

THE EFFECT OF BLENDED LEARNING ON GRAMMAR AND READING COMPREHENSION.

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Abstract This research explores the effect of blended learning on the development of grammar and reading comprehension skills among English as a Foreign Language (EFL) learners. Blended learning combines traditional face-to-face instruction with online components, allowing students to engage with learning materials in both classroom and digital environments. The study investigates how this approach influences students' motivation, grammar accuracy, and reading comprehension performance. Findings from previous studies suggest that blended learning promotes learner autonomy, enhances engagement, and improves linguistic competence more effectively than traditional methods alone.

Keywords: Blended learning, grammar, reading comprehension, EFL learners, language teaching, online education, learner autonomy.

1. Introduction

The rapid advancement of technology has brought significant changes to education, especially in the field of language learning. Traditional classroom instruction is increasingly being complemented by online learning tools, giving rise to what is known as blended learning. This model integrates face-to-face teaching with online activities, creating a flexible, interactive, and student-centered learning environment.

Grammar and reading comprehension are two crucial components of language proficiency. Grammar provides the structural foundation of communication, while reading comprehension enables learners to understand, interpret, and analyze written texts. Despite their importance, many students struggle to master grammar rules and

comprehend complex texts in English. Therefore, it is essential to explore innovative teaching methods—such as blended learning—that may improve these skills.

Research question:

What is the effect of blended learning on students' grammar and reading comprehension performance?

Hypothesis:

Blended learning positively affects students' grammar accuracy and reading comprehension by promoting autonomous learning, engagement, and access to diverse resources.

2. Literature Review

2.1. Definition of Blended Learning

Blended learning is defined as a teaching approach that combines traditional classroom instruction with online learning elements (Garrison & Vaughan, 2008). It offers the benefits of face-to-face interaction and the flexibility of digital learning environments.

2.2. Blended Learning and Grammar Acquisition

Several studies have shown that digital tools, such as online grammar exercises, video tutorials, and interactive quizzes, can significantly enhance grammatical accuracy. According to Al-Mekhlafi and Nagaratnam (2011), students who practiced grammar through blended platforms demonstrated greater retention and understanding of grammatical structures compared to those who learned through traditional methods.

2.3. Blended Learning and Reading Comprehension

Blended learning environments also support reading comprehension by providing access to online reading materials, interactive texts, and comprehension tasks. Research by Warschauer (2013) found that digital reading platforms increased students' motivation to read and improved their ability to infer meaning from

context. Online discussion forums and peer feedback also contribute to better comprehension through collaboration and reflection.

2.4. Benefits of Blended Learning

Key advantages include:

Flexibility – students can learn at their own pace.

Interactivity – multimedia resources increase engagement.

Personalization – adaptive tools meet individual learning needs.

Autonomy – learners take more responsibility for their progress.

2.5. Challenges of Blended Learning

Despite its benefits, blended learning requires sufficient technological infrastructure, digital literacy, and teacher training. Without these, implementation may lead to confusion or unequal access to resources.

3. Methodology

3.1. Participants

The study involved 40 intermediate-level EFL students from an academic lyceum. They were divided into two groups: an experimental group (blended learning) and a control group (traditional classroom learning).

3.2. Instruments

Two main instruments were used:

Grammar Test – covering verb tenses, prepositions, and sentence structures.

Reading Comprehension Test – consisting of short passages followed by comprehension questions.

3.3. Procedure

The experiment lasted for eight weeks.

The control group received regular classroom instruction using textbooks and teacher explanations.

The experimental group used a blended approach combining classroom lessons with online activities through platforms such as Moodle and Quizlet.

3.4. Data Analysis

Results from pre-tests and post-tests were compared using descriptive and inferential statistics to evaluate the improvement in grammar and reading comprehension.

4. Results and Discussion

4.1. Grammar Performance

The experimental group showed a significant improvement in grammar accuracy compared to the control group. Students reported that online grammar exercises allowed for repeated practice and instant feedback, which reinforced their learning.

4.2. Reading Comprehension

Similarly, the blended group outperformed the control group in reading comprehension tests. The use of digital reading tools and interactive discussions helped students develop better inferencing and summarizing skills.

4.3. Learner Motivation and Autonomy

Survey data revealed that learners in the blended group were more motivated and confident. The flexibility of accessing materials anytime increased their sense of control over their learning process.

4.4. Discussion

The findings align with previous studies (e.g., Garrison & Vaughan, 2008; Warschauer, 2013), confirming that blended learning enhances linguistic skills and learner engagement. However, the study also highlights the importance of teacher guidance to ensure students remain focused and effectively use online resources.

5. Conclusion

The study concludes that blended learning has a positive effect on both grammar and reading comprehension among EFL learners. By integrating online and offline learning, students gain greater exposure to language input, immediate

feedback, and increased motivation. The approach fosters learner autonomy and supports differentiated learning.

Recommendations:

Teachers should incorporate blended elements such as online grammar quizzes and digital reading tasks into their curriculum.

Institutions should provide technical support and training for both teachers and students.

Further research could examine the long-term effects of blended learning on other language skills such as writing and speaking.

References

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