reluctance to learn
5. Flexible and conductive	Rahman et al. (2020); Soon Tan et al. (2022)	Lower quality/Crisis online teaching
6. Motivation and learner engagement/Quality learning	Wang et al. (2021); Gacs et al. (2020); Kaçar (2020); Zhang (2020); Sun and Gao (2020); Albiladi and Alshareef (2019); Halasa et al. (2020); Purba (2021); Ghimire (2022); Kolomiets et al. (2020)	Copyright/accessibility
7. Cognitive and metacognitive/Academic competence/proficiency	Hussein Al Noursi (2021); Kaçar (2020); Zhang (2020); Sosa Diaz et al. (2021)	Security issues
8. Collaboration/cooperation	Nurkamto et al (2019)	Self-regulated challenges

Table 4 is arranged based on the findings of research question three, "What are the different strategies/techniques mentioned in the articles of 2019-2023 connected to technology, blended learning and constructivism in an ESL classroom?". With the help of digitization, the scope of language learning has been broader, but the issues that both students and teachers face because of the network issues, applying skillful use of techniques, etc., cannot be avoided. Due to the nature of the situation and the limited amount of time available for online crisis education, standards need to be lowered across the board, but notably with regard to the testing of things like security, technological proficiency, connectivity, copyright issues, and learning outcomes (Gacs et al., 2020).

When it comes to utilizing Internet resources in the classroom, both educators and students are encountering a wide variety of obstacles (Raw & Ismail, 2021). The obstacles need

to be overcome with community efforts. During COVID-19, the language learning procedure was continued virtually. Many issues arose for educators, students, and parents as a result of the widespread use of online-learning during the Covid-19 epidemic, particularly in the area of English as a Foreign Language learning (Efriana, 2021). In his study, Katemba (2020) found that despite the school's best efforts, various problems were discovered while trying to use technology to aid in foreign language instruction. The efficacy of blended learning is contingent upon the degree of accountability and dedication exhibited by students towards participatory learning, and It is commonly asserted that the adoption of this pedagogical approach can furnish learners with superior educational prospects and augment their academic performance (Hussein, 2021), particularly with respect to the enhancement of English Language Proficiency.

In this paper, most of the current research works have consisted of new techniques of Language-Learning. Technology has become a powerful platform in the ever-changing pedagogical approaches that meet the current context, where Learning can be done using various technology tools rather than relying on a paper-and-pencil approach, and online tools have become the focus of educators because they are fascinating and easily accessible for language teaching and learning around the world (Raw & Ismail, 2021). The results of the study (Katemba, 2020) suggest that incorporating technology into the classroom is beneficial and that students have access to an expanding number of resources at their schools that allow them to develop their technical proficiency in the Language-Learning classroom. Hence, technological use enhances students' capability of language use as well as growing their ICT knowledge.

The research (Raw & Ismail, 2021) investigated the efficacy of using online resources to improve vocabulary learning in classroom context instruction for five fundamental ideas, namely vocabulary knowledge and retention, learning motivation, active involvement, instant feedback, and self-regulated learning. Hence, offline classes using digital techniques are vital to grab students' attention. The study (Kashinath & Raju, 2023) is essential in demonstrating student preferences in order to show that offline classroom instruction is preferred to online English language learning.

The students stated that learning English in a face-to-face classroom and online learning mode drove them to be more self-disciplined and accountable for their own learning, and they were encouraged to create their own English learning plans and learning goals (Sriwichai, 2020) for improving language learning skills. Writing, teaching, and learning entails increasing students' linguistic and communicative abilities, with both spoken and written communication feasible through a blended approach (Rahman et al., 2020). In a Jordanian study (Zibin & Altakhaineh, 2019), the authors explored that blended learning can also help students refine clause-combining acquisition to improve their written discourse knowledge in the target language (English). The study conducted by Amin et al (2022) investigated similar benefits of collaborative blended learning that develops the presentation skills of ESL students.

Techniques and Strategies

Table 5

Strategies / Techniques based on chosen articles

No	Strategies/Techniques	References
1.	Technical/online tools	Gacs et al. (2020); Raw and Ismail (2021); Efriana (2021); Katemba (2020); Kanellopoulou and Giannakoulopoulos (2021); Zibin and Altakhaineh (2019)
2.	Internet/Multimedia	Kanellopoulou and Giannakoulopoulos (2021); Purba (2021)
3.	Internet-based dubbing application/ Film L2 Dubbing Activity (FL2DA)	Kanellopoulou and Giannakoulopoulos (2021)
4.	e-tandem and e-movie	Kashinath and Raju (2023); Kawaguchi (2021)
5.	Formative and summative assessments	Alam et al. (2022)
6.	LMS, *absyak* media, TEI, WML, POL, EVBL, CALL, MALL	Sriwichai (2020); Syakur et al. (2020); Dousti and Amirian (2023); Sun and Gao (2020); Alam et al. (2022); Rahmati et al. (2021)
7.	Standardized test/constructivism	Hussein (2021); Setiawan and Irianti (2021); Kaçar (2020); Zhang (2020)

Table 5 is the findings of strategies or techniques of the research question: four "What are the advantages and drawbacks mentioned in the articles of 2019-2023 connected to blended learning, technology, and constructivism in an ESL classroom?" There are several inventions in Language-Learning. The article by Kanellopoulou and Giannakoulopoulos (2021) discusses Language skills development with the fundamentals of creating novel internet-based dubbing applications like Film L2 Dubbing Activity (FL2DA) and provides examples from a specific experimental platform that is part of a Ph.D. study on foreign vocabulary learning.

