

Effects of Blended Teaching Approach on Pre-service Teachers' Attitude, perception and Academic Performance in English Grammar

by

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Abstract

Blended teaching approach is a method of instruction that combines both face-to-face, traditional teaching approach and technology-based online teaching approach. This study designed, implemented, and assessed the effectiveness of a blended teaching approach in improving pre-service teachers' English grammar skills, their attitude and perception. The blended approach integrates online and face-to-face teaching, offering a modern and effective alternative to traditional teaching methods. Quasi- experimental survey research design was adopted. One intact class of 604 1st semester students of General English III (GSE 211) were selected and sub-divided into 302 each for both the experimental and control groups. The blended teaching intervention lasted six week and three instruments: Students' Achievement Test (SAT), Students' Attitude Rating Scale (SARS) and Evaluation of Students' Perception of Grammar Skills (ESPGS) were used to gather data from the respondents. The post tests scores revealed significantly higher scores for the experimental group in all three aspects tested, revealing that implementing blended teaching and learning approach impacts positively on students' English language Grammar skills.

Keywords: *blended teaching approach, traditional teaching method, grammar, pre -service teacher*

Introduction

Grammar is the core of every language. It is the most important aspect of language usage. The teaching and learning of English as a second language focuses on ensuring proper development of all aspects of grammar of English for effective communication. This is even more expected of teachers -to -be, as the teaching process they will engage with after graduating needs them to be fluent and efficient English language communicators irrespective of their subject teaching area as English language is the official medium of instruction across all educational levels in Nigeria. Grammar is the study of words, their structure and function. It is an essential aspect of language learning as it affects every other skills of a language from speaking to reading to writing and it is a yardstick of evaluating the standard of our communication abilities, and can be assessed from every angle of language usage. Grammar reflects the power of students in mastering of English language, so the pre-service teachers need the knowledge and awareness of the English language structure and their functions to develop grammatical competence. Learning English language grammar includes developing competences in speaking, listening, reading, and writing skills. The goal of all grammar instruction is to help learners become independent and autonomous in their communication skills.

The goals of teaching the General English and Communication Skill courses at the National Certificate of Education (NCE) level is for learners to among other things achieve

proficiency in the use of English language for effective communication and to enhance the studying of other subjects and promote professional competence. Achieving such lofty goals comes with lots of planning and designing of teaching and learning instruction. It also requires a lot in students, teachers, lessons and teaching methods assessment and reassessments. These efforts are targeted towards improving students' knowledge, abilities, teaching and learning processes; improving and upgrading teaching methods set out in the curriculum and other general yardsticks that can contribute to academic excellence. This process if regularly embarked on would generally improve the teaching and learning environment while ultimately preparing the learners for the real world that has technologically advanced. A world that technology imparts on academic achievement where grammatical competences can be greatly advanced through interactions with and by technological devices connected to the internet in collaboration with others, through a combination of different teaching and learning environments (Graham, 2016). To upgrade the learning environments, make the English language teaching approach more supportive in higher education, Blended approach is currently recommended and experiences suggest it as effective approach to teaching English with the aim of developing learners' ability to use the language in multi-dimensional aspects (Burns, (Brown, (2014); Burns, (2020)).

Today, the role of technology is improving both teaching and learning method by leveraging on flexibility and engagement and at the same time addressing lack of resources and digital divide in Nigeria. Blended Learning is one of such examples. Graham (2016) defines blended learning system as a learning system that "combines face-to-face instruction with computer-assisted instruction." Blended learning is a method of instruction that allows students to study both in-person and online using digital media. The objective is to include required adjustments to make the educational path for learners more successful and individualized, rather than to replace traditional learning approaches. Blended learning supports all the advantages of e-learning such as cost savings, time efficiency, geographical convenience for students, and the important face-to-face personal understanding and motivation education delivers (Brown, 2003).

There are two ways of learning in blended learning approach: synchronous and asynchronous. Synchronous learning is guided by the schedule or time frame of the lesson and happens live online. Students can access material and assignments within a certain time. While asynchronous has a more flexible time. Synchronous learning provides a real-time online learning experience with direct, two-way interaction using communication media such as chat, application sharing, audio conferencing, and video conferencing Amiti (2020). In synchronous learning, lessons are usually given in specific sessions and are more binding due to the schedule which passes by when the time elapses. Meanwhile, Asynchronous Learning refers to online learning that involves the independence of the learner and does not require them to be online at the same time Francescucci et al (2019). While the learning material is posted on the chosen platforms like blogs or learning management systems (LMS), online discussions become the primary interaction between teachers and students Rasmitadila (2020).

