

An-Najah National University
Faculty of Graduate Studies

**The Effectiveness of Blended Learning
on Seventh Graders' English Grammar
Achievement in Salfit Directorate in
Light of COVID-19**

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Dedication

Thank to Allah for guiding me to the right path. I dedicate my work to the soul of my father who was proud of me all the time.

I also dedicate my work to my mother(Zuhriya) who prays for me all the time and affords me honest feelings.

Special dedication goes to my lovely husband (Ayed) and my lovely kids (Razan, Nizar, Suzan, Zayan and Zakariya) for their patience and generous support.

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أنا الموقع أدناه، مقدم الرسالة التي تحمل العنوان:

The Effectiveness of Blended Learning on Seventh Graders' English Grammar Achievement in Salfit Directorate in light of COVID-19

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The Effectiveness of Blended Learning on Seventh Graders' English Grammar Achievement in Salfit Directorate in light of COVID-19

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Abstract

This study aimed to identify the effectiveness of blended learning on the seventh graders' English grammar achievement in Salfit directorate in light of the COVID-19 pandemic. To achieve this aim, the researcher conducted a quasi-experimental design. The sample of the study consisted of 46 seventh graders who were studying at Sarta Secondary Girls' School during the scholastic year 2020/2021. The first group included 24 students who were the experimental group that studied via the intervention (blended learning) whereas 22 students were the controlled group that studied via the traditional method. The data of the study were collected by using pre-posttests and observation tools. The items of the observation were distributed to knowledge, affective, and skill domains. The results of the study indicated that blended learning had a high effect on students' grammatical achievement and it made them extremely independent and enthusiastic learners. A further finding was that this method provided extra chances of learning for students to study English grammar through blending face-to-face learning and online learning. Based on the findings, the researcher recommended a set of suggestions for teachers, parents, the Ministry of Education, and the researchers.

Chapter One

Introduction and Theoretical Background

Chapter One

Introduction and Theoretical Background

1.1. Introduction

At the present time, human beings live in an era of rapid changes in the different fields of life. One of the profound recent changes that surpassed the predictions and perceptions in the twenty-first century was the sudden spread of the COVID-19 pandemic. Kang et. al (2020) indicated in their study what made this pandemic different from the previous pandemics was that the COVID-19 pandemic increased and spread out through daily contact among humans, not animals. A report issued by UNESCO (2020a) indicated that more than 1.9 billion pupils moved their learning system from traditional to online. Birajdar (2020) indicated that the implementation of technology broke the limitations of the learning and teaching process during the COVID-19 pandemic and made the interaction and collaboration among students flexible. However, the Organization for Economic Co-operation and Development (OECD) and companion countries used the online platforms as a productive way to bridge the gaps of the learning process in the Covid-19 pandemic (Schleicher and Reimers a,2020).

Kaushal (2020) maintained that blended learning mixed the two kinds of learning (e-learning and face-to-face learning). It also deprived the learning atmosphere of both of them. The writer added that the urgent need to develop this method was an improvement of individualized learning.

Additionally, blended learning allowed differentiation of the education process, implementation of clearness, flexibility, and usability that ensured the objectivity of learning assessment (Matukhin & Zhitkova, 2015).

The English Language is viewed as a foundation stone of communication globally. Currently, technology is required in the process of acquiring a second language (Nawaila, Kanbul, & Alhamroni, 2020). On the other hand, it is considered a challenge among most students at schools. In addition, learning English grammar is as important as learning the four skills i.e. writing, speaking, listening, and reading since English grammar has a powerful role in achieving communicative qualifications (Sanmuganathan, 2019).

Azar (2007) shed light on the importance of teaching English grammar which helps the learner to discover the nature of language in addition to teaching grammar, and signifies how the English language functions through supporting students to recognize the grammatical notions.

Viswanatham (2005) indicated that there is a relation between the grammatical ability of students and the appropriate understanding of the English language. The grammatical capacity of the students has an effective role in helping them to recognize the language properly. Additionally, it provides them the ability to voice themselves fluently and develop their ability to communicate effectively. Hence, grammar plays an essential role to convey the meaning of words. To the researcher's knowledge who is a teacher of the English language, a large number of

students still think that learning English means just learning the four skills. In other words, they do not recognize the importance of learning grammar for conveying the meaning. The researcher, thus, believes in the importance of mastering grammar as a means to communicate in virtual spaces or realistic conditions.

Throughout the past decade, the researcher noticed students' low achievement in grammar who normally face tremendous difficulties. Such insights are supported by Alhanjoury (2017) indicated that the highest level of the difficulties of teaching English grammar was relevant to the students' domain who did not find a proper learning environment for learning English grammar.

The researcher believes that it is time to use new approaches and methods to overcome these difficulties. Luckily, most students tend to be professional in using technology which provides them with more opportunities to use their technological experiences to enhance their learning. However, they need to be guided to use the technology positively and productively.

In this respect, Tomlison & Whittaker (2013) identified two reasons for using technology in the teaching of the English language in Palestine. The first is relevant to the nature of English as a foreign language that needs more time to provide Palestinian students with e-opportunities to master it effectively. The second reason is relevant to flexibility of learning nowadays. Students can learn, read, listen, converse, rephrase, and even

practice English anytime anywhere. In other words, learning can take place synchronously and asynchronously. Furthermore, blended learning is a good choice for learning in the COVID-19 pandemic. It is very important to create possibilities of learning from challenges for developing English grammar. The researcher is interested in applying a blended learning approach to study its effect on improving and developing students' skills of learning English grammar for seventh graders.

1.2. Theoretical Background

Blended learning is constructed from mixing merits of two methods of learning: online learning (synchronous and asynchronous) and face-to-face learning. Instructors, thus, have the potential to prepare a new environment that suits students' needs and interests during the COVID-19 pandemic. It is claimed that blended learning goes in line with the principles of Jean Piaget's constructivism theory that focuses on the students' ability to create new knowledge based on their experiences. The characteristics of the blended learning environment allow the integration of constructivism concepts and aspects in the learning process that increases students' critical thinking and analytical skills (Al-Huneidi & Schreurs, 2012).

As maintained by Bada & Olusegun (2015), learning in the constructivism theory is individual and is based on the learners. It is assumed that learners can make meaning from the information they perceive. Therefore, each person constructs meaning from that knowledge and this helps students to be leaders and self-study learners.

Muna, & Aljohani (2017) argued that students who are supposed to build and construct knowledge do not only receive knowledge. In this case, the atmosphere of teaching language becomes more fruitful for critical analytical thinking. They added that blended learning is more effective for preparing tasks and projects, not just using repetition. Moreover, the students have active and dynamic roles without being passive learners (Marlowe & Page, 2005).

Blended learning is rich in activities that are supportive and advantageous to the skills of this century including critical thinking, communication, cooperation, problem-solving, teamwork, creativity, and social interaction with students, teachers, or the whole community. This richness corresponds to Vygotsky's theory that highlights the idea of learning process taking place in an environment that flows with cooperative relation (Vygotsky, 1978). The aforementioned claim assured that social constructivism was a theory that encourages students' engagement in the learning process in an environment full of interaction, discussion, and work in a group or pair.

Gul (2016) presented many studies on the effectiveness of constructivism on English language learning improvement compared to the traditional methods. For example, Al Muhaimed (2013) found that the constructive methods had positive effects on the reading skill in the English language compared to the traditional methods in the students of Saudi Arabia.

Similarly, Nikitina (2010) revealed that the students who were provided with constructive activities such as teamwork, visual materials, and videos showed better results in learning English.

The researcher believes that the importance of blended learning in the COVID-19 pandemic can be attributed to the dynamic roles of students of blended learning as they have to construct their knowledge and skills individually and independently.

1.3. Statement of the problem

Learning English grammar is difficult for some foreign language learners. Through the researchers' journey of tutoring and teaching English at public schools in Palestine, she observes many aspects that are likely to cause difficulties for learners of English grammar. The foremost problems are the difficulty of distinguishing between English verbs including present simple, simple continuous, present perfect, and the correct order of the interrogative and negative forms. Additionally, students go through a variety of difficulties in distinguishing the form of regular and irregular verbs of English as a foreign language (Liu, 2020). This problem has increased during the COVID-19 pandemic when the majority of students in Palestine face the challenge of moving to online learning. This turns out to be even more problematic because there was no clear framework to employ. Some students were not able to access online classrooms as they lack devices and internet connection. Aboagye et. al (2020) confirm that accessibility and readiness were among the major problems in online

learning. Such problems have led to gaps in the quality of students' learning in general and learning English in particular. Therefore, this negatively affects students' knowledge, affective, and skills. Accordingly, the current study attempts to identify the effectiveness of blended learning (face-to-face learning and online learning) on seventh graders' English grammar achievement in light of the COVID-19 pandemic.

1.4 Purpose of the study

This study aims to:

- 1- Identify the effectiveness of blended learning in the level of achievement of the grammar of the seventh graders compared to their peers who study via the traditional method.
- 2- Identify the effectiveness of blended learning on students in terms of knowledge, affective, and skill sides.

1.5 Significance of the Study

The current study is hoped to provide English as a foreign language EFL teachers with some methods and techniques that can be used to teach grammar utilizing blended learning resources. Evidently, it is hoped to help teachers organize effective teaching and learning of English grammar through implementing the blended learning method. It is also hoped to help supervisors and decision-makers to develop the quality of learning of English grammar. The study is also hoped to be a fruitful resource for future researchers who may choose to identify the effectiveness of blended

learning on students' English grammar achievement in the most critical situations of learning and teaching in light of the COVID-19 pandemic. Curriculum designers, stakeholders, and supervisors might be possible beneficiaries by adopting new standards for teaching English grammar in Palestinian schools. Furthermore, the study is significant for students as it supports them to recognize the importance of blended learning in achieving better results. Moreover, the study is also significant for parents as it helps them to accept the blended learning and feel satisfied with it as a new approach in light of the COVID-19 pandemic.

1.6 Questions of the study

This study aims to answer the following questions:

- 1- What is the effectiveness of blended learning on seventh graders' English grammar achievement according to the results of the post-test?
- 2- What is the effectiveness of blended learning on seventh graders' English grammar achievement according to the items of the classroom observation?

Sub-questions

- a) What is the effectiveness of blended learning on seventh graders' English grammar achievement in terms of knowledge side?
- b) What is the effectiveness of blended learning on seventh graders' English grammar achievement in terms of affective side?

- c) What is the effectiveness of blended learning on seventh graders' English grammar achievement in terms of skill side?

1.7 Hypothesis of the study

The following null hypothesis was formed to be tested:

There are no statistically significant differences at ($\alpha=0.05$) level between the experimental group and the controlled group post-test results due to the teaching method variable.

1.8 Limitations of the Study

The study limitations involve:

- 1- **Spatial limitation:** This study was conducted at a secondary girls school in Salfit Directorate of Education.
- 2- **Temporal limitation:** The study was conducted during the first semester in the scholastic year 2020/2021 which extended to February 2021 as a result of the spread of the pandemic.
- 3- **Human limitation:** The study involved a sample of seventh-grade female students who study at schools of the Ministry of Education and Higher Education in Salfit Directorate of Education.
- 4- **Topical limitation:** The study was limited to the grammatical rules in English for Palestine seventh grade.

1.9 Operational Definitions

- 1- **Effectiveness:** the degree to which blended learning works well to produce the desired results on seventh graders' English grammar achievement.
- 2- **Blended Learning:** it is a method that mixes face-to-face at school and online learning. In this study, online learning can be synchronous that enables the students to learn with their peers and teachers utilizing the Teams platform. Additionally, online learning can be asynchronous that allows the students to learn on their schedule.
3. **Achievement:** refers to the results of the achievement test that is post-test gained by the experimental group who learn via blended learning and the controlled group who learn via the traditional method .
4. **Grammar:** in this study, grammar involves tenses found in the English for Palestine seventh grade. It includes present simple with stative verbs, present perfect and its keywords, and present continuous. Additionally, it involves the correct order of words in the interrogative and negative forms of those tenses convey the exact meaning.
- 5- **Covid-19 (Coronavirus pandemic):** is a global virus that causes illness. This virus forced people to reimagine the educational system in a new way. New official decisions are adopted as a result of the spread of the Covid-19 pandemic including the students are obliged to attend the classrooms day after day as a precautionary procedure.

1.10 Summary

Chapter one presented the main components of the study. In the introduction, the researcher shed light on the nature of education during the pandemic by introducing some relevant studies. It focused on the urgent importance of integrating technology to benefit from its advantages and to develop the quality of education in light of the COVID-19 pandemic.

This chapter also included the statement of the problem, questions of the study, the hypothesis of the study, and limitations of the study. At the end of this chapter, the researcher introduced operational definitions of terms.

Chapter Two
Literature Review

Chapter Two

Review of related literature and previous studies

2.1 Introduction

This chapter is divided into two main sections. The first tackles studies of related terms such as education in light of COVID-19 pandemic, definitions of blended learning, benefits of blended learning in light of COVID-19 pandemic, advantages and disadvantages of blended learning, and a model of blended learning. The second tackles studies related to the effectiveness of blended learning in teaching English subject and general fields, studies related to the difficulties and challenges of teaching the English language and studies related to the effectiveness of blended learning on English grammar.

2.2 Studies related to education in light of the COVID-19 pandemic

Education has been hitting surprisingly as a result of the unimagined diffusion of a global virus which has been considered by the World Health Organization (2020) as a pandemic. What caused it was coronavirus that spread out around the globe. As a result of the spread of the pandemic abnormally in Palestine at the beginning of March in 2020, radical changes have taken place in all aspects of life including the educational process. Schools have been shut up. This crisis forced the learning process to transform from face-to-face learning without readiness, preparation, and planning to remote learning. Hodges et al. (2020) has been nominated

recently for this situation as Emergency Remote Teaching (ERT). The main purpose of this term was not to rebuild a new instructional system but it is transitory learning only in emergencies. It provides students with easy access to educational resources through using technology.

Ergulec & Eren (2021) conducted a study to identify in-service teachers' points of view and their affective, cognitive, and experience sides during remote teaching. The study was implemented in the second semester of the academic year 2019/2020. The sample of the study consisted of 35 teachers who studied in the Education Faculty in the third and fourth years in a Turkish public University. Content analysis was used to analyze the collected data. The findings revealed that the participants had stressful feelings as a result of the technical challenges and they felt fatigued. Furthermore, remote education in the emergency was flexible as students can learn whenever and wherever they want. However, remote emergency teaching got students bored and solitude which might be due to the social distancing among people in light of the COVID-19 pandemic.

