The Effects of Blended Learning on EFL Students' Usage of Grammar in Context

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Abstract: The current study was conducted with the aim of investigating the impact of blended learning on English as a Foreign Language students' usage of grammar in context. Experimental design was conducted on two sections of tenth graders in a Palestinian public school near Ramallah. Thus, the current study attempted to answer the following main questions: 1- What are the effects of blended learning on EFL students' usage of grammar in context? 2- What are students' perceptions of the benefits and limitations of the blended material? In order to answer these questions, pre-posttests and interview were used as instruments for the data collection. Quantitative data was calculated using SPSS as well as thematic analysis was used to analyze the qualitative data. The results of this study revealed that blended learning has positive effect on students' achievement in grammar instruction. The achievement of the experimental group outperformed the control group. In addition, participants showed positive attitudes toward the blended material, they pointed out that it helped them to retain what they learn. Also it gives them feedback and improves their pronunciation, all of this in an interesting and fun way.

Keywords: Blended learning, Usage of grammar in context, EFL students

Introduction

Technology has become an essential component of our daily life. Therefore, it should be integrated in teaching and learning process for various reasons. First of all it gives students feeling that what they learn is not separated from their daily life since it is not acceptable to teach 21st century students using traditional methods. If this happened, they will feel bored, demotivated, and unenthusiastic to learn. Because of that, educational systems should take into consideration the increasing change in the world caused by technology and prepare students to cope with it successfully in order to be able to deal with real life situations and their future careers.

As Palestinians, we start moving toward integrating technology in our teaching. However, from my experience and observation as a teacher, this integration is not systematic. For example, some teachers use PowerPoint presentation in their classes, others use videos once or twice a month. In order to integrate technology in teaching and learning process, it has to be planned carefully and systemically according to course outcomes and objectives.

Blended learning is one approach of many others of integrating technology in teaching and learning. It focuses on combining face-to-face classroom instruction with online activities or material. As it is cited in (Leadership Series, 2009), iNACOL defines blended learning as "combining online delivery of educational context with the best features of classroom interaction and live instruction to personalize learning, allow thoughtful reflection and differentiate instruction from student-to-student across diverse group of learners."(p. 4)

Learners nowadays who are known as "digital natives" are looking forward to integrating technology in their learning environment because this gives them a chance to extend their learning outside the classroom and become autonomous learners (Jin, 2014). As English language learners, there is an extreme need to use technology in teaching and learning particularly in the Palestinian context for several reasons. Firstly, the number of English classes is not sufficient to expose the learners to the language and give them the opportunity

to practice it. Secondly, they can use it whenever they want at home, practice and repeat activities as much as they want (Tomlison, Whittaker, 2013).

This study focuses on the effect of blended learning on using grammar in context. From my experience as a teacher most students learn grammar rules and memorize them. However, when they are asked to write or present any topic orally, they cannot implement the grammar they have learnt in context. Students need to learn grammar in different contexts and also practice it in an interactive way. This study will investigate if this is possible by integrating technology

Purpose of the Study

This study aims to examine the effectiveness of blended learning on EFL (English as a Foreign Language) students' usage of grammar in context in a Palestinian public secondary girls' school in a village near Ramallah during the first semester of the scholastic year 2015-2016.

Research Questions

The main questions of this study are:
1- What are the effects of blended learning on the development of students' usage of grammar in context?
The sub questions are:
1.1 Is there a significant difference in achievement between the experimental group and the control group in using grammar in context in the post test?
1.2 Is there a significant difference in experimental group achievement in the pre-post-tests?
2- What were the students perceptions of benefits and limitations of blended material used during the experiment?

