

The Impact of Online and Blended Learning on EFL Learners' Language Skills Enhancement During Covid-19 Pandemic: A Literature Review

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Abstract. The coronavirus (Covid-19) disease has changed education style forever. The purpose of the present article is to show the impact of online and blended learning on EFL learners' enhancement since the spread of the Covid-19 pandemic. We searched Google Scholar, JSTOR, EBSCO, Scopus, Web of Science, Wiley, ScienceDirect, Springer, and Doaj databases to find relevant publications for the review. Papers that were published between January 1, 2020, and October 1, 2021, and discussed the link between online and blended EFL learners, as well as Covid-19, were considered. Results revealed that 100% of the reviewed articles have pointed out the benefits of blended learning, whereas only 50% of the articles have remarked on their challenges, though virtual education is not always appealing for students, some of the papers stated that students face very few challenges. 40% percent of the reviewed articles stated that the participants faced technological problems. The conclusion is that blended learning is effective in improving EFL learners' language skills, while online synchronous learning is concluded to

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be less effective especially for online exams due to technological problems. Despite that, both teachers and students have shown positive attitudes toward blended learning through different platforms that have been used.

Keywords: EFL learners, online learning, blended learning, hybrid learning, Covid-19

1. Introduction

The coronavirus (Covid-19) disease has changed education style forever. As a result of the coronavirus pandemic, more than 1.2 billion children are out of their classrooms (Li, 2020). The covid-19 pandemic is preventing educational Employees from face-to-face meetings (EDUCAUSE, 2020).

Since the spread of the disease, many learning platforms have been undertaken to manage online and blended (hybrid) learning. Online learning means delivering learning programs by utilizing digital technologies (Liimatainen, 2021). Using new technologies is of course helpful in increasing students' learning achievements, especially in developing the four language skills (Ahmad et al., 2018). Moreover, (Smith, 2014) stated that online learning is a learning environment in which course objects can be provided using various online strategies. Blended learning can be described as delivering 30 to 80 percent of the course objectives online with some face-to-face meetings (Smith, 2014). Blended learning is a combination of online and face-to-face learning (Northern Illinois University Center for Innovative Teaching and Learning, 2012) and it is sometimes called Hybrid learning. These environments have advantages and disadvantages. A comfortable environment, lower cost, easy-to-access materials, and ability to stay at home can be considered as benefits of online learning, Whereas, Lack of interaction between students and teachers, hard-to-solve problems, technical problems, and lack of screen focus can be ordered as drawbacks of online learning (Armstrong, 2013; Baczek et al., 2021; Salleh et al., 2020). Blended learning provides benefits such as inspiring students to learn, boosting classroom relationships, improving students' academic writing, and reducing students' study stress (Albiladi & Alshareef, 2019; Olejarczuk, n.d.). Preparing

and executing blended classes takes time, current technology may be difficult for typical users, and lecturers should prepare lectures for both online and face-to-face learning. (Albiladi & Alshareef, 2019; Olejarczuk, n.d.). (Ghafor, 2015) discussed the benefits of adopting Moodle Virtual Framework for EFL students, where language learners are encouraged to use technology resources, particularly the Internet, to complete their linguistic duties (Hamamorad, 2016). Adapting online and blended learning for EFL learners might improve their reading culture (Khalid Mustafa et al., 2021) and decrease the difficulties that students and teachers face during their teaching practicum (Hussein Hamasaid & Mahmood Saheb, 2016).

This study is carried out to discover which learnings are most promising in improving the language abilities of EFL learners. The remainder of the paper is as follows; Section 2 outlines materials and methods. Section 3 summarizes the results and discussion, and the conclusion and future works are mentioned in Section 4.

2. Materials and Methods

2.1 Search

For this review, we have searched Google Scholar, JSTOR, EBSCO, Scopus, Web of Science, Wiley, ScienceDirect, Springer, and Doaj to select appropriate papers to be included in the review. We have searched for published papers between January 1, 2020, and October 1, 2021, using keywords and phrases including “online and blended learning during covid-19”, “EFL learners and covid-19”, “online or blended learning during covid-19”, and “online or blended learning for EFL learners”.