Affouneh et al. (2020a) indicated that Emergency Remote Teaching (ERT) is used in Palestine during the COVID-19 pandemic. However, many difficulties appear to obstruct the acceptance of students, teachers, and parents of e-learning. For example, some students claimed they were not provided with learning input and resources that enable them to learn equitably. They added that there are big differences between learning via e-tools and Emergency Remote Teaching since the latter has been implemented suddenly as a response to the appearance of the emergency.

Ulus (2020) clarified the efforts of educational institutions toward distance learning during the COVID-19 pandemic. The researcher mentioned that some of the educational institutions have not differentiated between distance learning and emergency remote teaching in some points. First, the educators have to perform their duties in emergency remote learning. On the other hand, distance learning is an optional choice for educators. The second significant distinction is that emergency remote education seeks to provide temporary treatment for immediate needs whereas distance education seeks to provide continuing and permanent solutions within the context of continuous learning. The third distinction is relevant to the nature of the efforts, while emergency remote education is an effort to keep education alive with the facilities available during times of the COVID-19 pandemic, distance education is an effort to make education sustainable through planned and systematic activities aligned with the specific theoretical and practical knowledge of the field.

A study at Huazhong University of Science and Technology in Wuhan clarified how the COVID-19 pandemic has affected the students' psychology. It also indicated that 23% of the students at the primary stage have felt bleak as a result of the closure of schools and the cities (Galvin, 2020). Different efforts have been made to shed light on how to manage the educational process in light of the COVID-19 pandemic. By the end of 2019, the government in China led action for making the educational process continue while the schools were closed. The study explored the difficulties that the management may face in light of the COVID-19

pandemic. Those difficulties were relevant to the lack of quality of the e-environment and performance of teachers. Efforts needed to provide online training for teachers, and developing plans at a national level (Zhang et al., 2020).

2.3 Studies related to the definitions of blended learning.

Many researchers suggested various definitions of blended learning as well as the depth of its components. Garrison & Kanuka (2004) stated that blended learning is more than adding electronic tools to the learning process. Nevertheless, it provides a systematic process that combines face-to-face and e-learning experiences. The role of the teachers does not take the traditional content and put it on e-applications, but they should transmit it to be more suitable to the e-settings and to be more creative for students to enhance their critical thinking skills and make them out of their comfort zone in which they used to think.

The integration of the technological tools enhanced the kind of students learning as the student can learn individually and independently. Adding the e-tools to the students learning and blend them with their conventional learning was inspirational for teachers to adopt the updated methods in their teaching process. More importantly, the focus became on the students' roles more than teachers' roles (Taylor,1995).

Blended learning was recognized as a mixture of learning from physical and virtual environments excellently. Blended learning revolved around the outputs and production of the learning more than giving instructions.

Blended learning was defined as a learning community for students who learned through collaboration and discussion (Rovai and Jordan, 2004).

There are differences between traditional learning that has been used for several ages and e-learning that may be considered a part of blended learning. Concerning the technological side, Chou & Liu(2005) pointed out the main difference that can be recognized between traditional and e-learning is the amount of invested technology as well as the switch of accountability and control from teachers to learners which impact the quality of students learning.

Driscoall (2002) conceived the definition of blended learning from many perspectives. Blended learning merges applications of the network through which the students can access the internet to achieve educational objectives. She added that blended learning combines many instructional theories such as constructivism, behaviorism, and cognitivism to get sustainable instructional outcomes even with the use of technology or without using it in the educational process. She also defined blended learning as a process in which technology can be integrated into the face-to-face learning environment. Blended learning is the integration of technology to make the atmosphere of learning and working consistently. The researcher confirmed that integrating technology in the work created rhythmic relations between the work and the learnin

Within some contexts ,traditional and e-learning are merged to become one of the learning methods which is called blended learning. Various tools are

used in this method to convey the content via e-tools based on the computer, internet, or intranet to implement learning sessions and lectures as well as a training session at halls that are provided with e-infrastructure (Singh, 2003).

Effective educational outcome is an essential requirement in the learning process in all educational settings. This can be achieved by improving it through many methods. One of these methods is blended learning in which traditional learning and e-learning emerged completely as well as in instructional stages (Oliver & Trigwell, 2005).

Heinze & Procter (2004) argued that blended learning is a learning system that includes an efficient collection of learning styles, numerous tools of presentations, and methods of teaching that provide the students with opportunities for learning effectively. It is based on the integration of the techniques of face-to-face learning and virtual learning. They added that lecture is an educational method in which the teacher is delivering the information to the students systematically, the integration of e- tools in lectures refines the learning with creativity and helps them to relieve the negativity from learning settings. This increases the effective interaction between the teacher and the students when it is implemented skillfully.

2.4 The effectiveness of blended learning in light of the COVID-19 pandemic

The COVID-19 pandemic has had a significant impact on education at all levels. Blended learning was one of the possibilities to ensure the

sustainability of the education process. In this respect, Nijakowski et al. (2021) aimed to measure how successful blended learning might be in conservative dentistry with endodontics. The students were in the Faculty of dentistry at the Poznan University of Medical Sciences in Poland. Over 60% of the theoretical materials were delivered via e-platforms as well as 80% of the academic hours were practical classes involving patients in the proper hygienic regime. The researchers distributed an online questionnaire among 93 students and it consisted of five parts that were self-assessment, assessment of theoretical e-learning classes, evaluation of practical clinical classes, evaluation of safety, and evaluation of blended learning that has been completed. The results were that the majority of responders stated that their learning effectiveness improved. Asynchronous online learning via e-platforms was chosen by the majority of students over synchronous online learning (virtual meetings at the same time). The results also showed that the students were satisfied with the blended learning and would like to continue using it even after the pandemic of COVID-19 ends. The ability to choose the time and speed of learning was deemed to be the most significant benefit.

Recent studies have come up with interesting results. The pandemic has revealed some benefits of effective frameworks and theories in distance learning. Such insights are backed with research by a recent work completed by Gitonga (2020) who stated six benefits of blended learning during the COVID-19 pandemic:

- 1) Students absorb information in their unique ways. Some people absorb things quickly, while others take their time. Using e-Learning to supplement classroom instruction allows students to study at their speed. They may take time outside of class to go over difficult topics or aspects that are not comprehended. Learners can also gain personalized assistance from an online teacher. This is essential for students who are shy or reluctant in raising their hands or asking questions in class.
- 2) Student learning in the classroom might limit quick feedback at times. The teacher's responsibilities include instructing pupils, assigning homework, and grading their work. This can take a long time, especially in overcrowded classrooms. Blended learning allows students to complete online quizzes and exams and receive quick feedback using automatic mark capabilities accessible via online platforms. Thus, it offers teachers some time to support weak students individually.
- 3) Students learn in a variety of methods. Some people learn best in a classroom setting, while others need more positive reinforcement.

E-Learning systems give students images, audio, webinars, and activities that attract all of their senses. This is particularly important when it comes to understanding abstract topics in academic subjects. The learning process becomes more enjoyable and interesting for students when such technologies are used. They also develop and foster student interest in the subjects.

- 4) The classroom environment tends to limit both students and teachers. Students may now collaborate in groups with their peers, other schools, and even on a worldwide scale due to technological advancements. They can exchange creative projects while obtaining a wider perspective. Students also could participate in contests, which is a great way to motivate them to study. The teachers may also work with colleagues from other schools to improve their core competencies.
- 5) The usage of technology by younger students will necessitate parental monitoring. In every case, parents represent an essential component of the learning process. Technology enables parents to engage in their children's learning by providing advice and assistance at home. Any issues at home or school can be discussed with the teacher to guarantee the child's well-being and development. The parents invest the COVID-19 pandemic to interact with their child and to make sure that are aware of what their children are doing online and provide necessary help.
- 6) For online learning to be successful, certain life skills must be fostered. Students must develop self-discipline, time management, and internet decorum. They must also be digitally aware to work in an online setting. Exposure to technology helps students develop abilities such as emailing and presenting.

2.5 The advantages and disadvantages of blended learning

Being a new method of teaching, blended learning has its own advantages and disadvantages. In this regard, Hunt (2016) explored the following

advantages and disadvantages of blended learning in the educational setting. Blended learning provides a creative chance in which every student learns individually and provides online materials and learning resources all the time. This is helpful for students as they can benefit from them asynchronously. Parents have a dynamic role in blended learning when they follow their children education with direct support and guidance. Since blended learning has face-to-face meetings and online learning, the students' learning chances are expected to increase. This leads to an increase in the time of learning. Blended learning empowers teachers to design lessons and follow the students individually to help them learn effectively. On the other hand, blended learning has drawbacks. Firstly, teachers who are implementing blended learning have heavy tasks, plans, and preparation of technical issues. This kind of work needs more preparation and readiness in terms of the choice of educational materials in equal ways between traditional and virtual learning. Unfortunately, the availability of educational resources in the online settings consists of a problem when taking them without citation or writing the educational material with its original resources.

Al Khaleel (2019) conducted a study to explore the advantages of blended learning in English as a Foreign language at Tabuk University. The sample of the study was sixty first-year female students who studied in the center of the English language in 2018/ 2019. A questionnaire was used to collect the quantitative data that were analyzed via SPSS. The findings indicated that blended learning had a beneficial impact on the EFL participants' learning. Most of them illustrated that blended learning was more

advantageous than the traditional method in terms of its effect on the enhancement of their skillfulness during learning English. The findings also showed more advantages of blended learning that manifested in its positive effect on their confidence while using English in the classes.

Szadziewska & Kujawski (2017) conducted a study in the Gdansk in Poland to investigate the advantages and disadvantages of implementing blended learning from the students' perspectives. Moodle was used as an online platform mixed with face-to-face learning to teach 1787 courses. A questionnaire was used to collect the data. The findings showed that the students suffered from the teachers' inability to solve the assignments as well as they felt the educational materials were not enough. Additionally, students faced the challenges of technological issues and the online platform was not advantageous. The students found that blended learning provided an easy environment to get the educational materials when they communicated to their teachers more effectively and had good skills to be ready for the tests.

2.6 Model of blended learning, (Khan's Octagonal blended learning model)

The following figure is Khan's Octagonal blended learning model as cited in Singh (2003).



Figure (1) Khan's Octagonal Framework

Khan's model consists of various dimensions that are representative and relevant to each other. Blended learning takes many issues into consideration including the nature of the schools or universities employing blended learning. Khan's framework guided the educators to succeed in the educational process of blended learning. He clarified how to make blended learning successful by explaining its dimensions theoretically and practically. The first component is relevant to the technological infrastructure of the institutions is prepared and ready for learning. Moreover, it is concerned with personnel and administrative affairs and the readiness of academic staff who should be aware of the differences of students' needs in blended learning.

The dimension is concerned with analyzing many things such as needs, interests, and styles of audiences (students), aims (general or specific), expected outcomes, and analysis of the content. The content must suit students' interests and needs. Since blended learning involves online

learning and face-to-face learning, technology is the main component of this scene. Therefore, technological issues should be taken into consideration. There is a dimension in Khan's framework that focuses on the interaction space between the learners and e-tools, makes the access of the students between e-sites easy, and makes the design of e-pages and sites attractive for the users. Blended Learning according to Khan's should provide an evaluation of the effectiveness of the educational materials as well as an evaluation of the students' performance. The evaluation is not limited to the students, but also evaluation is for the learning system to develop continuously.

The other dimension focuses on managing stages of blended learning such as preparedness, planning, applying, presenting, and maintenance. This dimension is responsible for developing the content system and e-system. Additionally, learning resources should be available to students synchronous (online) and asynchronous (offline). The balance of learning opportunities for students regardless of their background and cultures and individual differences are essential aspects to achieve learning equity.

In conclusion, blended learning is a systematic and integral process that should include many elements that could impact the learning process, such as the educational institutions, management, resources, preparedness, technical and ethical issues, and evaluation. The researcher believes that those dimensions are essential in the implementation of blended learning in any setting to get effective learning outcomes.

2.7 Studies related to using blended learning in the English Language in general and in other fields

Sáiz-Manzanares et al. (2020) explored the effectiveness of blended learning in nursing. Learning Management System (LMS) provided the students with a safe environment for effective learning through flipped activities, project-based learning (PBL), and hyperlinks. The researchers used the quasi-experimental method with 120 students who were in their third years of study at a University in Spain. The sample was divided into two groups. The experimental group consisted of 63 students who learned through Moodle-based LMS and referred to the blended learning (1). The interaction of this group was 80% for LMS and 20% for traditional interaction. And other group consisted of 57 students who learned through a traditional environment and referred to blended learning (2). The interaction of this group was 80% for traditional learning and 20% for Learning Management System (LMS). The results showed that the interaction of learning in blended learning (1) was more effective than blended learning (2) due to the students' use of project-based learning that enabled the students to communicate and collaborate. This kind of learning was very effective for students due to the nature of their training. Moreover, the circumstances of learning of the first group which involved 80% for Learning Management System (LMS) and 20% for traditional learning provided a simple and organized method for evaluation.

Osman & Hamzah (2020) conducted a study to explore if blended learning has a powerful impact on students' interests and motivation. Therefore, 87 students who were studying at University Sultan Zain Al -Abidin in Malaysia constituted the sample. They learned Arabic courses via blended learning. The implementation of blended learning lasted for ten weeks. A questionnaire and an interview were used for collecting the data and the students' reflections. By the end of the class, the survey was distributed among them to fill. Six students were interviewed and they were also asked to write a reflection about their online learning during blended learning. The findings confirmed that blended learning empowered the students' interests and motivation. They were satisfied with learning via blended learning as they can pay high attention. The findings also confirmed that the students felt excited through the Arabic language because blended learning provided them with a diverse learning environment including videos, pictures that were very helpful to master the Arabic language. Blended learning has been carried out in many settings of teaching the English language as a foreign language as well as the degree of its effectiveness has been approved by many researchers.

The psychological factor is essential for the success of any learning. To this end, Siddiqui et al. (2020) conducted a study to explore how blended learning affected the students' achievement in chemistry and its impact on their psychological pleasure. The study design was quasi-experiment. The quantitative data were collected by analyzing the scores of pre-posttests via SPSS. The sample of the study consisted of 54 students including 15

females and 23 males in the experimental group and 4 females and 12 males in the controlled group. The findings confirmed that autonomy had a meaningful impact on the students' achievement in chemistry. The findings also explored that there was a significant relationship between blended learning and the psychological aspects of students. The researcher also pointed out the importance of the creation of an independent environment of learning in which the students can learn autonomously.