Statement of the Problem

Most Palestinian EFL learners suffer from learning and practicing English language particularly using grammar in context in their writing or speaking. Moreover, they have low motivation to learn the language. Therefore, there is a need to update teachers strategies of teaching to engage their students in learning and guide them to extend their learning outside the classroom by using various technological resources (online or offline). This enables them to be exposed to other accents of the language, interact with each other and with the teacher. Also practice the language and get feedback on their work from the teacher and from their peers or use some online grammar checking websites to check grammatical mistakes in their writing (Rahamy, Sadeghi & Faramarzi 2013)

Significance of the Study

This study is significant to English language teachers because it sheds the light on the effectiveness of blended learning on EFL students' usage of grammar in context, so teachers start to move toward integrating technology in their teaching. They will also move toward changing their role from teachers to facilitators as guiders for information not providers of it. Also this study could be important to curriculum designers in the Palestinian Ministry of Education to start thinking of adding technological resources to the curriculum. Moreover, it signifies the designers of teacher training programs since it gives them a pinpoint to develop training programs for English language teachers about integrating technology in their classrooms. In addition, this study could promote the Palestinian Ministry of education to provide all schools with computer labs and internet connection to enhance learning by technology.

After reviewing literature related to this topic, the researcher found few studies that shed the light on the effect of blended learning on using grammar in context in Palestine, so this study will be a contribution in this aspect.

Definition of Terms

*Blended learning***:** in this study, it means the combination of classroom instruction or presentation of material with extended technological online activities including using Google site and, email, or offline using CDs with various activities and videos.

*Usage of Grammar in context***:** students' ability to implement the grammar issues they learn in their oral and written skills.

EFL students: ones who study English as a foreign language.

Assumption of the Study

The researcher assumed that blended learning has positive effect on EFL students' usage of grammar in context. Also it is assumed that blended learning develops learners' knowledge and ability to use grammar in context.

Limitation of the Study

This study was limited to two sections of tenth grade class in a Palestinian public secondary girls' school in a village near Ramallah, so the sample consisted of female students only. One of the sections was a control group and the other was experimental group. Pre-posttest were used to collect data. This study was conducted within 6 weeks during the first semester of the scholastic year 2015- 2016.

Variables of the Study

*Dependent variable***:** EFL students' usage of grammar in context.
*Independent variable***:** blended learning.

Theoretical Framework

This section sheds the light on some models that can be considered as a frame for effective blended learning. Also it shows why blended learning is needed, besides why and how to teach grammar in context.

Blended Learning Models

Kim and Kim (2012 as cited in Jin 2014) present three methodological principles for Computer Assisted Language Learning (CALL). They include previewing online and offline instruction, also offline instruction and online reviewing and the last one is per week online and offline instruction. Moreover, Leadership Series (2009) presents five models of blended learning as shown in the following table

Model 1	Model 2	Model 3	Model 4	Model 5
Completely online curriculum with options for face to face instruction	Mostly online curriculum with sometime in the classroom or computer lab.	Mostly online curriculum with students meeting daily in classroom or computer lab.	Classroom instruction with extended activities beyond the classroom or the schooldays.	Classroom instruction that includes online resources with limited or no requirement for students to be online.

The researcher used the fourth and fifth model in this study. She presented online material on a google site especially created for this purpose. Videos, worksheets and links for online quizzes on each topic are uploaded weekly on the site that is related to each topic the students learn in the classroom.

Why Blended Learning?

The British Educational Communications and Technology Agency (BECT) describe blended learning as a "combination of face-to-face and online delivery which they believe suits a wider range of learning styles" (Gluc, 2006). In blended learning, online material can be delivered anywhere, anytime. Also it offered at a time to suit learners and give them opportunities that are suitable to them and to the learning situation. Moreover, the reason for providing blended learning is that it works; enable to enhance learning that focuses on the best learning style for each student. Also teachers find it interesting to give as many chances for the learner to access the educational content as possible, and in a way that the student can learn without finding the experience difficult. In fact learners do not like one way to learn, so we should provide as many ways as possible for them. This is where blended learning makes it possible.