2.2 Paper inclusion and exclusion

The review includes papers with the following characteristics: 1) explained the link between EFL learners and COVID-19; 2) were written in English; 3) were published between January 1, 2020, and October 1, 2021; and 4) discussed the influence of online and blended learning with EFL learners. Papers were omitted from this study if they were: 1) not written in English; 2) did not discuss the interaction between EFL learners and online and Blended learning; and/or 3) were unfinished papers,

case studies, or editorial letters.

2.3 Data extraction

Research titles and abstracts were examined to identify relevant publications for the next phase, and the complete manuscript was evaluated to see if it should be included or omitted from the review. The following information was retrieved from the selected papers: authors, methods, goals, samples, instruments, platforms, results, and recommendation characteristics.

3. Results and Discussion

The original search yielded 121 papers; 100 articles remained after duplicates were deleted. According to the exclusion criteria, 56 of the gathered publications were eliminated, leaving 24 papers to be included in the review, as indicated in figure 1. Table 1 shows the details of the 24 included papers.

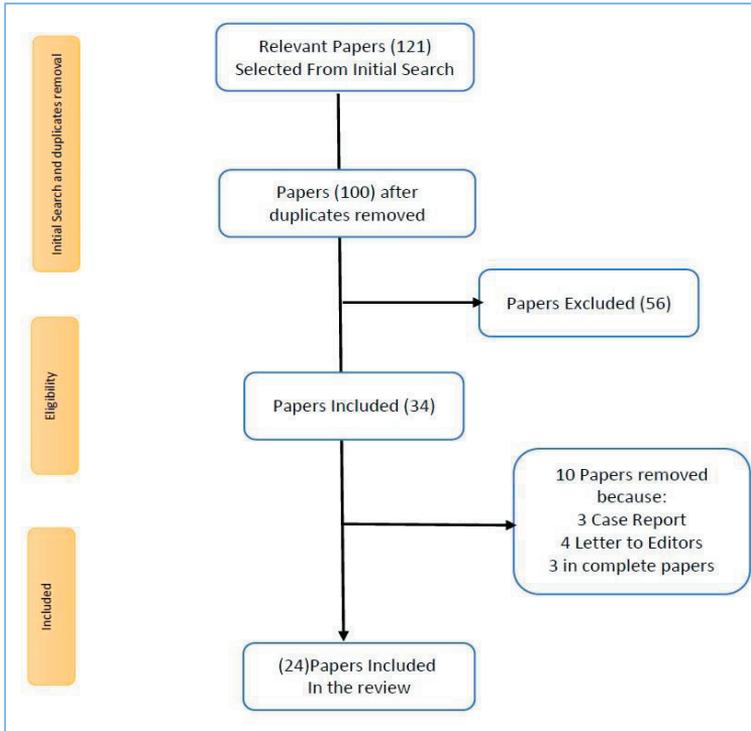


Figure 1. The flowchart of the selected papers in the review.