Uzun & Uz (2018) investigated the effectiveness of blended learning on the skills of management and organizing self-learning. The sample of the study was selected purposively and consisted of 167 participants who took the programming language course from two universities in Turkey. Sixty students were in the experimental group and 107 were in the controlled one. A quasi-experimental design was utilizing qualitative and quantitative methods. The quantitative data of pre-post tests were analyzed via SPSS and the qualitative data were collected through an interview with seven questions addressed to five volunteers. The findings indicated that blended learning proved its effectiveness better than the fully face-to-face method in terms of self-management and self-directed learning. The analysis of the qualitative data showed positive reactions of students toward blended learning in terms of the flow of content with effective knowledge. Challenges found in this study were related to the readiness of the instructor in terms of designing the content that suits all students.

Jou et al. (2016) conducted a study to explore the impact of blended learning on the critical thinking and transformation of knowledge of students who studied at a university in Taiwan. The methodology of the study was quasi-experimental. The experiment lasted for one semester. The sample of the study comprised 66 students who were selected randomly. Students were divided into experimental and controlled groups. The findings of the study clarified that students' thinking abilities were improved noticeably. The researchers attributed those results to a good plan of the learning material, e-tools that were helpful to communicate and interact with educational talking, and provision of notes and comments to each other for improvement. Additionally, blended learning provided the students with an environment that enhances their critical thinking skills.

Tosun (2015) carried out a study to identify the impact of blended learning on students' English vocabulary at METU preparatory schools in Turkey. The sample was forty students whose ages were between 18-20 divided into two groups, an experimental group in which students were learning vocabulary via strategies of blended learning and a controlled group in which students were learning via traditional strategies. Pre-posttests were a tool to collect quantitative data while the interview was a tool that was used to collect qualitative data to recognize the students' points of view towards blended learning. The findings showed that the students did not gain development in their vocabulary achievement and this was due to the absence of their motivation.

Jahjouh (2014) carried out a study to recognize how blended learning affects the planning process in science learning. The study was conducted at Al Aqsa University in 2013/2014. Sixty-six male and female Science student-teachers comprised the sample of quasi-experimental design with experimental and controlled groups. The researcher created three analysis tools for the materials of science study plans; one for analyzing a lesson plan, the second for analyzing the content of a study unit, and the third for analyzing a plan for the entire science course and used pre-posttests to collect data. The findings showed that the effectiveness of blended learning manifested in providing the experimental group with effective opportunities to develop their planning skills as well as raising their positive energy toward designing plans. Moreover, blended learning was effective in enhancing students' self-learning skills as well as methods of evaluation.

Bijeikiene et al. (2011) figured out the teachers' perspectives and attitudes toward the effectiveness of blended learning in general English courses through using Information and Communication Technology (ICT). The study was implemented at the Centre of Foreign Languages at VM University. Twenty-four English teachers participated in the study. The collected data were via interviews and questionnaires. After the analysis of the qualitative data, results showed that the nature of teachers' reactions and attitudes toward blended learning was positive orientation and indicated an improvement in their technical performance and skills. They also confirmed the role of blended learning in the development of the

quality of the learning-teaching process due to the resources such as videos, presentations, and online platforms for discussion.

George-Walker & Keeffe (2010) implemented a study to identify the design of blended learning that turned around the student-centered approach for a course in the first year at Australia University. The course was taken by an undergraduate student. Six (five females and a male) were interviewed from 248 students. The rate of the response was 2.4%. Regarding the survey, their responses were low in comparison to the total number of students who registered for the course. The qualitative data were analyzed thematically to clarify the nature of students' roles in terms of their engagement. The findings showed the high quality of the data clarified diverse patterns of students' engagement that gave power to the learner-centered blended learning approach in higher education. The findings also showed that students knew well their needs when focusing well during their learning. Additionally, they recognized their learning environments and were flexible in selecting the suitable design based on their unstable needs.

Kocour (2009) explored whether blended Learning affects the engagement of children at an early age in the learning process. The participants were 35 females and males whose ages were between three to five years old. The collection of the data occurred in the morning and afternoon classes. The data were qualitative and quantitative collected through observation, recording of the students' engagement in the classroom, and interviewing

students. The blended learning class lasted twenty minutes in nine weeks. The findings showed that students' engagement in the classroom activity was affected positively by implementing blended learning. The results also showed that engagement was not the same at all times. In other words, in the morning engagement was higher in the activities. The afternoon engagement was better in the art activity. The researcher indicated also that blended learning provided children with learning settings in which they could think creatively and critically such as puzzles and riddle activities.

Al-Jarf (2007) conducted a study about the influence of blended learning on the reading skills of freshman students at an English Foreign language college in Riyadh. Participants were 74 female students. The experimental group included 41 students who studied in an online environment and 33 students who studied in a physical environment. The reading material was the same in both groups. The tools of the study were pretest and post-tests that included questions relevant to the reading skills. The findings approved the effectiveness of blended learning on the reading skills of students as well as on students with low achievement. In addition to that, online learning approved its positivity and effectiveness on the students' attitudes

A study carried out by Pereira et al. (2007) examined the effectiveness of the implementation of blended learning on students' performance, satisfaction, and academic achievement in Human Anatomy. The students were in their first year at Pompeu Fabra University, Barcelona. The

controlled group consisted of 65 students whereas the experimental group consisted of 69 students. A survey and tests were used to collect the data. Findings showed clear development of the students' academic performance who learned through blended learning and the scored marks of tests were better than the marks in face-to-face learning.

Akkoyuklu & Soylu (2006) conducted a study to identify the effectiveness of blended learning on students' achievement and their participation from 2005-2006. A questionnaire, open-ended questions, midterm, and recording of their names were used as tools in the study. The sample of the study was 64 students at Hacettepe University from the Department of Educational Science. Results of the questionnaire were positive to the face-to-face learning for many interpretations. Views of students on the blended learning in terms of their levels of achievements showed that their achievement was linked to the extent they understood the goals of the e-learning. In other words, the students who recognized the aims of e-learning got high achievement; on the other hand, the students who did not understand the goals of e-learning had a low achievement. Furthermore, their views were analyzed with respect to their participations recurrence with constant feedback which was believed as a kind of interest.

Lynna (2004) aimed at identifying the effectiveness of blended learning that included online and traditional learning. The study applied the quasi-experimental method. The sample consisted of 67 learners who were workers in many various fields. They had the desire to learn in the evening

at Georgetown University in the United State of America. The sample of the study consisted of (58%) males and (41.8%) females aging between 30 -50. Two tools were used to collect the data which were a questionnaire and tests. The results of this study indicated that learners showed positive attitudes toward blended learning as it is suitable for the learners in light of their various interests and psychological merits.

2.8 Studies related to difficulties and challenges of teaching English Grammar to English Learners.

Al-Mekhlafi & Nagaratnam (2011) conducted a study to identify the students' difficulties of grammatical skills learning from teachers' perspectives due to a group of variables such as gender, level taught, experiences and qualifications. The study also aimed to investigate the difficulties of grammatical instructions faced by teachers and the students in grammatical learning. The study was conducted at Omani Basic Education Schools. The participant sample was 90 EFL teachers. The quantitative data were collected via a questionnaire then analyzed by using SPSS. The results showed that the difficulties of EFL grammatical skills were found with students more than teachers. Regarding the variable gender, it does not play a major role in the teachers' perceptions. For the level taught variable, it showed that teachers of various levels agreed about the presence of grammatical difficulties, but the means of teachers Grades (1-4) was (3.58) which scored the highest in comparison to other means. Regarding teachers' qualifications, the highest mean was in favor of

teachers with Diploma. Finally, regarding teachers' experiences, the results showed that there are no significant differences at 0.05 due to this variable.

Iqbal et al. (2017) aimed to identify problems of teaching the English language to students at secondary schools in the district of Vehari. The sample of the study consisted of 150 students who were chosen randomly. The researchers used the quantitative design in the study. The questionnaire was used as a tool of the study. The results indicated that problems of teaching English grammar in Public Secondary Schools were due to teachers' lack grammatical knowledge as a result of their unqualified experiences that do not enable them to teach grammar effectively. A second reason was lack of knowledge of methods of teaching grammar. Third, the large size of the students in the class, was mainly what English teachers suffered from and this undoubtedly affected students' learning. Fourth, teachers of the English language recognized that the English curriculum did not have enough grammatical content that was helpful for students to learn English.

Widianingsih & Gulö (2016) conducted a study that aimed at identifying the difficulties the students faced and grammatical errors they committed. Students were in third and fourth years at university who study English as a Foreign Language. The findings showed the main problems of the grammatical skills of the students. Firstly, they faced a problem in the recognition of plural marks. The students did not know the regular and irregular plural marks. In other words, they did not know what nouns could

be pluralized by adding (s) such as the plural of a chair is chairs and what nouns could be pluralized without (s) such as the plural of woman is women. They could not apply additional grammatical rules such as determination and tenses (past and present).

Fitori (2019) who carried out a study at Tripoli University, Zawia University, and other Vocational Higher Educational institutions in Libya aimed to investigate English grammatical challenges the teachers and students met during learning English grammar. Mixed approaches were used in this study for the collection of data. Every approach was implemented via a tool. The tool was a questionnaire to collect the quantitative data. It was distributed among (224) participants. The other tool was an interview to collect the qualitative data from 19 students, and document analysis of 32 pieces of students' written work. Findings confirmed that they faced a problem due to the lack of grammatical proficiency they learned at school. This affected on forming the problems of grammatical learning at the University. Moreover, findings showed that students learning grammar aimed to pass the exams not learning and using the grammar in their daily context. They were not comfortable when using grammar since they had feared making errors or mistakes in grammar. In other words, students did not have any intrinsic motivation toward learning English grammar.

Shiu (2011) confirmed that the presence of grammatical difficulties were found in any language and grammatical challenges were found in all

languages not just in the English Language. Further, learners who were interested in writing, reading, and speaking skills suffered from difficulties when applying grammatical rules in the context of learning these skills. Even when they know the rules of English grammar, they use them incorrectly. The researcher introduced some points that caused the difficulties such as:

- Grammatical rules are tricky.
- The culture of peer correction or to be corrected by others is an absence of people.
- Exceptional grammatical issues are one of the reasons that cause grammatical challenges such as the pronunciation and writing of the words are incompatibility.

The grammatical challenges were faced by English as a foreign language and native speakers as well. Karshen (2002) indicated that English language is the mother tongue of native speakers. It is very crucial to recognize two types of grammar; prescriptive and descriptive. Descriptive grammar is the foundation stone in the language as it clarifies how language functions. In other words, how language is utilized. In English grammar, there is a particular pattern to constitute a form of the sentence, that is Subject+ Verb +Object. Rania reads the story. This means, no one can say Rania the story reads. The second type is perspective grammar, which clarifies how the English language has to be used. In other words, we cannot use two negative forms in the same sentence. But, it is sensible

for English native speakers, as they understand it automatically although it is incorrect in the structure of the sentence.

2.9 Studies related to the impact of blended learning on English grammar

A study was conducted by Bataineh & Mayyas (2017) about the effectiveness of blended learning on the EFL students' grammatical performance at a state university in Jordan. The study also aimed at a quasi-experimental design, pre-tests, and post-test to collect data. The sample of the study was 32 students who were put in two groups (controlled and experimental) randomly. The controlled group consisted of 15 students and the experimental one consisted of 17 students. The experimental group learned through using blended learning via Moodle while the controlled group learned through traditional learning. The findings of the study proposed an impact of blended learning on students' performance in grammatical skills. Results revealed that the students were engaged effectively in assessing themselves on Moodle. The large repetition of grammar activities on slides provided learners with opportunities for deep understanding of the grammar tenses (present simple and present continuous).

Qindah (2018) conducted a study on how blended learning can have an impact on English as a Foreign Language (EFL) students' grammatical use. The study aimed to identify EFL students' perceptions and their attitudes toward blended learning. The sample of the study was 45 female tenth

graders at a public school near Ramallah in Palestine. Twenty-three students were in the controlled group and 22 students were in the experimental one. For collecting the qualitative and quantitative data, two tools were used; the first was pre-post tests and the second one was the interview. The quantitative data were analyzed by SPSS and the qualitative data were analyzed by thematic analysis. The findings showed the effectiveness of the blended learning on students' grammatical development, the experimental group achieved higher scores than the controlled one. In addition to that, blended learning made their learning interesting and enhanced their motivation for effective learning.

Badaruddin (2013) implemented a study that focused on the management of grammar learning process in the blended learning through information and communication technologies (ICT) at University of Muhammadiyah. Ten EFL students and one teacher were chosen randomly from 157 students. The qualitative data were collected through observation and interviews. The findings showed that the students were eager to learn together even in the absence of a teacher in the learning setting. The results added that blended learning enhanced the students' motivation and eagerness to learn. The role of students was profound in their learning process and it improved their comprehension in grammar class.

Sti'anah (2017) conducted a study to explore the effectiveness of the blended learning on the students' grammatical skills at the English Department, Sanata Dharma University. The study also attempted to figure

out if the intervention (blended learning) has an impact on students' grammatical achievement. The sample of the study comprised 26 students. Results showed that blended learning via Moodle had a positive impact on the students' grammatical performance because the digital resources motivated them to learn using multiple resources.

Simonova (2019) conducted a study to figure out how blended learning played an effective role in the field of English grammar. To this end, 123 BA students constituted the sample of the study. The study was implemented through three stages. The first was the students sat for the pre-test at the physical classroom circumstance. The second stage was after the students learned through blended learning then they sat for the first post-test. The second post-test was conducted in face-to-face settings. Results of the study showed that blended learning affected positively students' different levels.

Sari& Tri (2019) conducted a study to identify the differences between blended learning and traditional learning in terms of the English grammatical achievements of tenth graders of MAN 2 Ponorogo in the academic year 2018/2019. The quasi-experimental design and quantitative data were used in this study. The population of this study was 390 students which were distributed to twelve classes. Regarding the sample of the study, the researchers applied cluster random sampling based on place. Pre-post tests were the main tools for collecting data. Findings of this study showed high scores in grammar in favor of the experimental group

which was subjected to the intervention (blended learning). The score of the experimental group in the post-test was (81.5) while the score of the controlled group was (68.26). The findings also showed the grammatical ability of the experimental group was (35.80) while the English grammatical ability of the controlled group who was learning via traditional learning was (21.41).