Teaching Grammar in Context:

Mart (2013) in his study "Teaching Grammar in Context: Why and how?" pointed out that there are good reasons for teaching grammar (as cited in Renandya (2002). The first one is comprehensibility which means in order to help learners communicate the meaning successfully, they need to build and use certain structures to make comprehensible sentences. The second reason is acceptability which refers that the learners may not gain acceptance in some social context if they do not speak well and they may considered stupid or uneducated. Therefore, students need to pay attention on how to use the language in context accurately and not just comprehensible.

Also Mart (2013) referred to Riddle, 2003) in his study to explain how to teach grammar in context. He indicated that by focusing on communication, grammar can be taught inductively by exposing learners to authentic setting of the target language. This means to let them hear the language in context before getting them know its forms or rules because this can be done in an inductive way. This can be done through dialogues between people as in real life situations. Moreover, when teaching grammar in context, learners master the language more effectively and communicate better.

Literature Review

This section displays some previous studies and some literature views of the effect of blended learning on learning English and the development of students' language knowledge and skills. There are studies which argue that blended learning has positive effects on students learning while others argue that it has no effect. One of the studies that reveal positive effect on students' motivation to learn and their achievement is for Sucaromana (2013) who conducted it on Thai EFL bachelor degree students aged 19-21. He indicated that students who studied in blended learning environment get higher results than students who studied in face-to-face learning environment.

This is also supported by Hyun's (2013) study "*A case Study on the Effects of an L2 Writing Instructional Model for Blended Learning in higher Education*" in which he studies 51 English pre-service teachers in Seoul and Korea universities. The researcher used more than one instrument to collect quantitative and qualitative data such as questionnaire, online and offline observations, reflective journal entries and post interviews with three focus groups. Although it is preferable to use more than one instrument to triangulate data, it seems too much to use four instruments together because it may distract the reader's attention because of the extensive data provided. After analyzing data, the researcher found that participants have positive perceptions toward an instructional model of blended learning. They consider it useful, interesting, motivating and satisfying. Also it was found that the model is effective for the development of second language learning skills.

Similar findings are in Wang, Chung and Hattingh (2014) study "A Blended Approach in Technology Integrated ESL Writing Instruction" in which they included 150 Chinese undergraduate students in Chongging University of Science and Technology". They conducted mixed method research by using three instruments which are writing analysis, survey and interview. They presented their results without showing how they analyzed their data. They found that students learning motivation in writing class is promoted. Also by using 2.0 tools, students are given more opportunities to exchange ideas with peers and the teachers, in addition, students' anatomy is improved as the writing class shifts from teacher centered to student centered.

Sahin Akizil (2014) fostered the previous findings in his study "Blended Instruction for EFL Learners: Engagement, Learning and Course Satisfaction" which was conducted on 68 full time 1st year students at faculty of Engineering of a Turkish University. The researcher used blended language course on Moodle. Then he investigated the learners' perception by using post- instruction base questionnaire. The main findings of this study were that activities presented on Moodle initiating students' interests and creating challenging tasks. Also learners are more engaged by interacting by each other. It is obvious in the previous two studies that students are more active and motivated when they have chance to interact and exchange ideas together using blended learning platform.

In the same context, Keshta & Harb (2013) conducted a study on 40 tenth grade Palestinian students in Rafah for 8 weeks. Their results revealed that blended learning has positive effect on students' achievement in writing skills since learners who have difficulty in establishing communication in the classroom environment found it easier to communicate in the electronic one.

Also Adas and Bakir (2013) conducted a study on the same skill on 2nd and 3rd year students at a Palestinian university to investigate the effectiveness of blended learning program on developing students writing skills, they found that it has positive effect on students' achievement in this skill. Moreover, learners who have difficulty in establishing communication in the classroom environment find it easier to communicate in the electronic environment.

Research also has proven positive impact of blended learning on other language skills such as speaking and reading as shown in (Banados, 2006 & Al Zumor, et al, 2013). The first study revealed a remarkable improvement in students speaking skills, also the researchers in the second study indicated in their results that there was a positive influence for blended learning on students reading skills and vocabulary. In addition students develop their computer and internet skills. Moreover, it gave them more opportunities for communication and feedback.