Table 1: Details of the 24 included papers

NO	Authors	Method	Research Aims	Sample	Instrument	Platform	Results		Recommendation
							Benefits	Challenges	
1	Dahmash, B (2020) KSA (Dahmash, 2020)	qualitative	explore the benefits and challenges of blended learning during the spread of COVID-19 from the perspective of (EFL) students.	12 Students	interview	What's up	supporting the students writing skills, encouraging them to search more widely online, as well as matching their circumstances and being more economical than attending traditional face-to-face classes.	technological problems, instructor performance, online tests, individual attitudinal issues, limited resources, and the university council's decisions.	1. Provide training workshops hosted by language teaching professionals specialized in blended learning techniques and methods. 2. Synchronous classes could be recorded and uploaded
2	Khan et al (2020) Pakistan (Khan, Ullah, et al., 2020)	qualitative	highlight views of university-level learners regarding the use of Facebook for English language learning proficiency development.	789 students	questionnaire	Facebook	1. Facebook plays a positive role in English language learning proficiency development. 2. Facebook facilitates English language learning because different online Facebook groups provide suitable information.		
3	(KHAFAG A, 2021) KSA (KHAFAG A, 2021)	quantitative and qualitative	1. explore the perception of Blackboard Collaborate-based instruction by Saudi EFL majors/teachers amid the COVID-19 crisis. 2. shed light on the benefits and/or challenges of using Blackboard Collaborate-based instruction	311 students from the five universities and 29 teachers	Questionnaire and interview	blackboard	1. both teachers and students have shown positive attitudes toward the use of BCI in teaching and learning English language. 2. BCI reinforces an interactive learning and teaching environment, by providing a reciprocal interactive relationship between teachers and students regardless of time and place.	Very few challenges face participants when they come to use BCI. The problems manifest themselves in technical factors, lack of training, and lack of credibility in examinations.	/
4	Masita (2020) Indonesia (Masita, 2020)	quantitative and qualitative	describing teaching vocabulary-based blended learning method; giving a model of teaching vocabulary using the blended learning method.	30 students	interview and observation	//	3. BCI is beneficial in managing the teaching-learning process. 1) vocabulary teaching model-based blended learning method create an interactive teaching and learning atmosphere,	1. the students are not familiar with the learning application, so they found difficulties using smartphones in accessing the learning application, 2. the internet connection is unstable, so the teacher should prepare another activity,	educators should apply this method by adjusting the situation and conditions of their students. Despite, the need for adequate internet facilities so that students can study independently under the supervision of educators.
5	Teo & Divakar (2021) Cambodia, India (Teck et al., 2021)	quantitative and qualitative	1. to identify the association between a school's adoption of new technologies and embracing a set of ICTs, specifically mobile learning, and the school's performance. 2. To cultivate students' ease of learning using technologies and improve their overall learning experience.	231 comprising staff members of the school, students, and parents.	questionnaire	//	1. mobile learning platforms should be encouraged for instructional delivery in the classroom to enhance students' performance. 2. mobile learning necessitates student mobility support and not simply support for mobile devices. 3. The usage of mobile devices should be considered in support of other initiatives, for example, mobile calendar notifications for learning events.		1. a collaborative learning style should be employed more frequently for better performance, especially during group work and class assignments. 2. students should be encouraged to adopt the collaborative problem-solving learning style in writing their assignments. 3. provide access to e-books, videos, podcasts, learning objects, and other performance support resources to support online courses.
6	Syakur et al (2020) Indonesia	quantitative	to see the impact, laws, the benefits of "absyak" learning based on media websites for students	65 students	questionnaire	"absyak"	1. learning through "absyak" was effective, and it provides a highly agreed response. 2. The learning process has an impact on the		//