Previous findings strongly approved the effectiveness of blended learning in English grammar more than traditional learning. Additionally, blended learning is intended to make the students more engaged and innovative in their utilizing the technology. It also attracted students' attention by integrating technology in the classroom. Moreover, it forced pupils to concentrate for an extended period.

2.10 Summary

The literature review showed that blended learning has been implemented in many fields to measure its effectiveness on achievements of specific skills. The first section of this chapter dwelled on the nature of the education in light of the COVID-19 pandemic, definitions, and modes of blended learning, how blended learning has played an effective role in benefitting the educational process in light of COVID-19 pandemic, advantages and disadvantages of blended learning, and a model of blended learning. The second section consisted of previous studies that have been conducted about the effectiveness of blended learning on the English language in general and in other field. This subsection clarified that

blended learning could be implemented in various areas such as medical, English, nursing education, students' performance in English grammar, English vocabulary, self-learning skills such as self-management and self-direct. The next subsection consisted of studies that were relevant to the effectiveness of blended learning on English grammar as well as challenges and difficulties faced by teachers in teaching English grammatical skills in the learning settings.

Chapter Three
Methodology of The Study

Chapter Three

Methodology of The Study

3.1 Introduction

This chapter covers the methodology, selection of the sample, and the instruments used during the experiment. It also clarifies its framework including statistical procedures and data analysis.

3.2 Methodology

To identify the effectiveness of blended learning on the seventh graders' English grammar achievement, a quasi-experimental design was used. One of the groups of students was subjected to blended learning (experimental group) while the other group was taught with the traditional method (controlled group). The study was conducted in the first semester that was extended to February under the pandemic circumstances in the scholastic year 2020-2021. For data collection, a pre-test and a post-test were used. To measure the impact of the intervention (blended learning) on the seventh graders' English grammar achievement, statistical tools were used to analyze the scores of post-test for both groups. The second instrument was observation where the researcher played the role of the observer and used specific items (appendix D) for observing the experimental group which learned via blended learning.

3.3 Population of the study

The population of the study consisted of all seventh graders at Salfit Directorate Secondary Girls' Schools in the scholastic year 2020/2021. The number of those students was 936 female students.

3.4 Sample of the study

The sample of the population is part of the population that has been chosen purposively. In this study, it has been classified based on the sections of seventh grade A+B. Section (A) referred to the experimental group that was 24 female students and section (B) referred to the controlled group that was (22). The study was implemented at Sarta Secondary Girls' School because the researcher is a teacher of the English language at the same school and also the researcher is not allowed to move to other schools as a precautionary procedure in light of the COVID-19 pandemic.

3.5 Instrumentation of the study

Two instruments were designed by the researcher for data collection. Pre-test (appendix B) and post-test (appendix C), an observation instrument that includes items that were distributed to three domains knowledge, affective and skill domains (appendix D).

The following grammatical topics were included in the pre-posttests:

- 1- Think and complete the following sentences with present continuous.
- 2- Circle the correct answer. (present simple)

- 3- Complete the sentences with (since OR for).
- 4- Read and correct the grammatical mistakes in the following sentences.
- 5- Circle the correct words. (present perfect)
- 6- Describe the following picture in meaningful sentences with the suitable tense.
- 7- Write regular and irregular past participle of the following verbs.

Regarding the second instrument, it consisted of nineteen various items that were relevant to how blended learning affected on knowledge, affective and skill sides of the experimental group with five frequency degrees that were always, normally, sometimes, seldom, and never. The teacher was the observer to take data during twenty lessons.

3.6 Validity and reliability of the instruments

As a main procedure of the experiment, the researcher ensured the validity of the instruments (pre-post tests and the observation tool). Therefore, a jury of specialists at An-Najah National University, teachers of English language, and supervisors of English language were chosen to validate the instruments. Based on their comments and suggestions, the researcher modified the following points in the pre-test such as changing the fourth question from complete the space with correct words to correct the mistakes, adding keywords to the first question, putting the choices in bold color, using all kinds of the pronouns singular and plural and the word

‘tired‘ was changed to ‘gift‘ in sentence two of the second question of the pre-test.

Regarding the observation tool, the researcher modified several points based on the jury’s comments and suggestions. Different words were substituted such as ‘empower’ in the second item to ‘increase’, the eleventh item was changed from ‘ Meets the shy students' interests’ to ‘Motivates shy students to participate actively’, the thirteenth item was changed from ‘Encourages the attendance of students the online sessions’ to ‘Encourages some of the students of the experimental group to attend the online sessions ‘, the sixth item was changed from ‘Does not make the grammatical content of the curriculum more attractive for learning ‘ to ‘Does not make the grammatical content of the curriculum more functional’ and the seventeenth item was changed from ‘Enhances the self-confidence and manage the self ’ to ‘ Enhances the self-confidence and manage their learning to be independent’. Additionally, it was recommended to distribute the items into domains. Thus, the items of the observation were divided into knowledge, affective and skill domains.

Cronbach’s Alpha was used to calculate the reliability of the study instrument, and its score was (0.742) as shown in table (1) below which is suitable for the study purpose.

Table (1) Cronbach Alpha formula for measuring the study reliability

Cronbach's Alpha	No. of Items
0.742	7

3.7 Procedures

A set of consecutive procedures were followed during the implementation of the experiment:

First: The experiment was conducted at Sarta Secondary School where the researcher works as a teacher of the English language and also functions as an observer during the experiment.

Second: The researcher discussed with the principal of Sarta Secondary Girls' School different issues such as cooperation, facilitation of the conduct of the experiment tasks, encouraging the students, and support the researcher. The principal ensured the readiness of the school in terms of the technological infrastructure including the speed of the internet, and availability of LCD, and the smart board.

Third: The sample of the study was chosen purposively. Section (A) of the seventh grade was the experimental group and section (B) was the controlled group. Each section was divided into two groups first and second by the Ministry of Education as a precautionary procedure in light of the COVID-19 pandemic to ensure the safety of the students. In the first week, the first group attended three days and the second group attended two days. In the next week, the groups are substituted (the first group attended two days and the second group attended three days). This way was applied to both groups (experimental and controlled)

Fourth: The researcher set the pre-posttests in a way that suited the level of seventh grades and their previous grammatical level. Items of the classroom observation were also constructed (Appendix D).

Fifth: Preparing the students of the controlled and the experimental groups to be ready and inform them know that they will sit for pre-posttests .

Sixth: The first groups of students of the experimental and controlled groups sat for the pre-test on the third of December 2020. The second group of students of the experimental and controlled groups sat on the sixth of December 2020 to identify their grammatical background before conducting the intervention (blended learning).

Seventh: The researcher led a discussion with the students of the experimental group about blended learning to prepare them for the experiment and make them ready psychologically and affectively, particularly, because this experiment was conducted amid the COVID-19 pandemic. The teacher trained the students on how to use their accounts on Teams Microsoft as an online platform. The researcher created chatting groups on Facebook and Teams to be sure that the students can handle technology, to follow up their online learning and enhance their learning skills.

Eighth: The researcher reviewed many models of blended learning to design and prepare appropriate plans of blended learning for each of the required grammatical rules (Appendix E). These were examined by English teachers, supervisors, and a jury from An-Najah University.

Ninth: The researcher implemented the experiment in the first semester of the scholastic year 2020/ 2021. This period was critical and sensitive since it included the official decision of using blended learning. The experiment started on the 8th of December to the 16th of December 2020. After that, the learning system was shifted to pure online learning. Therefore, the researcher continued the experiment when the seventh grade came back to the blended learning again on the 17th of January to the 4th of February 2021. After that, the experimental group was taught via blended learning while the controlled group was taught via the traditional method. The experiment took twenty lessons for both A and B groups including two lessons as a revision at the end of the experiment.

Tenth: Applying the post-test for the first groups of the experimental and the controlled groups on 23rd of February 2021 and the second groups of the experimental and the controlled groups on Wednesday 24th of February 2021 face-to-face. One student from the experimental group took the post-test online as she was infected by the virus.

Eleventh: Analyzing the scores of the tests and the frequencies of the items of the observation.

3.8 Variables of the study

The study includes two kinds of variables:

Independent variable: is the variable that caused the effects and played as an intervention. In this study, blended learning is the independent variable

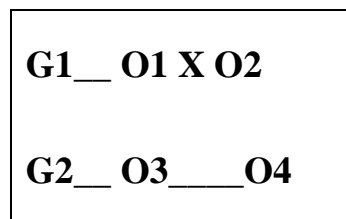
because it clarified how it intervened in the students' learning in the experimental group.

Dependent variable: Achievement of the seventh graders in grammar.

3.9 Design of the study

Dividing the sample of the study into experimental and controlled groups was one of the requirements of the study. The researcher implemented the quasi-experimental design since it met the study purpose. To identify the effectiveness of blended learning on seventh graders' English grammar achievement, the researcher designed two instruments; pre-post tests and an observations tool.

The study design is represented in the following form:



G1 refers to students of the experimental group who were taught English grammar via the intervention (blended learning). **G2** refers to the students of the controlled group who were taught using the traditional method. **X** is the intervention that was inserted in the students learning of the experimental group that was blended learning. **O1** and **O3** refer to the pre-tests, **O2** and **O4** refer to the post-tests.

3.10 Statistical analysis

To analyze the collected data and answering the questions and the hypothesis of the study, the researcher used the Statistical Package for Social Science (SPSS) as follows:

- 1- To examine the effect of blended learning on the seventh graders' grammar, means, standard deviations and percentages were calculated. Frequencies and percentages were also used to estimate every item.
- 2- ANCOVA was used to evaluate whether the means are equals across levels.
- 3- Cronbach Alpha was used to test the items of the observation tool.
- 4- The Five-point Likert scale was used to measure the items of the observation tool.

3.11 Data Analysis

The data collected were analyzed using (SPSS) to provide answers to the question and hypothesis of the study.

To answer the second question and the sub-questions, the researcher used the following scale to represent the estimation level of the sample responses. In order to limit the length of the cells of the five-point Likert scale (minimum and maximum limits), the range has been calculated ($5-1=4$), divided on the correct length of the cell ($4/5=0.80$), and added to the lowest value of the scale (1) in order to reach the highest limit of this cell. as shown in Table(2):

Table (2) Scale for representing the estimation level of sample responses

Mean	Percentage %	Estimation Level
4.20 and more	84.0 % and more	<i>Very High</i>
3.40-4.19	68.0 – 83.8 %	<i>High</i>
2.60-3.39	52.0 – 67.8 %	<i>Moderate</i>
1.80- 2.59	36.0 – 51.8 %	<i>Low</i>
Less than 1.8	35.9% and less	<i>Very Low</i>

3.12 Summary

The chapter covered different sections of the methodology of this study including questions, details of procedures of the experiment, the sample, variables, instruments and their validity and reliability, design, and statistical analysis. The data were analyzed by using appropriate statistical tests to answer the questions of the study.

Chapter Four
Results of The Study

Chapter Four

Results of the study

4.1 Introduction

This chapter presents the results of the study that aims at identifying the effectiveness of blended learning on seventh graders' English grammar achievement in the first semester of the schooling year 2020/2021. The results are intended to answer the questions and the hypothesis as well.

4.2 Results related to the study question and its hypothesis

What is the effectiveness of blended learning on seventh graders' English grammar achievement according to the results of the post-test?

And its hypothesis:

There are no statistically significant differences at ($\alpha = 0.05$) level between the experimental group (blended learning) and the controlled group (traditional method) post-test results due to the teaching method variable.

In order to answer the first study question and its related hypothesis, means, standard deviation, and ANCOVA test have been used.

Table (3) shows the results.

Table (3): Means and standard deviations of controlled and experimental groups post-tests

Group	N	Minimum	Maximum	Mean	Std. Deviation
Controlled	22	3.00	39.00	15.6364	10.99154
Experimental	24	6.00	39.00	19.1250	11.79651

Table (3) shows that the mean of the controlled group is (15.63) with a standard deviation of (10.99) while the mean of the experimental group is (19.12) with a standard deviation of (11.79). The results show that the experimental group's mean is higher than the mean of the controlled group. In order to identify the differences in the two means. ANCOVA test was used and Table (4) shows the results.

Table (4) ANCOVA Test for differences of controlled and experimental groups in means.

Source	Type III Sum of Squares	df	Mean Square	F	Sig.
<i>Blended Learning</i>	24.981	1	24.981	2.245	0.026*
Experimental post –test	956.169	1	956.169	9.372	0.006*
Error	2244.456	22	102.021		
Total	11979.000	24			

***The mean difference is significant at the 0.05 level**

Table (4) shows that the F value for the experimental post-test of the study is (9.372) and the significant value is (0.006) which is less than 0.05 and this signifies that there are statistically significant differences at ($\alpha = 0.05$) level between the experimental group (blended learning) and the controlled group (traditional learning) post-test results due to the teaching method variable. These differences are in favor of the experimental post-test. Thus, the null hypothesis is rejected and the alternative one is accepted.

4.3 Results related to the second study question and the sub-questions

Results related to the second study question which is:

What is the effectiveness of blended learning on seventh graders' English grammar achievement according to the items of the classroom observation?

The sub-questions include:

- a) What is the effectiveness of blended learning on seventh graders' English grammar achievement in terms of knowledge side?*
- b) What is the effectiveness of blended learning on seventh graders' English grammar achievement in terms of affective side?*
- c) What is the effectiveness of blended learning on seventh graders' English grammar achievement in terms of skill side?*

To answer the main question and the sub-questions, the researcher used the following scale to represent the estimation level of the sample responses.

Table (5) Means, standard deviations, and estimated level of using blended learning on seventh graders' English grammar achievement according to the items of the classroom observation

No. in the Questionnaire	Domains	Means	standard deviations	Percentage %	Estimated level
1	Knowledge Domain	4.30	0.19	86.0	Very High
2	Affective Domain	3.51	0.39	70.2	High
3	Skill Domain	4.20	0.36	84.0	Very High
Total		4.00	0.21	80.0	High

Table (5) shows that the total degree of using blended learning on seventh graders' English achievement according to the items of the classroom observation was (4.00) which suggests a high level of estimation. The highest mean was given to the domain (knowledge domain) whereas the lowest was given to the domain (affective Domain).

4.3.1 Results Related to first sub-question

What is the effectiveness of blended learning on seventh graders' English grammar achievement in terms of knowledge side?