As for the effect of blended learning on grammar instruction, Al-Jarf (2005) revealed in her study that blended learning has positive effect on students' achievement of grammar as shown in the post test for the control and experimental groups. This study was conducted on 238 female students at King Saud University. 74 of the students who registered in the online course as experimental group and 164 students did not register and they were treated as control group. Also it showed positive attitudes toward online learning and grammar course under study. They found it useful, fun and considered it a new way of learning.

Similar findings were revealed by Baturary, Daloglu & Yildirim's (2010) study about "Language Practice with Multimedia Supported Web-Based Grammar Revision material. This study was conducted at Gazi University School of Foreign Languages in Ankara. It included 54 students, 19 females and 35 males aged 17-23. All the participants in the study received the same instruction, but also given WEBGRAM as supplementary material. The findings indicated that more than half of the WEBGRAM learners were motivated to study the material. They found it suitable as supplementary material to in-class learning. It also allowed them to access extra exercises to revise the pre-learned grammatical structures in a practical way. 92% of the participants liked the site WEBGRAM because it gave them the ability to repeatedly revise the structures by themselves. Also 84% of them enjoyed listening to the dialogues because it helped them to decrease their pronunciation mistakes and improve their word pronunciation.

Al Zumer, Rafaai, Bader Eddin & AL-Rahman (2013) also examines EFL Students' perceptions of a blended learning environment: Advantages, limitations and suggestions for improvement. They included 160 male students from the department of English Faculty of Languages and Translation at King Khaled University in Sudi Arabia. Their results showed positive influence of blended learning on students' reading skills and vocabulary. In addition, students developed their computer and internet skills. Moreover, it reinforced students' confidence through using technology to communicate and get feedback.

On the other hand, there are some studies which reveal that blended learning has no effect in developing students' knowledge or skills of language. One of these is a study conducted by Tosun (2015) about "*the Effects of Blended Learning on EFL Students' Vocabulary Enhancement*". In this study the researcher used pre-posttest for both control and experimental groups and semi-structured interviews with 8 students from the experimental group. The result of this study shows no significant difference between both groups in their vocabulary knowledge development after 6 weeks. I think the reason for this is that the digital tools used by the researcher are difficult for students to deal with since he used Web 2.0 tools such as quiz let, spelling city and snappy word.

Methodology

Research Design

The current study was conducted using experimental design. Both quantitative and qualitative data was collected by pre-posttest and interview. Before the data was collected, the students were informed that their identity would remain anonymous in this study. The sample of the study was two tenth grade sections with 45 female students in a Palestinian public secondary girls' school. It was conducted in six weeks during the first semester 2015-2016. The pre-test was given to both groups before the experiment to check if they have the same level in English language, particularly in the topics that they were taught during the experiment.

The Sample

It consisted of 45 female students in a Palestinian public secondary girls' school in a village near Ramallah. The students were divided previously by the school administration, 23 students in section A (control group) and 22 in section B (experimental group); they were divided according to their achievement in the previous year. Therefore, it is assumed that they were equally divided and students in both sections have the same level.

Instruments: Pre-posttest

The pre-posttest consisted of five grammar exercises, each exercise consisted of ten items. These were based on grammar topics in units 4, 5 and 6 in students text book English for Palestine. These topics included "adverbs and adjectives, past simple and past continuous, comparative and superlative of adjectives and adverbs and past simple and perfect. The grammar exercises were adopted from English grammar worksheets on the site http://busyteacher.org/classroom_activities-grammar-worksheets/

Interview

Semi structured interviews were conducted with 4 students from the experimental group who participated in the study to get more information that contribute to answer the research questions. The questions of the interview were formed by the researcher after reviewing previous studies. The interview consisted of 5 questions answered individually. The participants' responses on the questions were recorded after taking permission from them to do that.