7	(Syakur et al., 2020) Khan et al (2020) Pakistan (Khan, Javad, et al., 2020)	quantitative	to highlight the views of university-level learners regarding the use of WhatsApp for English language learning proficiency development.	789 students	questionnaire	WhatsApp	development of students' daily grades WhatsApp has a positive role in English language learning proficiency development at the university level because it is free from time and place.	at every place, the learners may use WhatsApp to chat with other friends.	//
8	Simbolon 2021 Indonesia (Simbolon, 2021)	quantitative and qualitative	to examine students' perceptions of their learning experience in a blended method	61 students	questionnaire	WhatsApp & Google Classroom	1. students' vocabulary learning improved 2. WhatsApp seems to be potentially used to practice language skills online.	lack of clarity about the learning tasks and limited familiarity with the use of ICT learning tools.	Teachers need professional development, especially in the design of online learning tasks.
9	Rojabi 2021 Indonesia (Ahmad Ridho Rojabi, 2021)	qualitative	to investigate students' perceptions of blended learning via Schoology in reading class.	28 students	questionnaire and interview	Schoology	1. There were positive perceptions of blended learning via Schoology in the reading comprehension class. 2. Schoology in blended learning in the reading comprehension class is useful, helpful, and effective. 3. Schoology is useful to engage and motivate students' learning activities, students' performances, and learners' autonomy, as well as students learning outcomes. 4. By submitting assignments online or re-accessing the materials on Schoology, the learners can save time,	1. The challenges that students face are dealing with time, internet signals, and technological capabilities. 2. They feel challenged in taking the online test because they have to be fast in answering time-limited questions. 3. when there is a slow, bad signal during an online exam and this irritates them because they could miss a question or two. 4. the online assessment process can sometimes confuse them during exams.	It is recommended that English teachers and future researchers exploit blended learning via Schoology to enhance the EFL students' reading comprehension, students' motivation as well as learners' autonomy both online and in the classroom setting.
10	Setyowati et al 2021 Indonesia (Setyowati et al., 2021)	qualitative	to investigate the effect of literary genres as authentic materials on students' writing performance.	18 students	pre-test and post-test	(WhatsApp/WAG, telegram, and Google Meet).	and they can do it anytime and anywhere. the use of authentic materials for teaching English as a foreign language in a blended setting during the pandemic of COVID 19 is equally effective under normal conditions.		//
11	Denny 2020 Indonesia (Denny et al., 2020)	quantitative	determining the effect of developing blended learning models using Edmodo on students' critical thinking skills.	61 students	pretest and posttest	Edmodo	Blended learning model using Edmodo can influence students' critical thinking skills		//
12	Alipour 2020 Iran (Alipour, 2020)	quantitative	investigate the impact of online vs. blended learning on developing vocabulary learning among Iranian intermediate EFL learners.	90 intermediate EFL learners	Test	-	1. both blended and online learning had a significant positive impact on EFL learners' vocabulary development. 2. blended learning improves the vocabulary learning of EFL learners a bit more than that of online learning. 3. students were pleased with the innovative blended learning approach of teaching vocabulary and preferred it to conventional classroom-based learning.	1. online learning platforms have trouble delivering sufficient, reliable input to learners. 2. some teachers are unable to make successful use of online learning because they have not been equipped in their academic activities to use technology	to assign preference to blended learning and practice English vocabulary in educational environments where only minimal curricular time is accessible for teachers in teaching and practice.