Means, standard deviations, and estimation level were used as shown in Table (6):

Table (6): Means, standard deviations, and estimated level of the first domain (knowledge side)

No. in the Questionnaire	Item	Means	standard deviations	Percentage %	Estimated level
1.	Helps students to differentiate between past, present, and present perfect tenses easily.	3.95	0.82	79.0	High
2.	Increases the students' grammatical achievement	4.70	0.47	94.0	Very High
3.	Helps to Overcome the grammar learning difficulties	4.75	0.44	95.0	Very High
4.	Delivers the grammatical knowledge effectively	4.90	0.30	98.0	Very High
5.	Helps students to understand the grammatical content well through emerging face-to-face and online learning	5.00	0.00	100.0	Very High
6.	Doesn't make the grammatical content in the curriculum more functional	1.80	1.05	36.0	Very Low
7.	Provides the students with additional and repetitive learning opportunities to understand the grammar deeply and think creatively.	4.50	0.60	90.0	Very High
8.	Provides a learning environment that does not exist in the traditional learning environment.	4.85	0.36	97.0	Very High
Total		4.30	0.19	86.0	Very High

Table (6) shows that the total degree of knowledge domain was (4.30) which suggests a very high level of estimation. The highest mean was given to the item (BL helps students to understand the grammatical content well through emerging face-to-face and online learning). The lowest was

the item (BL does not make the grammatical content in the curriculum more functional).

4.3.2 Results Related to the second sub-question

What is the effectiveness of blended learning on seventh graders' English grammar achievement in terms of affective domain?

To answer this question, means, standard deviations, and estimation level were used as shown in Table (7):

Table (7): Means, standard deviations, and estimated level of the second domain (Affective Domain)

No. in the Questionnaire	Item	Means	standard deviations	Percentage %	Estimated level
9	Meets the students 'needs and interests.	4.90	0.30	98.0	Very High
10	Does not increase the students' intrinsic and extrinsic motivation to learn English grammar	1.55	0.94	31.0	Very Low
11	Motivates shy students to participate actively	4.90	0.30	98.0	Very High
12	Does not help the students to engage and participate positively	1.75	1.20	35.0	Very Low
13	Encourages some of the students of the experimental group to attend the online sessions	4.45	75	89.0	Very High
Total		3.51	0.39	70.2	High

Table (7) shows that the total degree of the affective domain was (3.51) which suggests a high level of estimation. The highest mean was given to the items (BL meets the students' needs and interests and motivates shy

students to participate actively). The lowest was for the item (BL does not increase the students' intrinsic and extrinsic motivation to learn English grammar).

4.3.3 Results related to the third sub-question

What is the effectiveness of blended learning on seventh graders' English grammar in terms of skills domain?

To answer this question, means, standard deviations, and estimation level were used as shown in Table (8):

Table (8): Means, standard deviations, and estimated level of the second domain (Skills domain)

No. in the Questionnaire	Item	Means	standard deviations	Percentage %	Estimated level
14	Focuses on the 'students-centered learning ' approach	4.40	0.75	88.0	Very High
15	Saves the time and the efforts	4.60	0.82	92.0	Very High
16	Adds extra work and tasks for the students	4.95	0.22	99.0	Very High
17	Enhances the skills of self-confidence and manages their learning to be independent.	4.60	0.59	92.0	Very High
18	Takes into account the individual differences of students	4.00	0.72	80.0	Very High
19	Enhances the twenty-first skills such as communication, collaboration.	2.65	0.48	53.0	Moderate
Total		4.20	0.36	84.0	High

Table (8) shows that the total degree of skills domain was (4.20) which suggests a high level of estimation. The highest mean was given to the item (BL adds extra work and tasks for the students). The lowest was the item (BL enhances the twenty-first century skills such as communication)

4.4 Summary

This chapter presented the results of the study in accordance with the questions and the hypothesis. Different statistical measures were used to to analyze the quantitative data.

Chapter Five

Discussion of the results, Conclusion, and Recommendations

Chapter Five

Discussion of the Results, Conclusion, and Recommendations

5.1 Introduction

This chapter aims to discuss the results of the study. Based on the previous results of the study, the researcher also presents conclusions and recommendations for educators, other researchers, parents, and the Ministry of Education.

5.2 Discussion of the Results of the Study.

Results of the first question

What is the effectiveness of blended learning on seventh graders' English grammar achievement according to the results of the post-test?

Table (3) revealed that the mean of the experimental group was (19.1) while the mean of the controlled group was (15.6) in the posttests. Furthermore, the significant value was (0.006) which was less than 0.05. This confirmed that the two groups had differences in favor of the experimental group.

The results of the study confirmed that blended learning played an effective role in the seventh graders' English grammar achievement in light of the COVID-19 pandemic. This agreed with Gitonga (2020) who focused on the benefits of blended learning in unstable learning systems amid the pandemic. The researcher conceived that blended learning is a

window through which the students continue learning even during exceptional circumstances like the COVID-19 pandemic.

The results of the analyzed scores of the post-test agree with findings of Bataineh and Mayyas (2017) found positive trends toward blended learning as it developed the grammatical knowledge as a result of repetition of introducing the grammatical materials via face-to-face and online learning environments.

The results are harmonized with Qindah (2018) who conducted a study to explore how blended learning impacted EFL students' grammatical use in learning settings and students' motivation which was enhanced as blended learning met diverse students' interests. The results of this study are also in line with the findings of Sti'anah (2017) who explored blended learning on students' English grammar at the English department. The findings of those studies were correspondent in terms of the abilities of students in downloading learning materials whenever they want and this gave a sense of flexibility and leadership in their learning.

The results of this study got along with findings of other studies that were conducted in the same field such as Badaruddin (2013) and Simonova (2019). These studies revealed that students could learn, engage and produce whether in the light of the presence of the teacher or not. This shed light on the merits of blended learning that has the potential to provide multiple chances for students to learn English grammar at home and at school.

Results of the second question:

What is the effectiveness of blended learning on seventh graders' English grammar achievement according to the items of the classroom observation?

The researcher used nineteen items that were distributed to knowledge, affective and skill domains. The total degree of blended learning on seventh graders' English grammar achievement according to the items of the classroom observation is (4.00) which indicates a high level of estimation. The highest mean is given to the Knowledge Domain which scored (4.30) while the lowest is given to the Affective Domain (3.51). The results of this study confirm that blended learning helps students to use their cognitive abilities to understand English grammar. Moreover, it enhances their thinking skills by asking thoughtful questions. Such results agree with Jou, et al. (2016) who confirmed the positive impact of blended learning on students' comprehension and interpretation of knowledge.

Results of the first sub-question:

What is the effectiveness of blended learning on seventh graders' English Grammar achievement in terms of knowledge side?

The results show that knowledge of the students is influenced by blended learning as the highest mean scored 4.30 with a very high estimation level.

The knowledge domain covers many issues including helping the students understand the grammatical content which gains a mean of (5) with a very

high-level of estimation. This result is consistent with Uzun & Uz (2018) who indicated that the content of blended learning had an influx of grammatical information. This is achieved by providing students with an environment that does not exist in the conventional learning environment which gains a mean of 4.85 with a very high level of estimation. In other words, blended learning consists of two different learning systems in which face-to-face and online learning systems are blended. This frame of learning gave the students multiple learning chances that deepened their understanding of the grammatical rules and helped them to think creatively which gains a mean of (4.50) with a very high level of estimation. This finding agrees with Jou, et al. (2016) who found that blended learning had a positive impact on students' critical thinking and their transformation of information.

Blended learning represents a good option to overcome students' difficulties of studying English grammar that achieves 4.75 with a very high level of estimation. This leads to an increase in their grammatical achievement that meets the results of analyzed scores of the achievement post-tests of the experimental group. The results also show a high level of effectiveness of blended learning on the students' ability to recognize the differences between present, past, and present perfect tenses that gains a mean of 3.95. The researcher claims that students found blended learning motivating to ask deep questions. Furthermore, different activities whether in face-to-face or online learning provide the students with an insightful vision that helps students to better understand the tenses. The results of the

knowledge domain agree with the study of Bataineh & Mayyas (2017) who confirmed that blended learning had an impact on EFL students' achievement in their learning English grammatical skills such as present simple and continuous due to the repetition of the presentation of grammatical content through slides and various presentation tools. Additionally, the results agree with Siddiqui et al, (2020) who found that the blended learning positively influenced students' achievement in chemistry as the autonomous learning environment played a role in increasing the academic achievement of chemistry.

The item "blended learning delivers the grammatical knowledge effectively" gains a mean of (4.90) with a high level of estimation. This result agrees with Sti'anah (2017) in terms of the positive influence of the easy delivery of grammatical content on students' learning. This happens through the students' downloading of the e- resources. Under these circumstances, the researcher in the current study confirms that the students receive grammatical content from many resources whether synchronous or asynchronous. This result agrees with the results of the studies of Qindah (2018), Sti'anah (2017), and Simonova (2019) who identified the effectiveness of blended learning on the English grammatical performance and achievement in terms of blended learning that included other resources of learning English grammar which enhanced their thinking of past simple, past continuous, past perfect and comparison.

Results of the knowledge domain are also in line with the results of many studies such as Chou & Liu (2005) and Cronje (2020) in terms of what made blended learning distinguished from traditional learning. They indicated that the investment of technology in blended learning is powerful and vital to help students learn online as well as face-to-face learning. This impacts the quality of students' learning and facilitates the control from the teacher to the students. Additionally, blended learning has a role in developing the learning process due to the integration of technology. In this area, Sari & Tri (2019) confirmed that the integration of technology in the blended learning approach was considered an effective factor to attract students' attention and increased their focus through their learning. The researcher clarifies that the use of visual and audio-technological aids suits the visual and auditory learning styles of the students as well as the use of smart activities in the face-to-face learning environment suits the kinesthetic learning style of the students. Thus, those aids and activities attract their focus and attention as well as develop their quality of learning. The researcher illustrates what attracts the pupils' attention also is their engagement in using English grammar based on their real lives. This means that the grammatical content shifts to more dynamic and functional content. Additionally, students could reflect on the silent images with the suitable tense.

Results of the second sub-question

What is the effectiveness of blended learning on seventh graders' English grammar achievement in terms of affective side?

The affective side of the students gains a total mean of (3.51) with a high level of estimation. It tackles many issues including the effectiveness of blended learning on students' interests, needs, and motivation whether it is intrinsic or extrinsic, engagement, and attendance of online sessions.

Regarding the first item "blended learning meets students' needs and interests, it scored a mean of 4.90 with a very high level of estimation. This indicates that blended learning meets students' needs and interests. Students find blended learning as a suitable environment for their needs and interests. Although the students inclined to be experts in using technology, there is a need for them and their parents to learn how they can invest the technological skills in a useful way. In this case, the online side of blended learning meets their interests. Blended learning convinces them that technology is a good choice during the COVID-19 pandemic and it can be used for educational benefits.

The item "Blended Learning does not increase students' intrinsic and extrinsic motivation in their learning English grammar" scored a mean of (1.55) with a very low estimation. On the contrary, blended learning had the potential to enhance students' motivation for many reasons, First; the online side of the blended learning empowers their learning of English grammar because the students grow up with the development of

technology and they master the use of technology well so this enhances their intrinsic motivation. Secondly, the students are enthusiastic to follow –up their learning with their teacher and their peers at their homes. Their enthusiasm is clear in preparing themselves for the online sessions and sitting for e-exams. Thirdly, their engagement in the online classes in the presence of their parents motivates them to learn English grammar positively to prove to their parents that they can do. The results agree with Kocour (2009) who highlighted the impact of blended learning on increasing the students' engagement in the learning settings. The students could participate and engage positively in the various activities in online and face-to-face learning settings. The researcher of this study clarifies why blended learning increases the students' engagement in blended learning. The reason is that the students were put in diverse activities and learning settings such as smart activities, work in pairs or groups in face-to-face settings, and online activities. This feature adds flexibility to their engagement. The findings of these items agree with the studies of Osman & Hamzah (2020) and Badaruddin (2013) who confirmed the impact of blended learning on the motivation and interests of the students. They confirmed that blended learning affects students' motivation and interest. In their studies, the scores got high percentages and students felt joyful in their learning and they felt commitment to learning because it had multimedia resources for learning.

The results of this study agree with Gitonga (2020) in terms of the benefits of blended learning for shy students. The researcher of the current study

attributes this to two reasons. The first reason is that the students find online sessions as a valuable safe space for learning. They can learn online synchronously in the presence of their teacher and parents and asynchronously at the time and the place that suit their conditions. This makes their learning flexible and free of control and anxiety. The second reason is that the pupils have positive psychological viewpoints and this agrees with the results of the study of Lynna (2004) who found that the students were free of psychological and emotional barriers because through their learning process they got support, respect, and love from their teacher and their parents and this made them strong and confident.

Some students were unable to attend the online classes on Microsoft Teams platform which was considered the main challenge. The researcher attributes this to the slow internet connection, the unavailability of e-devices, lack of awareness of the importance of the online sessions or lack of parents' training toward following their kids while they are in the online sessions. In this case, the researcher analyzes how blended learning can benefit those students who cannot attend the online sessions. The face-to-face learning side of blended learning can be another learning environment. In other words, those students can attend physical classes to compensate for what they miss in the online learning. In this situation, learning equity could be achieved.

What is the effectiveness of blended learning on seventh graders' English grammar achievement in terms of skill side?

The skill side of the student scored a mean of 4.20 with a high level of estimation. It includes students' skills based on the student-centered approach, skills of students' work and tasks, skills of building confidence, collaboration, and communication skills.

The results of the skill side of students agree with George & Keeffe (2010) who showed that students who were successful in their learning performance could recognize well their language. The students are independent in the learning discussion cycles even virtually or physically and this supports the students-centered approach. Additionally, the results of this skill side correspond with the results of the study conducted by Khaleel (2019) and Hunt (2016) who confirmed that blended learning had an advantageous influence on the students' skillfulness in terms of learning smoothly and without any difficulty. The researcher confirms that blended learning prepares the students for the future and equips them with the necessary skills to live.

The researcher confirms that the students have profound and dynamic roles in their learning process as they can make a decision of the time and the place of online learning asynchronously. The item "blended learning enhances the skills of self-confidence and manage their learning to be independent" has a mean of 4.60 with a very high level of estimation. This result is supported by Gitonga (2020) who indicated that students in

blended learning acquired management and confidence skills that prepared them to be successful in the future.

The researcher argues that the students who learn via blended learning approach have the characteristics of students who are the center of the learning process in terms of the leadership and management skills. They can also access the e-resources individually and they could initiate learning and communicating with their peers and teachers. Furthermore, blended learning is a fruitful opportunity for students who can manage their learning process flexibly and independently. These results agree with the study of Uzun & Uz (2018) who found the students' skills of organizing, regulating self-learning were influenced positively by blended learning.