Procedures

Both the experimental and control group were taught by their teacher. However, during the study, the experimental group was exposed to additional online resources prepared by the researcher on grammatical issues they are learning in their text books in unit 4, 5 & 6. These resources could include videos, online worksheets and quizzes. It means the researcher used online and offline technological resources and these were available on Google site created by the researcher with help from an information technology expert, the link for this site link is
https://sites.google.com/site/newgen4change

Videos were uploaded on the site on grammatical topics for the previous units from YouTube. Also the online quizzes were adopted from different sites such as English Grammar Online……the fun way to learn (adjectives and adverbs, past simple, and past perfect), english-hilfen.de (past simple and continuous, past perfect), Perfect English Grammar (past simple and continuous), and English Instructor and learn English-online (comparative and superlative adjectives) and English-Quiz.net practice makes perfect (past perfect). The researcher gave the students two classes per week in the computer lab, they review the material and do one or two of the online quizzes in pairs or in small groups on one of the grammatical topics mentioned previously. After six weeks, both groups were given the posttest to examine if there is a difference between them in achievement. The test was corrected by the researcher.

Content Validity of the Test

It was given to experienced English language teachers and some university experts to review it. It was modified according to the comments received, for example, it was recommended to clarify the instructions for some questions.

Reliability of the Test

The reliability of the test was computed by Cronbach Alpha.

Reliability Statistics

Cronbach's Alpha	N of Items
.925	50

As appeared in the above table, the instrument was reliable since the variable of Cronbach's Alpha is .925. it is ranged between +1 and -1.

Data Analysis

For statistical analysis of the results of both pre-posttest, SPSS software (version 22.0) was used to analyze data obtained from them. Independent Sample T-test was used to make sure if both groups have the same average level of English before they participate in the study. Independent sample T-test was used to find whether there was any significant difference within the groups after being exposed to the experiment (the mean scores between pre-test and posttest for each group).

To answer the second research question, qualitative data was collected through a short semi-structured interview in order to examine the participants experience and perceptions toward blended learning and the challenges students might face during the experiment. The interviews were conducted in Arabic language at the end of the experiment. 4 volunteers out of 22 of the experimental group were interviewed. Thematic analysis was used to analyze the interview questions - Each student was given a symbol. The symbols ranged from S1 for the first student, S2 for the second student, S3 for the third and S4 for the fourth. Firstly, the sample's answers of the interview questions were transcribed. Secondly, the data was coded to answer the second question of the study. Thirdly, the data was categorized into main themes. Finally, these themes were summarized into statements.

Results and Discussion

In this chapter the researcher presented the results and discussion for each question of the study
What are the effects of blended learning on the development of students' usage of grammar in context?
1.1 Is there a significant difference in achievement between the experimental group and the control group in using grammar in context in the post test?

The effect of Blended Learning on Grammar Instruction

First, the researcher used an independent t-test using SPSS to make sure whether the control and experimental groups shared the same average level of English grammar before they participated in this study. To do so, the mean scores of the pre- test for both groups were analyzed. Table 1 below shows the results of the independent t-test for both groups in the pre-test.

Table 1. Results of the Independent t-test (pre-test) for control and experimental group