13	Ma'rufa and Mustofa 2021 Indonesia (Ma'rufa & Mustofa, 2021)	Qualitative	investigate the lived experiences of EFL teachers in enacting blended learning during the COVID-19 pandemic.	three EFL teachers	narrative frame, narrative box, and interview guide.	Zoom, Edmodo, Google Classroom, and WhatsApp.	1. Blended learning can be a catalyst for learning activities in a pandemic situation. 2. Internet connection is a hindrance for students in online learning;	The educational activities or teaching and learning were conducted from home virtually and it was less successful and ineffective.	Teacher professionalism is needed in implementing this blended learning.
14	Klimová and Toman 2020 Czech (Klimová & Toman, 2020)	quantitative	to evaluate the effectiveness of the use of the blended learning approach to teaching and learning selected grammar structures in a university Course in Practical English Language.	29 students	pre-and post-tests,	Angliciana TODAY	1. blended learning approach contributes to the effectiveness of students' learning of the selected grammar structures. 2. accessibility of learning materials at anytime, anywhere, and at one's own pace; and easiness of the use of the mobile app; 3. further deepening and retention of students' knowledge of a particular language aspect. 4. almost instant corrective feedback on the mobile app tasks; 5. use of formative assessment; 6. development of students' autonomous study.		
15	Sriwichai 2020 Thailand.	Qualitative and quantitative	1. explore students' readiness for learning English through a blended learning environment	3911 students	questionnaires and interviews	LMS	1. students' readiness for learning English through blended learning was at a slightly high level. 2. learning English in the face-to-face classroom and online learning	losing focus on learning in the classroom due to considerable class size, limited access to online lessons caused by a Learning Management System (LMS) severe crash, the difficulty of	1. the teachers should be trained on how to incorporate online learning mode into the face-to-face classroom.
	(Sriwichai, 2020)		through their self-assessments. 2. investigate students' problems and challenges of learning English as a general education course through blended learning.				modes motivated students to be more self-disciplined and responsible for their learning and encouraged them to set up their own English learning plans and learning goals.	online interaction with teachers and classmates, lack of experience and skills for digital tools, and time management for two learning modes.	2. they should be trained to handle the large class size. 3. technology-mediated activities such as live online tutoring and discussion should be incorporated to enhance students learning engagement.
16	Alghasab 2020 Kuwait (Alghasab, 2020)	Qualitative and Quantitative	explores the application of the flipped classroom with Kuwaiti students. 2. to explore the pedagogical benefits for the development of writing skills, in particular the experiences and perceptions of learners.	30 EFL students	questionnaire and semi-structured interviews	Edmodo	1. students have a positive attitude towards the process of flipping the writing classroom. 2. the flipped classroom provides a more effective learning environment; flexible-paced learning capable of improving students' writing strategies, and enhancement of students' motivation and interaction.	2. Virtual education is not always appealing to students.	//
17	Al-Nofaie 2020 KSA (Al-Nofaie, 2020)	Qualitative and Quantitative	to identify the merits and challenges of online learning to understand the students' learning experiences during the pandemic period and suggest practical solutions.	25 students	questionnaire	Blackboard	2. the students preferred the asynchronous environment to the synchronous one due to its flexibility.		1. University instructors and designers of professional development courses should practice and develop themselves in this area.

18	Rianto 2020 Indonesia (Rianto, 2020)	Qualitative and Quantitative	to explore Indonesian university students' perceptions, problems, and suggestions for the application of blended learning in their EFL courses.	149 students	questionnaire	Borneo e-Learning	1. most of the students perceived positively both the online and face-to-face modes used in their blended EFL courses, 3. the majority of students had more positive perceptions and prefer face-to-face learning.	2. Internet connectivity was the main problem and the solution to all technical problems was the main suggestion reported by the students.	1. solutions to all technical constraints, 2. online learning training for all students, 3. increasing the number of Internet laboratories, and the improvement systems used in online platforms.
19	Martin 2021 Spain (Torres Martin et al., 2021)	Qualitative and Quantitative	to ascertain the perception of students regarding the pedagogical model adopted in the virtual learning environment	398 students	questionnaire,	PRADO		students show generalized dissatisfaction regarding adequate methodological development and the involvement of professors.	
20	Azodi et al.2020 Iran (Nazli Azodi; Ahmadreza Lofifi email; Ahmad Ameri- Golestanor cid, 2020)	Qualitative and Quantitative	1. to investigate the benefits of e-collaborative and collaborative writing tasks on the perception of Iranian EFL learners. 2. to investigate how technological advances such as social networking applications could change their perceptions of writing.	74 students	quasi-experimental (journal writing)	Telegram	1. a high percentage of students' satisfaction showed positive perceptions of e-collaborative activities, 2. Teachers cannot underestimate the value of online activities, particularly at a time they can be blended with in-class activities.		//
21	Assalahi 2020 KSA	Qualitative and Quantitative	To investigate EFL learners' perceptions of the causal relationships among teaching, social, and cognitive	737 students	survey	Blackboard	1. teaching presence was the core factor in sustaining an online community of inquiry and gender significantly predicted perceptions of teaching presence.		
	(Assalahi, 2020)		presences, indicative of a community of inquiry in online EFL course.				2. learners' positive experiences can be predicted by the learning affordances that enable learners to develop communicative competence and oral proficiency and leads to an overall positive linguistic achievement		
22	Arkipova Ma'rifatulloh 2020 Indonesia (Ma'rifatulloh, 2020)	Qualitative and Quantitative	to explore the extent to which the impact of blended learning on the student's writing skills.	35 students	Test	Moodle, google docs, google	1. there is no significant difference between the effectiveness of the conventional and blended learning models. In other words, blended learning can be an alternative model in the teaching-learning process.		//
23	Barzani & Jamil 2021 Iraq (Sami Hussein Hakeem Barzani & Rayan Jalal Jamil, 2021)	Qualitative and Quantitative	address the perceptions of Kurdish EFL university students of online education compared to on-campus education in terms of domains of preference, effectiveness, learning satisfaction, and challenges.	200 students	questionnaire	/	/	1. The overwhelming majority of students have a negative attitude toward online education. 2. the challenges included external factors, such as unstable internet connection, electricity besides internal ones, like time management, concentration difficulties, and opening cameras due to social issues	/