It is generally agreed that the best-blended learning programs introduce students to constructivist pedagogies by combining in-person and digital methods (Zhang, 2020). One Turkish study found that EFL teacher-educators should supervise and support pre-service teachers during their blogging activities to promote their development as independent, reflective learners (Kaçar, 2020). The research also elaborated that blogging could boost the motivation of prospective teachers to engage in competent learning and improve their cognitive and metacognitive abilities. Students need to be better prepared and understand the teaching materials before attending the class to be ready, active, and fully participate in the learning process, which includes both face-to-face and online learning in students' activities, and thus benefit from learning using social constructivism (Setiawan & Irianti, 2021). There are another inventions in the techniques of Technology-enhanced instructions (TEIs) which have been reported to enrich instructional settings by providing additional innovative teaching and learning opportunities using WML (Web-mediated Learning), EVBL (Enriched virtual blended Learning), and POL (Purely-Online Learning), and they also develop the EFL students' overall writing achievements, making the traditional methods seem antiquated and in need of replacement or improvement in the era of web-based technology (Dousti & Amirian, 2023). According to Wang et al (2021), the mixed design can help to establish an effective EFL learning

environment and improve learner perspectives. One study (Syakur et al., 2020) founds that in the Industrial Era 4.0, high student replies, higher scores and attitudes towards variance, and learning innovation in building English reading skills are all possible outcomes of implementing online-based learning through "absyak" learning in the media.

Flipped Classroom Model
Flipped classroom model of the blended learning enhances the progress of language learning by using different multimedia materials, virtual assessments, or modules with the instructional strategy maintaining the flexibility of face-to-face and online interactions or providing video lectures, reading material for presentations as homework elements can be available through google classroom, Microsoft teams, etc. In transdisciplinary but independent curricula, blended learning has been shown to be effective (Soon Tan et al., 2022), which can be favorable with the pedagogical role of giving feedback in the flipped classroom through learning management system (LMS), pre-learning, application-based activities, interactivity to grow problem-solving, critical thinking, and creativity.

Contributions
There is a remarkable contribution of this study to the realm of using technology in English language learning. This conceptual paper delivers in-depth knowledge of the impact of technology in ELT with the improvement of language learning skills (reading, writing, listening, and speaking), discovering the students using different language learning apps in various platforms, inventing the diversified learners' academic and occupational backgrounds with different fields of particular language requisites. Blended learning has been widely spread over the period of time globally in the ESL context with the invention of technological readiness and adaptation with the integration of ESL learners using modernized techniques of flexible learning environment, different apps like Grammarly to check spelling, sentence structure etc. availability of material access, communication with cooperation helps in proficiency, accuracy, fluency, vocabulary, and Grammar. In this digitized era, educators have the crucial role of implementing different strategies like WML (Web-mediated Learning), EVBL (Enriched virtual blended learning), POL (Purely-Online Learning), CALL (Computer-assisted language learning), etc., to achieve the maximum level of students' academic performance.

Additionally, this study also sheds light on the constructivist theoretical framework, which evolves students' performance through interactivity, personal life experiences, and cognitive development through inclusive student-centered learning, which educators and stakeholders must apply by analyzing and evaluating technology utilization in language learning. The findings also show the importance of higher-order thinking skills and well-trained teachers to enhance the scope of digitized learning. Moreover, it produces data regarding the benefits and drawbacks at the same time to overcome the barriers to greater language learning acquisition. The curriculum developers may reflect on the data to build a new system of education in designing and implementing technological tools to develop ELT programs. In the future, accordingly. The educators, administrators, stakeholders, and decision-makers may provide the necessities of Generation Z students available support in teaching and learning with a brief overview of articles in this research which can be helpful for future studies.

Conclusion and Recommendations
Blended learning in the flipped ELT classroom shows the development of language learning with technology; many of the articles show the benefits of technology with the quick

growth of adapting language capacities and skills, especially the international language like English, by using audio, video, web design tools, etc. The educational system is continued through both online (google meet, zoom, google classroom) and offline resources, and the UTAUT model builds the technological acceptance necessary with inventions. The constructivist approach to technology makes the scope broader in building language capacity. Both online and face-to-face learning in this mixed/combined approach is more convenient than the classical approach with the invention of technology in the dynamic learning process with flexibility. From the Islamic point of view, knowledge would reach beyond the boundaries of the *khalifas*.

In this digitized era, the teachers who direct the class are expected to adapt to the integration of technological tools to contribute to students' academic performance in acquiring language proficiency. Personalized learning and online materials emphasize the scope globally with the contents of journals, videos, news, online books, etc., connecting their language skills with wider possibilities overcoming the challenges of optimizing the autonomous self-regulating behaviors of self-interests, and efforts of developing creativity, critical thinking and problem-solving through analyzing and evaluating through active involvement. Constructivism with authentic assessments through brainstorming and proper strategies identifies the active role of learners from different backgrounds with digital tools. Blended learning stimulates language proficiency with effective social interaction and language learning experiences of lifelong achievements with the essentials of different fields. Educators often introduce different activities like group presentations, discussions, etc. Further research may help to get an in-depth view of innovation and language learning using upgraded digital tools to explore the learning outcomes.

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