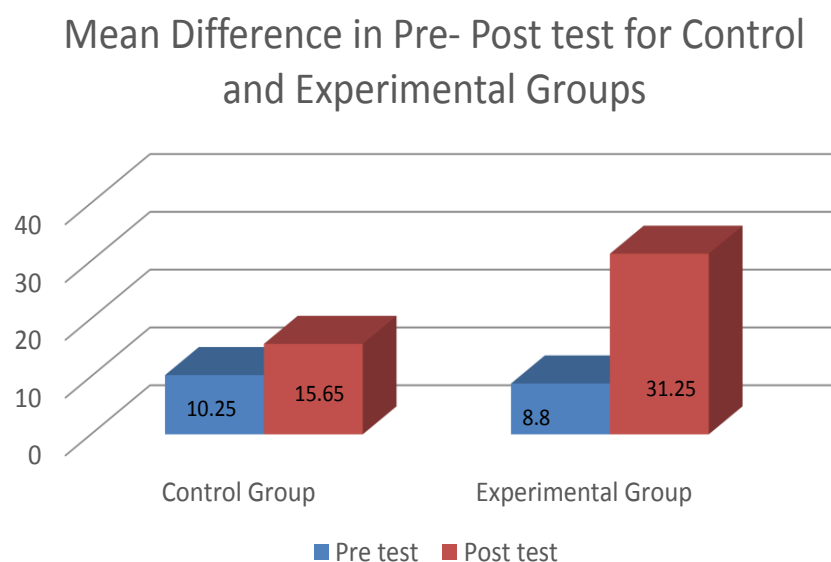| Group	No.	Test	Mean	st dev.	sig
Control	23	**Pretest**	10.2	3.3	0.102
Experimental	22		15.6	2.7	

As shown in table 1, both control and experimental groups had approximately the same level of grammar in the pre-test. The table shows that the mean score for the control group is 10.2 and the mean score for the experimental is 8.8 with significance .102 which means that there was no significant difference between both groups in the pre-test in terms of their level of grammar knowledge.

Table 2. Results of the Independent t-test (pre post-test) for control and experimental group

Test	Group	Mean	Std. dev.	T	sig
Pretest	Control	10.2	3.3	1.67	0.102
	Experimental	8.8	2.3		
Posttest	Control	15.6	2.7	-17	0.00
	Experimental	31.2	3.1		

Table 2 presents that both groups have improved their knowledge in grammar, however, it is obvious that the experimental group outperformed the control group. This means that the experimental group benefited from the blended learning instruction. The mean score for the control group in the pre-test was 10.2, after face- to- face instruction, it became 15.6 which indicates a little bit difference and improvement in their knowledge of grammar issues that had been taught. While the experimental group had moved from the mean score 8.8in the pre-test to 31.2 in the post test which means that there is a significant difference between their level and knowledge in the pre and posttest. The significant difference between the control and experimental groups in the post test was a=0.00 that indicates that the experimental group benefited from the blended material and they outperformed the control group who was taught in traditional classroom instruction.

Figure 1. Shows the mean difference between control and experimental groups in pre- posttest

As shown in the above chart the control group's pre and post mean score difference was 5.31 whereas the mean of the experimental group's score difference was 22.45. This result shows that the mean of the pre – post test score difference in the experimental group was significantly different to the mean of the pre-post test score difference in the control group which is 5.31. In other words, the results verified that the experimental group outperformed the control group in terms of developing students' grammatical knowledge in the areas of adverbs and adjectives, past simple and continuous, comparative and superlative of adjectives and adverbs and past perfect.

The reason for this obvious difference between both groups in the post test is that students need technology integration and consider it essential part of their learning process because it gives them the opportunity to learn in a fun and interesting way. This, in turn, is consistent with (Sahin-Kazil, 2014, Hyun, 2013) who indicated that

blended material helped make the course activities interesting, useful, motivating and initiate students interest. Also this goes with the results of Leadership Series (2009) which stated that today's digital native learners expect their learning environment to include technology because it is an intrinsic part of their lives. In addition, the blended material gives the learners opportunity to learn according to their own pace, this is matches (Tomlison & Whittaker, 2013) who stated that students can study when they want and at any speed. Also this matches with (Aborisade,2013) who pointed out that blended learning provides opportunity for accelerated learning for gifted and talented students and develop independent learning skills through a personalized learning experience and at the same time it provide better support for the less able and engage students who do not respond well to traditional classroom learning.

Moreover, providing students with immediate feedback on their answers on the online quizzes, give them the opportunity to learn from their mistakes and also get more explanations on them. This is consistent with (Rahamany, Sadeghi & Faramarzi, 2013) who indicated that the use of grammar checking devices decrease students' mistakes.