The item "blended learning enhances students' communication and collaboration" has a mean of 2.65 with a moderate level of estimation. The researcher attributes that to the absence of communication via direct eye contact, facial expressions, and body language in the online sessions, particularly, not all female students would like to turn on the camera as their culture does not permit such behavior. However, the researcher indicates that students can hold a communicative cycle for exchanging knowledge and ideas in the discussion board on Microsoft Teams Platform. The result of this item does not agree with the results of the study of Sáiz-Manzanares, et al. (2020) which aimed at exploring the effectiveness of blended learning on nursing students. The results showed its effectiveness in group one which consisted of 80% for learning via

Learning Management System (LMS) and 20% for traditional learning. Students in the experimental group applied project-based learning in which the students collaborated and communicated hugely. The researcher attributes these differences to the nature of the age, level of students' learning and technological experiences of seventh grade are not equal for those who studied in higher education. Therefore, the effectiveness of blended learning on seventh graders' collaborative skills was moderate.

5.3 Conclusion

The blended Learning approach approves its effectiveness in many fields of learning including English grammar in the previous studies. The researcher approves that blended learning is a good choice in teaching English grammar, particularly in light of the COVID-19 pandemic.

The results of the current study agree with previous studies in many issues including the positive effects of blended learning on the intrinsic and extrinsic motivation, grammatical achievement of the students, and skills in managing their learning and enhancement of their confidence. Fortunately, this study gives scientific contribution to the previous studies as it is considered one of the first studies that are conducted at the peak of the pandemic in Palestine as a developing country. Moreover, this study is conducted on female students 13 or 14 years old while most of the previous studies were conducted in higher education. Blended learning has been applied for the first time formally as an official decision from decision-makers at the Ministry of Education in Palestine.

It is clear that introducing the students into the online learning atmosphere synchronously and asynchronously as well as in physical learning (face-to-face environment) at the school helps them to become independent learners and skillful leaders who could behave and perform in a way that suit their conditions. Blended learning is a unique learning chance for shy students who receive support from their parents through learning at home and from their teacher as well. This creates a positive impact on their psychological, affective and confidence levels. The chance of learning at school and home provides them with additional and repetitive learning opportunities for deepening their understanding of English grammar.

In light of the results of analysis of the collected data, the researcher confirms that blended learning can achieve learning equity. In other words, the students who do not have digital access can learn in another learning side of blended learning at school (face-to-face learning). Additionally, the results of this study stimulate other researchers to conduct more studies on the effectiveness of blended learning in diverse educational areas.

5.4 Recommendations

Based on the study results, the researcher offers the following recommendations:

5.4.1. Recommendations to the parents

Parents are recommended to:

1. Encourage their kids to attend the online sessions synchronously and learn from digital materials asynchronously.

2. Establish a sustainable communication with the schools to solve any challenge they might face in their kids' learning.
3. Recognize the leading skills of their kids to build students' confidence and learning management.
4. Raise their kids on good morals of online learning.
5. Raise students' awareness of the importance of blended learning as a learning system consisted of various learning opportunities.

5.4.2 Recommendations to teachers

1. Respect and understand pupils' feelings toward learning English as a foreign language as this eliminates the psychological barriers that let them use full mental power in learning the English language.
2. Identify the advantages and disadvantages of online learning to take the pros to contribute to the success of the educational system and try to find practices to tackle the cons.
3. Following up the updated methods of teaching grammar of English as a foreign language that suit pupils' learning styles.
4. Think about updated strategies that could be invested in blended learning to enhance collaboration and communication skills.
5. Use available technology to invest in the pupils' technological skills in the learning process.

6. Follow up their students to identify potential problems they may face during their online learning as well as learning strategies for solving any problem or challenge such as design thinking strategy.

5.4.3 Recommendations to the Ministry of Education

1. Think about increasing English classes to provide students with extra chances to learn and practice English grammar in real situations.
2. Provide the schools with the professional technological infrastructure to be ready for blended learning.
3. Spread the culture of blended learning among teachers, students, and the whole community.
4. Redesign the curriculum to decrease the stuffed information and focus on activities relevant to the skills. It is essential to make the content of the curriculum suitable for teaching them online and face to face.
5. Conduct surveys and interviews with teachers to get feedback about their experience of blended learning.

5.4.4 Recommendations to researchers

The researcher suggests the following for further research:

1. Conduct studies to identify the effectiveness of blended learning in other fields, specializations, skills, students' motivation, and engagement in the learning process.

2. Conduct studies at all school levels since most of the previous studies of blended learning were relevant to higher education institutions.
3. Conduct additional studies by using other instruments such as questionnaires and interviews with students, teachers, and parents.

5.5 Summary

This chapter presented discussion of the results of the first and second questions. The agreement between those results added strength to the current study in Palestine. The researcher found this study valuable since it was conducted on the seventh graders in time of the COVID-19 pandemic. The researchers provided recommendations for teachers, parents, the Ministry of Education, and other researchers about how blended learning could be used to improve the instructional system in the future.

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Appendixes

Appendix (A)**Names of assessors of the study instruments.**

No.	Name	Job Title	Instruments	
			Pre and post-tests	Observation
1	Hussein Abu-Shmmah-Master of English Language	Supervisor of English Language – Directorate of Education-Salfit	✓	✓
2	Fawwaz Aqel – PH of English Language	Lecturer at AL-Najah National University	✓	✓
3	Zeina Al-Sanouri-Master in English translation	Teacher of English Language-Salfeet directorate	✓	–
4	Lubna AL-Rabi	Supervisor of English Language – Directorate of Education-Salfit	✓	✓
5	Dalal Sadeq Zeidan	Teacher of English Language -Jenin	✓	✓
6	Jehan Sawafteh	Teacher of English Language-Jenin	✓	–
7	Sahar Othman	Supervisor of English Language – North Hebron	–	✓
8	Nafeesa Ibrahim	Supervisor of English Language-Jerusalem Suburbs	–	✓
9	Khadija	English Teacher-Salfit directorate	–	✓

Appendix (B)**The Pre-test****Achievement test of Grammar for seventh Grade****Name:**.....**Time:** One hour.**Grade:**.....**Date:**3rd of December in**Dear student,**

The test that is in your hands aims to develop grammatical skills and measures the extent of your possession of these skills. This test consists of several questions consisting of a number of items. Note, with accuracy and attention, your answer will be used for scientific research purposes only.

Test instructions:

- Read the test items well to know what is required.
- Answer all the questions and make sure of that as well.
- Write the answer in the space provided for the answer.

Thank you so much

Question One: (5 pts)

Think and complete the following sentences with present continuous:

What are they doing now?

- 1) Raniacomputer games. (play)
- 2) The children a story. (read)
- 3) I my favorite lesson. (write)
- 4) The oxen in the jungle. (fight)
- 5) My parentsabout the picnic. (talk)

Question Two: (10 pts)

Circle the correct answer:

Every week.....

1- The childrenin the garden.

- a- plays b- playing c- play

2- Amy a gift.

- a-got b- is getting c-gets

3- Shethe mountain.

- a- climbs b-climbing c - is climbing

4- Shewith her friends.

- a- plays b- played c - is playing

5- Ben and Amyto summer camp.

- a- went b- go c- are going

6-Omar's dad to the zoo.

- a-drive b-drives c- drove

7-Salwa her grandmother.

- a- visits b- visited c- visit

8-Ben and his family horses.

a- ride b- rides c- ridden

9-Omar and his family the story about animals.

a- read b- reads c-reading

10-Fatima at restaurant.

a- eat b- eats c- eaten

Question Three: (5pts)

Read and think. Complete the sentences with since and for:

1-My aunt has lived in London1998.

2-The cats have sleptan hour.

3-I have been here yesterday.

4-My parents have watched a film for three hours.

5-My friend has worked January.

Question Four: (5 pts)

Read and correct mistakes in the following sentences

1) Ben and Amy is playing at this moment. _____

2) How do you feeling? _____

3) Amy have coughed many times since yesterday. _____

4)Omar has slept well for last night _____.

5) The children has played since 9 o'clock. _____

Question five: (5 pts)

Read and circle the correct words:

- The friends have never visit/ visited America.
- Qais and his brother have never **study** / **studied** online.
- The boy **wears** / **wear** the mask every day.
- I am **read/reading** now.

- Saja has **ride** / **ridden** the bike.
-

Question six: (5 pts)

Describe the following pictures in meaningful sentences by using the suitable tense:

What are the boys doing?



The boys/ plant/ now _____

What is the boy doing?



The boy/ learn/ with his mum. _____

What is the girl doing?



The/girl/sing/at the moment. _____

Question seven: (5pts)

Write the past participle (p.p) for the following verbs: (5 pts)

Play

read

Break

Write

Walk

Good Luck

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Appendix (C)

The Post- test

Achievement Test of grammar for seventh grade

Name: _____

Date:

Grade: 7th A+B

Time: one hour

Total marks:40 pts

Question One (5pts):

Think and complete the following sentences with correct verbs?

- Listen! The baby(laugh)
- The children computer games at this moment.
(not, play)
- My Friendsthe short story yet. (not, read)
- you the lesson at this moment?
(write)
- The girlthe truth. (not, understand)

Question Two (5pts):

Look at the subjects. Then complete the blanks with suitable verb to be (am, is or are)

-We _____ drinking tea.

- The number of students in my school _____ increasing.

-Look! The dog _____ chasing the cat.

- I _____ singing in my sister's birthday party.

- I _____ playing well now.

Question three (5pts):

Choose the correct answers:

1. We..... The lesson now.

- a- are understanding b- understand c- understands

2. Imy parents.

- a- Love b- am loving c- loves

3. My friends the homework at the moment.

- a- Write b- writes c-are writing.

4. He to visit Jerusalem.

- a- Wants b- is wanting c- want

5. Sheyou.

- a- Isn't knowing b- doesn't knows c- doesn't know

Question four (5pts):

Rewrite the following sentences and questions by putting just, yet, since, or for in their suitable places:

- The friends haven't attended the party.

.....

- He has done his homework.

.....

- We have been here three days.

.....

- Have you written the homework?

.....

- I have known him January.

.....

Question five: (5 pts)

Covert the following sentences to the interrogative forms:

1) The children have played football.

.....?

2) Rania knows the English teacher.

.....?

3) The friends are working on school project about the voluntary work.

.....?

4) The students study online daily.

.....?

5) Mum has cleaned the house.

.....?

Question Six: (5pts)

Put the following words in the correct order:

- yet / . / I / haven't / the novel / read

-

- his teeth / brushed / Has / yet / my brother/?

-

- cake / made / She's / . / already / the

-

- . / just / I've / arrived / my home

-

- my/ have /since / been / . /parents / January / here /

.....

Question seven: (10) pts

Think about the past participles of these verbs then classify them into regular and irregular verbs:

score	talk	fall	finish	go	change	see	swim	do	start
-------	------	------	--------	----	--------	-----	------	----	-------



Regular verbs



Irregular verbs

Good luck

Appendix (D)

Observation's Tool

During applying blended learning (BL) to identify its effects on the seventh graders' grammatical achievement. The researcher observes that BL::

Never	seldom	sometimes	Normally	Always	Items
During applying blended learning (BL) to identify its effects on the seventh graders' grammatical achievement. The researcher observes that BL					
Knowledge Domain					
1) Helps students to differentiate between past, present, and present perfect tenses easily.					
2) Increases the students' grammatical achievement					
3) Helps to Overcome the grammar learning difficulties					
4) Delivers the grammatical knowledge effectively					
5) Helps students to understand the grammatical content well through emerging face-to-face and online learning					
6) Does not Make the grammatical content in of the curriculum more functional					
7) Provides the students with additional and repetitive learning opportunities to understand the grammar deeply and think creatively.					

8) Provides a learning environment that does not exist in the traditional learning environment.					
Affective Domain					
9) Meets the students 'needs and interests.					
10) Does not increase the students' intrinsic and extrinsic motivation to learn the English Grammar					
11) Motivates shy students to participate actively					
12) Does not help the students to engage and participate positively					
13) Encourages some of the students of the experimental group to attend the online sessions					
Skill Domain					
14) Focuses on the 'student-centered learning ' approach.					
15) Saves the time and the efforts					
16) Adds extra work and tasks for the students					
17) Enhances the skills of self-confidence and manage their learning to be independent.					
18) Takes into account the individual differences of students.					
19) Enhances the twenty-first skills such as communication, collaboration.					