24	Taghizadeh & Hajhosseini, 2020 Iran (Taghizadeh & Hajhosseini, 2021)	quantitative and qualitative	(1) explore graduate students' attitudes, interaction patterns, and satisfaction with blended learning technology and (2) investigate the extent to which attitude, interaction, and quality of teaching contributed to satisfaction.	140 graduate students	questionnaire	Telegram and WhatsApp, emails	1. most learners had positive attitudes to blended learning technology and argued that learning in blended classes happens better than face-to-face ones enhances theoretical and practical knowledge, and promotes self-confidence and motivation. 2. Quality of teaching was found to be the most contributor to online satisfaction, indicating the importance of teacher educators' roles in improving instructors' knowledge and ability to teach online courses.	/	1. training teachers about strategies and how to teach in blended learning environment. 2. course designers and material developers need to design appropriate educational websites and online courses to promote online students' satisfaction, motivation, and interest in online courses. 3. policy-makers can also provide suitable training facilities for instructors to improve their knowledge about blended learning as the instructors' role is very important for the acceptance and implementation of this type of learning.
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By searching the above table on the impact of online and blended learning, it can be seen that 24 articles have been reviewed and the research articles were conducted in different countries though 9 of the 24 were conducted in Indonesia. All the included papers were written in 2020 and 2021 after covid19 pandemic due to the scope of the review. 60% of them were carried out in both qualitative and quantitative methods and 20% of them examined the issue through a quantitative perspective only, and 20% were qualitative research. The aim of the research varied from exploring the impact and effectiveness of blended learning and online learning on developing different language skills from both EFL learners' and teachers' perspectives to the readiness of the students for learning through online platforms and finding EFL learners' and teachers' challenges and problems with the use of online and blended learning, and yet other researches aimed at finding the benefits and challenges of students and teachers regarding the use of different platforms during the COVID 19 pandemic. The aim of all of the reviewed papers gathers around one general theme which is to examine the impact of online and blended learning on the learners' enhancement level. Moreover, different sample sizes and various instruments have been used in the reviewed articles, despite that many platforms have been used in the process of learning. The sampling size of the included papers varied from a small size of three EFL teachers through 12 students to 3911 students from different stages and different universities. As for the data collection, different tools have been used in the articles such as questionnaires, tests, inter-

views, and observations. Concerning the platforms, 25% percent used what's up. 16% used google apps. 12.5% used Blackboard and 12.5% used Edmodo platforms and the other 34% used other platforms namely Facebook, "absyak", Schoology, Zoom Anglictina, TODAY LMS Borneo e-Learning, PRADO, Telegram, and Moodle.

The benefits of online and blended learning can be summarized as the following:

1. Both teachers and students have shown positive attitudes towards blended learning and online learning because they have a positive impact on EFL learners' development of vocabulary learning, reading comprehension, writing skills, writing strategies, grammar structures, communicative competence, and oral proficiency and lead to an overall positive linguistic achievement.

2. Learners' positive experiences can be predicted by the learning affordances that enable learners to practice language skills online and encourage students to search online and create an interactive teaching and learning atmosphere.

3. Blended learning is useful, helpful, and effective and it contributes to the effectiveness of teaching and learning the English language.