It is obvious that the experimental group benefited from the blended material since it exceeds in its performance the other group who just experienced traditional classroom instruction. The reason is that blended material promotes students to learn and so many of them were engaged and this goes with (Jin, 2014) that showed that students using smart phone application in blended learning was effective in developing students' grammar skills and it increased their involvement in the learning activities. Besides, using blended learning decrease the problem of time shortage in the classroom to practice and do more activities on what students learn since it gives them flexibility to reflect on what they have learnt and work more on the issues they still have problems with. This matches with (Gilbert, 2013) who stated that a blended design allow for a face-to-face instructor support while providing flexible opportunities for learners' reflection on what they have learnt.

Another point that worth noting is that blended learning material help students retain information since it gives them extra material for practice. This point is consistent with (Melton, Aysegul & Yildirim, 2010) who indicated that the blended material presented on WEBGRAM allowed the learners to access extra exercises to revise the pre-learned grammatical structures in a practical way. Also it gave them the ability to repeatedly revise the structures by themselves.

Students' Perceptions of the Benefits and Limitations of the use of Blended Learning Instruction

To answer the second question of the study:
What were the students perceptions of benefits and limitations of blended material used during the experiment?

Qualitative data was collected through short semi structured interview with 4 students from the experimental group at the end of the experiment. These interviews were conducted to examine students' perceptions of this method of learning to find out the advantages and disadvantages of it, also some suggestions for improvement. After transcribing and coding the data, three main themes were induced as follows:

1) Most enjoyable and beneficial

Students assure in their responses to the interview questions that they enjoyed the videos that were uploaded on the site as **st.1** said:
"I enjoyed the videos on grammar specially the ones with songs, they are interesting and help us retain the information we learn."
It is clear that students prefer to have differentiated material that meets their interests and allow them to learn in an enjoyable way. This matches with (Al-Jarf, 2005) who pointed out that learners had positive attitudes towards online learning because they find it useful, fun and consider it a new way of learning.

Also they indicated that they liked the online quizzes because they provide them with feedback and extra explanations as **St.3** remarked
"I liked the online quizzes because they give us immediate feedback and more examples on the topic we are learning".

Since students learn from their mistakes, feedback helps them a lot to know what does not work well with them and what they have accomplished successfully. This means that students manage their own learning. This goes with (Rahmany, Sadeghi & Faramarzi, 2013) who stated that blended courses is an opportunity for students to receive feedback on their work and reduce their mistakes. This is also supported by Leadership Series (2009) results that showed that students want to control their own learning.

In addition, students benefited from presenting grammar by using pictures as **St.4** "*I liked the pictures with examples on comparative and superlative adjectives because we see things and we hear sentences about them.*" Each student has his/her way of learning, some learn more when they see things, others when they hear or practice what they learn. The blended material presented on the site provides them with pictures and sound, also they practice the online exercises. This helps them to learn in different ways. This matches with (Tomlison & Whittaker, 2013, Gluc, 2006) who pointed out that blended learning approach provides the opportunity to match learners learning styles because they do not like one way of learning.

Another profit stated by students was that the videos improved their pronunciation and listening skills. As **St.2** responded "*videos make it easier for me to learn, also we improve our pronunciation in English, and we develop our listening skills when we listen to the video more than one time.*" Non-native learners need to listen to the foreign language in order to get the correct pronunciation of the words. Therefore, when they are exposed to videos by native speakers, this will help them a lot in their pronunciation. This goes with (Batury, Daloglu, Yildirin, 2010) who indicated that 84 % of the participants enjoyed the blended material especially listening to the dialogues because it helped them to decrease their pronunciation mistakes.

2) Challenges learners faced during the experiment

The learners stated some challenges that they faced in reviewing the material on the site. One of them was that they have no time to this because they have many exams and homework, as **St.1** said "*frankly speaking, I rarely open the site at home because we have exams and other things to do, so I depend mostly on reviewing it here in the school.*" Students at our schools have many things to do during the day, since they have daily exams, homework and other tasks to be done. This makes it difficult for them to have time to open the site and review the material on it.