<p>- To use the present continuous in real situations.</p>	<p>3-The researcher conducts an activity through distributing sentences cards among students and every student should complete the space with is, are, am then share the answers with all the class.</p> <p>4- The teacher asks students to mime an activity and other students ask and answer by using the suitable tense. For example; what is Rania doing? She is writing.</p>			
	<p>- The teacher sends a link for synchronous online learning to discuss points of present continuous that the Ss still don't understand.</p> <p>-Send e-worksheet about present continuous.</p> <p>-Students do the exercises asynchronously.</p>			

Grade: seventh (group A+B) Time: 40 m

Unit: Two / period five (present continuous 2- negative and interrogative forms)

<p>Educational aims At the end of this lesson the students should be able to:</p>	<p>Instructional procedures for using Blended Learning (face-to-face and Synchronous and asynchronous online learning.</p>	<p>Time</p>	<p>Teaching aids and resources</p>	<p>Evaluation</p>
<p>- To identify the negative forms of present continuous.</p>	<p>- Make revision by showing pics and the students should describe them by using present continuous.</p> <p>-The researcher (teacher) clarifies the meaning and</p>	<p>5m</p> <p>10m</p>	<p><u>Pictures in the first and second slides</u></p> <p>teacher's book</p>	<p>Observation</p> <p>Open question</p>

	<p>negative form of the present continuous through showing PowerPoint.</p> <p>-Teacher introduces word cards activity to let students order the cards incorrect structure of the negative form of present continuous.</p>	<p>5 m</p> <p>10m</p> <p>10</p>	<p>Whiteboard</p> <p><u>Present Continuous - Part two interrogative and negative forms</u></p> <p>LCD</p> <p>Sentence cards game</p> <p>Word cards</p>	<p>{what are the children doing?}</p> <p>Competition strategy</p>
<p>- To use the interrogative forms of present continuous in a meaningful statement.</p>	<p>-Teacher introduces the meaning of the interrogative form and how to make it from the affirmative statement.</p> <p>-As a competition, the teacher divides the class into two groups and asks them to put the words cards in the correct structure.</p>			
	<p>The teacher sends the video for students via Microsoft Teams to enrichment their understanding of negative and interrogative forms of Present continuous.</p>		<p><u>Video as an enrichment resource</u></p> <p>Microsoft Teams</p>	<p>Write five Affirmative sentences then convert them to the interrogative forms on the discussion board</p>

Grade: seventh (group A+B) Time: 40m

Unit: Three / period five (present simple 1 - stative verbs with present simple)

Educational Aims At the end of this lesson the students should be able to:	Instructional procedures for using Blended Learning (face to face and online Synchronous and asynchronous	Time	Teaching aids and resources	Evaluation
<p>- To identify the stative verbs with present simple and their rules.</p>	<p>1 -The teacher draws body with head on the board To write verbs of thinking and feelings in it. Ss elicit verbs of thinking such as think, understand and know to write them in the head. Ss elicit verbs of feelings such as love and like then write them in the heart.Hear and see in the suitable parts of the body. Teachers tell Ss those verbs are different from others.</p> <p>2-The teachers applies guessing game. She shows Ss pictures trough PowerPoint to let them induce that those verbs are not dynamic but they are stative verbs.</p> <p>3-The students read and think examples in the book and discuss the rules of them.</p>	<p>5m</p> <p>10 m</p> <p>15m</p> <p>5m</p>	<p>Students' book</p> <p>Teacher's book</p> <p>Papers</p> <p>LCD</p> <p><u>Pics to induce the kind of the verbs</u></p>	<p>Observation</p> <p>Open question</p> <p>Discussion</p>

- To use stative verbs in meaningful sentences.	<p>4 -The Teacher applies the strategy think, pair,share to activity two in the book</p> <p>5- the teacher asks students to use stative verbs from their own contexts and their own words.</p>	5m		Particiaption
	- Teacher sends link of the Microsoft meeting to introduce and discuss activity number three in the book about stative verbs.		Link of seventh meeting	Drawing photo with sentences of stative verbs e- discussion board

Unit: Three / period five (present simple 2 - negative and interrogative forms)

Grade: seventh (group A+B) Time: 40m

Objectives At the end of this lesson the students should be able to:	Instructional procedures for using Blended Learning (face to face and online Synchronous and asynchronous	Time	Teaching aids and resources	Evaluation
<p>- To identify negative forms with singular and plural subjects.</p> <p>-To use negative forms in meaningful statements.</p>	<p>1- T. starts the lesson with Snow Ball activity to revise their knowledge about present simple with stative verbs. T asks Ss to write three simple sentences then Ss make the papers like the ball then throw it to others until T. says stop. Student takes the nearest ball then read and underline the present simple verb.</p> <p>2- Teachers revises the students that negative form means using " not" in the present time. Introduce via slides of PowerPoint that(doesn't) is used to make negative form with the singular subject and (don't) is used with the plural subject.</p>	<p>5m</p> <p>15m</p>	<p>Paper</p> <p>White board</p> <p>LCD</p> <p>present simple - negative form</p>	<p>Observation</p> <p>Oral answers</p> <p>Fill in the gaps</p>

	Then she asks them to convert the affirmative sentences to negative sentences. through using doesn't or don't.	10m	present simple - interrogative	
- To identify the interrogative structure of present simple with singular and plural subjects. - Use interrogative forms of present simple by converting statements to questions.	3-T. Shows the students PowerPoint to clarify the structure of interrogative form with singular and plural subjects. 4) Students work in pairs to convert statement cards of the present simple into questions.	10m	Sentences cards	
	(online learning) -Teacher discusses with students what they have learned in the classroom via Microsoft Platform. -Students do an e-worksheet and send it to the teacher.		link of meeting	e-worksheet

Unit: six /period five (present perfect 1 - its meaning, affirmative and negative forms)

Objectives At the end of this lesson the students should be able to:	Instructional procedures for using Blended Learning (face to face and Synchronous and asynchronous learning)	Time	Teaching aids and resources	Evaluation
-To identify the present perfect that connects the past with the present in real situations.	-The researcher uses the previous information of past tense to relate it with present perfect to start the lesson.	5m	Student's book Teacher's book Whiteboard Smartboard	Oral answers

<p>-To distinguish between the use of past tense and present perfect.</p>	<p>-The researcher introduces video about the past simple and present perfect through screen projection then asks students to read the sentences in the video to discuss the differences and similarities between them.</p>	<p>15m</p>	<p><u>video about differences between past and present perfect simple with examples.</u></p>	<p>Observation</p>
<p>-To learn the form of present perfect with negative and affirmative forms. -To use the present perfect in meaningful sentences.</p>	<p>-The researcher shows PowerPoint including the definition, uses and rules of the present perfect on the projection screen as well as its negative and affirmative forms. -The researcher shows activities for applying the rules of present perfect.</p>	<p>15m 10m</p>	<p><u>Rules-Forms and activities of the present Perfect</u></p>	<p>Question</p>
	<p>Online learning)(-The researcher sends worksheet to students via Microsoft Teams platform to evaluate their understanding of the present perfect. -The researcher sends link of the meeting to the students to discuss the worksheet on the Microsoft Teams platform and to discuss what they have learned in the classroom.</p>		<p><u>Link of the meeting via Microsoft Teams platform</u></p>	<p><u>E-worksheet about present perfect</u></p>

Grade: seventh (group A+B) Time: 40m

Unit: six / period five (present perfect 2- regular and irregular verbs with present perfect)

Objectives At the end of this lesson the students should be able to:	Instructional procedures for using Blended Learning (face to face and online Synchronous and asynchronous)	Time	Teaching aids and resource	Evaluation
<p>-To identify the regular and irregular past participle(v3)</p> <p>-To use the regular and irregular verbs with present perfect in meaningful sentences.</p>	<p>-The researchers starts the lesson with reviewing the previous lesson to link what they have learned with the current lesson through introducing sentences.</p> <p>-The researcher shows PowerPoint about the past participle with perfect and its types(regular and irregular verbs) via projection screen in the classroom.</p> <p>-The researcher distributes printed papers including activity about classifying a group of past participle verbs into regular group and irregular.</p> <p>-The researcher ends the lesson with game called getting to the treasure by completing the sentences written on cards on the ground with correct past participle. If she answers correctly,she moves to the next card until she arrives the treasure.</p>	<p>5m</p> <p>15 m</p> <p>10m</p> <p>10</p>	<p>White board</p> <p>LCD</p> <p>student's book</p> <p><u>Regular and Irregular past participle</u></p>	<p>Oral answers</p> <p>Work in pairs</p> <p>Objective questions</p>

	<p>-Learn a list of regular and irregular past participle asynchronously.</p> <p>-Do e-worksheets that are sent via Microsoft Teams.</p>		<p>instructional resource for regular and irregular verbs</p>	<p>e-worksheet about regular and irregular P.P e-work sheet about examples of regular and irregular</p>
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Unit: six / period five (present perfect 3- Use since and for with present perfect)

Time:40m) Grade: seventh (group A+B

Educational aims	Instructional procedures for using Blended Learning (face to face and online Synchronous and asynchronous	Time	Teaching aids and resources	Evaluation
<p>To identify the key words that indicate to using present perfect.)just, already, yet,since,and for(-To identify how present is used with since and for.</p>	<p>-The researcher revises what they students have learned in the previous lesson through discussion.</p>	5m	Student's book	Observation
	<p>-The researcher mentions a group of keywords which indicate to practice present perfect.</p>	5m	White board LCD	
	<p>-Apply the Flipped classroom strategy. The researcher sends the videos to the students through Microsoft teams in the previous days with the following questions for discussion: When can we use since? When can we use for?</p>	15 m	video(1) about since and for	Oral questions
	<p>-The researcher shows PowerPoint to clarify the differences between using since and for.</p>	15 m	PowerPoint = use of since and for	

-To use since and for with present perfect in meaningful sentences.	Online part of learning: -the researcher sends a link including exercises about use of since and for through Microsoft Teams.	Teams https://agendaweb.org/exercises/grammar/for-since/exercise-1	Multiple choice
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Unit: six / period five (present perfect 4- The use yet, just and already with present perfect)

Time:40m) Grade: seventh (group A+B)

Educational Objectives At the end of this lesson the students should be able to:	Instructional procedures for using Blended Learning (face to face and online Synchronous and asynchronous	Time	Teaching aids and resources	Evaluation
<p>- To identify how present perfect is used with just, already and yet.</p> <p>-To use already,just and yet in meaningful sentences.</p>	<p>1- The researcher applies ‘educational ball’ activity to revise the students’ previous information that is relevant to use to since and for with present perfect.A student throws the ball to choose another student to choose small papers from the bin.then she reads the sentence aloud and throw the ball to another student to put since or for in the gaps.</p> <p>2- The teachers shows the students video to let them elicit use of just, already and yet with present perfect.</p> <p>3-The teacher explains use of just, already and yet in details via slides of PowerPoint with examples.</p>	<p>7m</p> <p>10m</p> <p>15m</p> <p>8m</p>	<p>Educational Ball +small papers</p> <p>Students’ book</p> <p>LCD</p> <p>White board</p> <p>video about present perfect with just,already and yet</p> <p>present perfect - just - already and yet</p>	<p>Observation</p> <p>Oral answers</p> <p>Discussion</p>

	4-The teacher applies the activity “arrive to the treasure”.the student skips the cards which answers it correctly until arrive the treasure.		word cards	
	<p>(Online learning)</p> <p>- The teacher sends link of meeting to deepen their understanding of use just, already and yet.</p> <p>- The teacher send link of educational resource about just,already and yet to learn asynchronously.</p>		<p>Link of meeting resources for online learning asynchronously</p>	Activities in the link of the resource

Unit: six / period five (present perfect 5 –interrogative form)

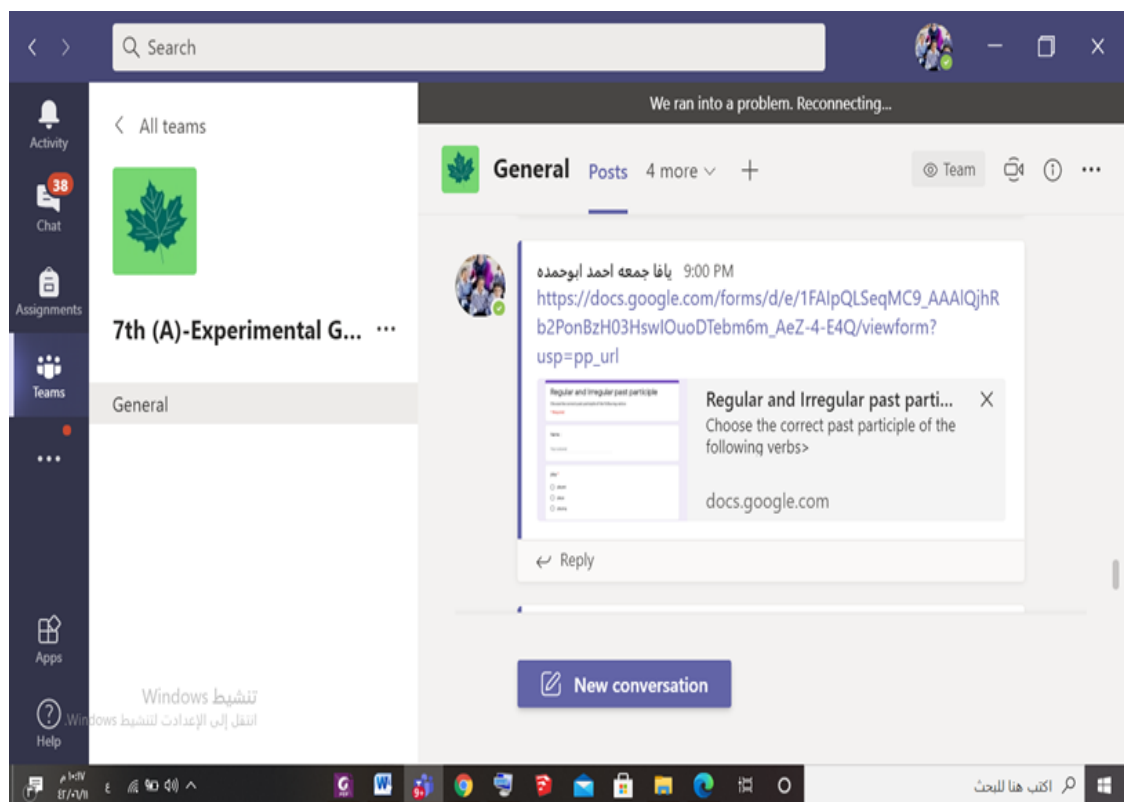
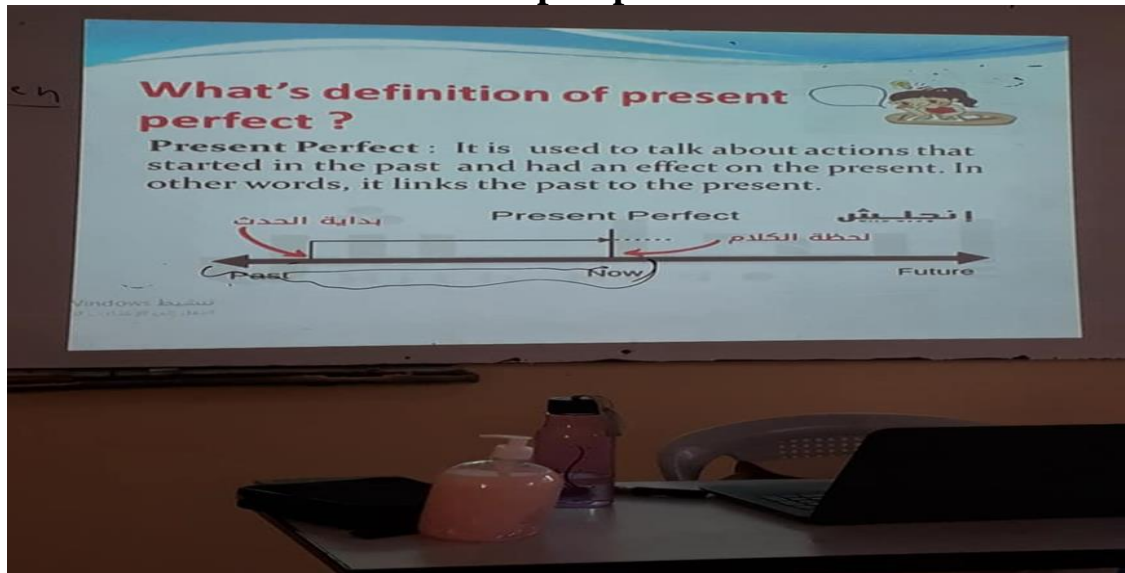
Time:40m) Grade: seventh (group A+B