4. The learning process also has an impact on the development of students' daily grades.

5. There was a highly agreed response on online sessions being more economical because of the accessibility of learning materials at any time, anywhere, and at one's own pace to save time.

6. Both teachers and students have shown positive attitudes towards blended learning by reinforcing interactive learning and teaching environment; enhancing students' motivation and interaction.

7. Blended learning is useful to engage and motivate students learning activities, students' performances, students' autonomous study, as well as students learning outcomes.

8. Through blended learning, submitting assignments online or re-accessing the materials is easier.

9. The use of authentic materials for teaching English as a foreign language in a blended setting during the pandemic of COVID 19 is

equally effective with the normal condition.

10. The online experience provides a more effective learning environment; flexible-paced learning capable of improving students.

11. Despite that almost instant corrective feedback; the use of formative assessment; promoting learners' self-confidence and motivation have been mentioned.

100% of the reviewed articles have pointed out the benefits of blended learning, whereas only 50% of the articles have remarked on their challenges, though virtual education is not always appealing for students some of the papers stated that students face very few challenges. 40% percent of the reviewed articles stated that the participants faced technological problems, despite that, the following challenges can be listed:

1. The students and teachers are not familiar with the learning applications and tools because of a lack of training and lack of clarity about the learning tasks.

2. The students feel challenged in taking the online test because they have to be fast in answering time-limited questions, despite lack of credibility in examinations.

3. The challenges that students face are dealing with time management, internet signals, concentration difficulties, losing focus on learning in the classroom due to considerable class size, and opening cameras due to social issues and individual attitudinal issues.

4. Online learning platforms have trouble delivering sufficient, reliable input to learners.

5. Students show generalized dissatisfaction regarding adequate methodological development and the involvement of professors.

6. The learners may use some of the platforms to chat with other friends.

As can be seen in Table 1, the following recommendations have been proposed in the reviewed articles:

1. Almost all the articles recommended that teachers need professional development in implementing blended learning, especially in the design of online learning tasks and incorporating online learning modes

into the face-to-face classroom.

2. A collaborative learning style should be employed more frequently for better performance.

3. Students need online learning training, and they should be encouraged to adopt the collaborative problem-solving learning style.

4. Students need to have access to e-books, videos, podcasts, learning objects, and other performance support resources to support online courses.

5. Technology-mediated activities such as live online tutoring and discussion should be incorporated to enhance students' learning engagement.

6. Course designers and material developers need to design appropriate educational websites and online courses to promote online students' satisfaction, motivation, and interest in online courses.

7. There should be a team that solves technical constraints such as internet connection.

Furthermore, different research methods and tools are used for the data collection which adds the validation of the current research. Despite these, both teachers' and students' perspectives are taken into consideration. Regarding the platforms used by participants, surprisingly the platform that was used the most was WhatsApp, and all those who used what's up have positive attitudes toward using it. 100% of the articles have proven positive attitudes towards blended learning, 20% showed negative attitudes towards online learning and none of the reviewed articles talked about the effectiveness of online or synchronous learning. Online exams and technological problems are the most mentioned challenges faced by participants during online and blended learning. Two more points that are worth mentioning here are: first, in Iraq and Spain, the overwhelming majority of the participants have had a negative attitude toward online learning and this could be due to problems in internet connection and technological problems in those countries. Second, 37.5% of the reviewed papers have been conducted in Indonesia.

4. Conclusion

The paper aims to show the impact of online and blended learning on EFL learners' enhancement level since the spread of the Covid-19 pandemic. The paper has reviewed the extracted relevant papers published between January 1, 2020, and October 1, 2021, from the most known websites. The current review found that Blended Learning is 100% effective in enhancing EFL learners' language skills. Also, WhatsApp is the most used Platform in Blended Learning. And, it is recommended that blended learning can be used more widely by EFL teachers, and both teachers and students should be trained in using online platforms. Future work might include selecting the most effective platforms for learning through writing review articles.

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