Another problem is that a few students have no internet connection at home which makes it difficult to review the material regularly, as **St.3** stated "*I did not open it at home because I have no internet connection, but I used to open it at school during the break.*" Not all people especially in villages have internet connection at their homes. Some do not because of financial reasons and others of cultural. Therefore, not all students have accessibility to the blended material. **St.4** stated that she faced a problem in understanding the words "*even I enjoyed the videos, but sometimes I find it difficult to understand all the words.*" The videos are prepared by native speakers, so it is normal that non-native learners face difficulty in understanding them. However, by practicing and listening repeatedly, they will overcome this problem. This matches with (Hyun, 2013) who stated that some participants found it somehow difficult dealing with some of the tasks and activities provided.

3) Suggestions for improvement

Although the students liked the site and the material presented on it, they pointed out some suggestions to improve it.

St.1 indicated "*I would like to have games on grammar to form sentences or answer questions with levels, we cannot move from one level to another until we accomplish the first one perfectly. We can play these games in our free time instead of playing useless games.*" Learners need to have fun in their learning, so this will be a good idea to add educational games to the blended material to make it more enjoyable and interesting. Another student suggested generalizing the site to others. As **st.2** stated that "*since we benefited from this site, it would be nice to generalize it to other students and schools by posting the link of it Facebook and school portal.*"

It is obvious that students find the site useful, and so they want other colleagues to get benefit from it. The site would be developed by the researcher by adding other material and online quizzes on it that are related to topics the students learn. It will be generalize to all students who would like to benefit from it.

Another student stated that it is preferable to have participations from students on the site by adding videos and worksheets. **St.4** *"I would like to add worksheets to the site and share it with my colleagues, also if I find some interesting videos related to the topics we learn, I would like to share it too."*

It is worth noting that students like to take control of their own learning by searching for materials that suit them and match their interest. This goes in accordance with the Leadership Series (2009) results which stated that students need to develop their independent learning skills through a personalized learning experience.

In sum, this study's findings have shown that the use of blended learning for grammar instruction was beneficial and effective for facilitating the development of grammatical knowledge. It is worth noting that adopting blended learning material for learners' grammar knowledge proved to be more effective than traditional face-to-face Instruction. In terms students improve their achievement, they are more involved in the learning process and willing to take responsibility of their own learning.

Recommendations

Based on the results of the study, a number of recommendations could be passed to the Palestinian Ministry of Education. First of all, the designers of the curriculum should take into consideration adding some technological resources to the curriculum. Also the ministry should reduce the load of English language teachers, so they could find time to look for additional technological resources to enrich the curriculum. In addition, the ministry also should provide English language teachers with the suitable training that enables them to design blended material for their students.

Recommendations for Further Research

This study highlights some issues related to the impact of blended learning on students' achievement in grammar instruction. It also shed the light on the perceptions about the benefits and limitations of the blended material. As a part of this study, the following areas need further research:
•   It is suggested to carry out other researches to examine the effect of blended learning on other language skills such as speaking, reading and writing.
•   It is suggested to carry out another research to investigate the effects of blended learning on students' motivation and attitudes towards learning English.

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 https://www.ego4u.com/en/cram-up/grammar/adjectives-adverbs/exercises
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https://www.ego4u.com/en/cram-up/tests/past-perfect-simple-1
english-hilfen.de
http://www.englisch-hilfen.de/en/exercises/tenses/simple_past_progressive.htm
http://www.englisch-hilfen.de/en/exercises/tenses/past_perfect_simple_past.htm
Perfect English Grammar
http://www.perfect-english-grammar.com/past-simple-past-continuous-exercise-1.html
English Instructor
 http://anthonyhalderman.com/english/compsup.htm
learnenglish-online
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English-Quiz.net practice makes perfect
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