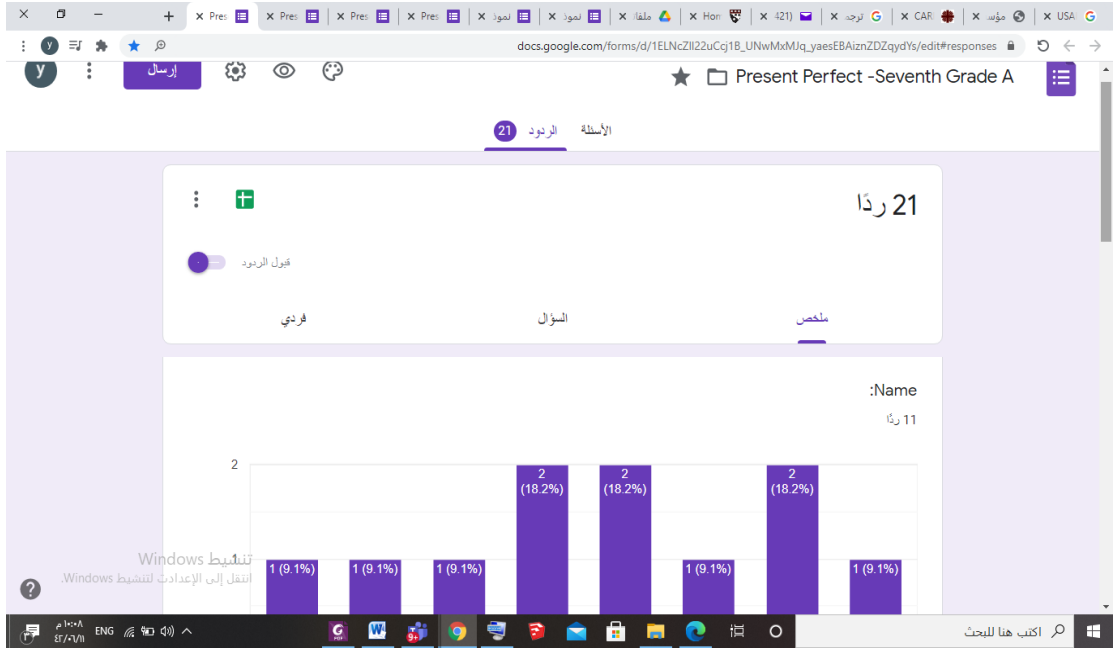
Educational aims	Instructional procedures for using Blended Learning (face to face and online Synchronous and asynchronous	Time	Teaching aids and resources	Evaluation
At the end of this lesson the students should be able to:				
<p>- To identify the interrogative forms of present perfect.</p> <p>- To use the interrogative forms of present perfect in meaningful questions.</p>	<p>1- T. starts the lesson with Snow Ball activity to revise their knowledge about use of since, for, already,just and yet with present perfect. T asks Ss to write three sentences by using them. Then Ss make the papers like the ball then throw it to others until T. says stop. Student takes the nearest ball then read and discuss them.</p> <p>2-Teacher sends a video to students via Microsoft platform with questions to discuss</p>	<p>5m</p> <p>10m</p> <p>15m</p>	<p>Paper</p> <p>video about present perfect interrogative form</p>	<p>Observation</p> <p>Participation</p> <p>Oral question</p>

	<p>them in the classroom. What is the tense of the story? What are the types of questions in the video? Has the woman read about the dinosaur? 3-T. Shows the students PowerPoint to clarify the structure of interrogative form with singular and plural subjects by introducing examples. 4-Students work in pairs to order the word cards of interrogative structure of present perfect in correct way.</p>	10m	<p><u>PowerPoint for interrogative form of present perfect</u></p> <p>Word cards</p>	
	<p>online learning))((--Teacher discusses students about what they have learned in the classroom about interrogative form of present perfect via Microsoft Platform synchronously. -Teacher sends to students link including exercises about interrogative form of present perfect to do them then send the answers to the teacher.</p>		<p><u>link of meeting</u></p> <p><u>link of exercises</u></p>	<p>e- discussion exercises</p>

Appendix (F)

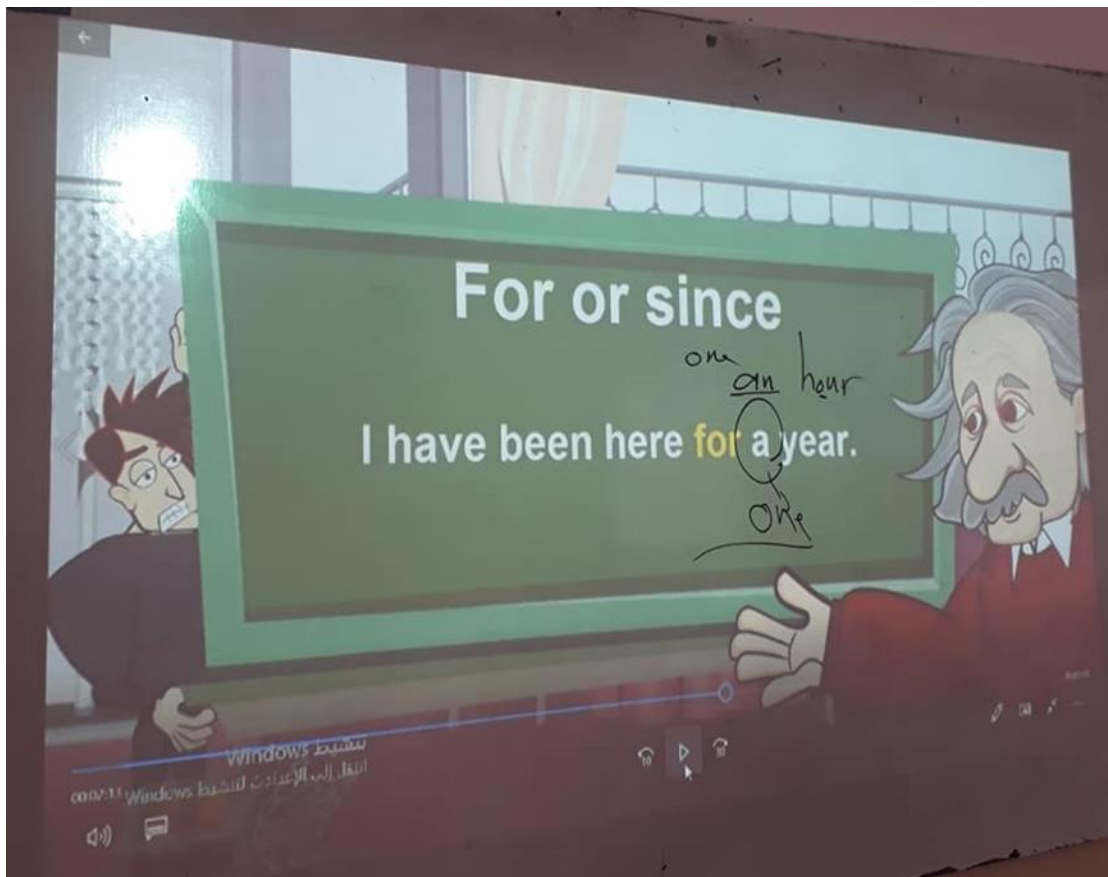
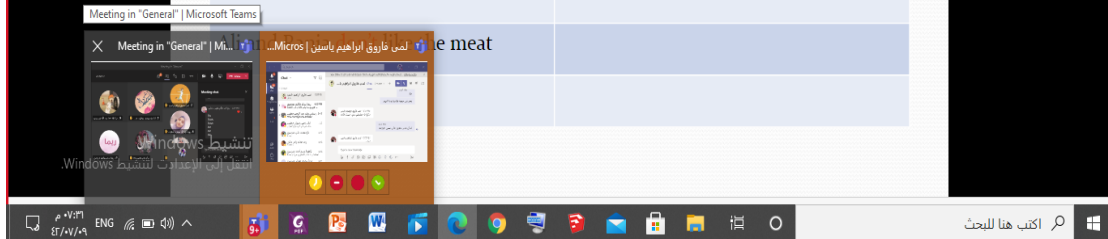
A Group of photos






:Examples of negative forms

Negative forms with plural subjects	Negative form with singular subjects
They don't like the meat	She doesn't like the meat
We don't like the meat	He doesn't like the meat
You don't like the meat	It doesn't like the meat
I don't like the meat	Ali doesn't like the meat



yet

 Questions

Have you eaten lunch **yet**?

Negative sentences

No, we haven't eaten lunch **yet**.

Read the following sentences and write the verbs between brackets correctly by using present perfect:

She has cleaned the home for three hours. (clean)

The children have been here since 8 o'clock. (be)

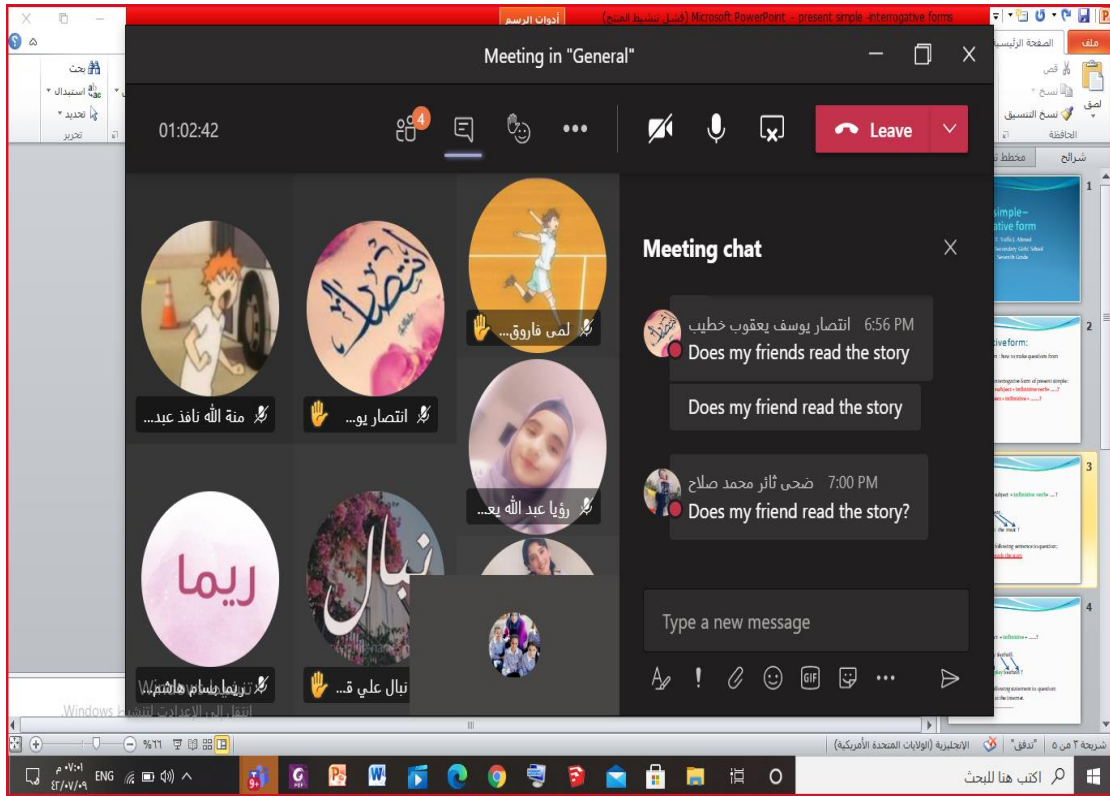
Ali has just eaten the chicken. (eat)

Have you visited London? (visit)

I have scored three goals in the match. (score)

broken

cked



جامعة النجاح الوطنية
كلية الدراسات العليا

فاعلية التعلم المدمج في تحصيل طلاب الصف السابع
لقواعد اللغة الإنجليزية في مديرية سلفيت في ظل
فيروس كورونا المستجد

إعداد
يافا جمعة أحمد أبو حمدة

إشراف
د. سوزان عرفات

قدمت هذه الأطروحة استكمالاً لمتطلبات الحصول على درجة الماجستير في أساليب تدريس اللغة الإنجليزية بكلية الدراسات العليا في جامعة النجاح الوطنية في نابلس، فلسطين.

2021م

ب

فاعلية التعلم المدمج في تحصيل طلاب الصف السابع لقواعد اللغة الإنجليزية في مديرية
سلفيت في ظل فيروس كورونا المستجد

إعداد

يافا جمعة أحمد أبو حمده

إشراف

د. سوزان عرفات

الملخص

هدفت هذه الدراسة للتعرف على فعالية التعلم المدمج في تحصيل طلاب الصف السابع لقواعد اللغة الإنجليزية في مديرية التربية والتعليم سلفيت في ظل فيروس كورونا المستجد.

ولتحقيق هذا الهدف، أجرت الباحثة دراسة شبه تجريبية، حيث وزعت عينة الدراسة المكونة من ستة وأربعين طالبة من طالبات الصف السابع إلى مجموعتين، مجموعة تجريبية مكونة من أربعة وعشرين طالبة ومجموعة ضابطة مكونة من اثنين وعشرين طالبة من مدرسة بنات سرطة الثانوية. في بداية الفصل الدراسي الأول من العام الدراسي 2021/2020 أجرت الباحثة الاختبار القبلي للمجموعتين، ثم قامت بتطبيق الدراسة على طالبات المجموعة التجريبية حيث تم رصد فقرات أداة الملاحظة المقسمة إلى المجالات المعرفية والوجدانية والمهارية. وفي نهاية الدراسة أجرت الباحثة الاختبار البعدي لكلا المجموعتين. أشارت نتائج الدراسة إلى أن التعلم المدمج كان له تأثير كبير على التحصيل النحوي للطلاب وجعلهم متعلمين مستقلين ومتحمسين. قدمت هذه الطريقة فرصاً إضافية للتعلم للطلاب لدراسة قواعد اللغة الإنجليزية من خلال المزج بين التعلم وجهاً لوجه والتعلم عبر الإنترنت. وبناء على النتائج أوصت الباحثة بمجموعة من الاقتراحات للمعلمين وأولياء الأمور ووزارة التربية والتعليم والباحثين.