One of the main objectives of teaching English language course at the tertiary level of education and using it as a medium of instruction is to address students' need. This is done by focusing on Grammar as one of the major language skills needed to communicate effectively (Brown, 2014; Yildiz, & Hur, (2020); Dona-Ezenne, 2021). However, this objective is not yet addressed successfully for various reasons. Among these reasons, (Brown, 2014) elaborates that overcrowded classes, shortage of instructional materials, use of traditional teaching method,

heavy teaching loads and teachers' attitudes towards the using different language teaching approaches are source of the problems. (Nwosu, 2021), adds that students' lack of motivation, lack of desire to learn grammar, consistent use of pidgin English in the class, teachers' low level of proficiency are the other observed problems. In the provision of Blended approach in the English language classrooms, one of the major skills that should be taken into consideration is grammar. The provision of Blended approach in the English language classrooms in recent years has been proven as an effective approach to improve the grammatical competence, to increase motivation to grammar learning, and to learn how to treat grammar as a collaborative social activity (Nwosu, 2021).

Grammar is one of the core needs in English that has a great significant role in promoting students' academic performance. Like the other English language skills, grammar needs goal-oriented instruction to effect the much needed improvement. This, if done, would eliminate the persistent poor and erroneous use of tenses, subject-verb agreement, articles, preposition, punctuation and abbreviation (*Bodunde, & Sotiloye; 2013*)

Most students who join the college are unable to communicate fluently, hardly do they produce paragraphs or essays which meet the required standard. This is because most often they are littered with grammar errors (Brown, 2014). Moreover, the researcher has observed the above mentioned problems in practice as students' scores in essay writing are poor due to their inabilities to use correct mechanics.

Even though grammatical competence has substantial contribution in enhancing the students' academic performance, it could not achieve its goal due to the above mentioned challenges and conventional method of teaching which some teachers frequently employ. In light of this, the rationale of this project is to design and implement blended learning approach and consequently investigate the extent to which the effect of utilizing Blended approach enhances the students' grammar skills and competence.

Literature related to blend learning approach in the teaching of the English language is necessary as previously conducted empirical research helps establish areas of added knowledge and from where such knowledge had been derived. It also reveals the contribution of the proposed research to already existing body of knowledge related to blended learning approach in the teaching and learning of English language and grammar in particular. This process of review enables the researcher identify the research gap that needs to be filled.

Taghreed Abd-AL -Razak IsmeyL (2025), carried out a quasi-experimental design research to verify the impact of blended learning on English as Foreign language students' grammar among 90 boys in an intermediate public school in Iraqi. The intervention lasted for eight (8) weeks. Both groups learnt the same grammar topics and rules through different patterns, environments and setting. Control group was taught in-class session (45 minutes, one lesson period every day) in the first four weeks, presenting activities and structures of the units in their textbooks. While empirical group studied in a very pleasurable and attractive tasks through an e-learning class in Google classroom, Google meet platforms, or sending videos formed by teacher for period of one hour to trace the students' advancement online. Post-tests of the two groups show an elevated performance in grammar knowledge from the experimental group than the control group. The elevated performance signifying the positive impact of the blended learning approach on teaching grammar and improving English language learning. This research though similar to the present study in designing, implementing and assessing the use of blended learning for improving grammar skills among students differs from it as it was carried out among EFL

students in an intermediate boys' public school in Iraq as against this project carried out among 80 ESL tertiary level pre-service teachers in Nigeria.

In a study carried out by Ugboja, and Omachon, (2022), which aimed at investigating “Blended Learning Approach on Students’ Academic Achievement in the teaching and learning of English Language in Senior Secondary Schools in Anyigba, Kogi State” the researchers raised two research questions and formulated two hypotheses to guide the study. The research design used in the study was quasi-experimental design. All the SSII students in Anyigba Metropolis form the population for the study. The total population for this study was six thousand, eight hundred and sixty-two SSII students. The study used purposeful sampling techniques to select two schools and 70 students which served as the sample for the study. Pre-test was administered to both control and experimental groups before treatment commenced. Four weeks was used for treatment, the same instrument was administered as post-test. The research questions were answered using mean and standard deviation while hypotheses were tested using analysis of covariance (ANCOVA) at 0.05 levels of significance. The result indicated that Blended learning had significant effect on students’ academic achievement. This research focuses on using blended learning approach to improve the academic achievement of senior secondary students in English language in Kogi state; while this study took place among NCE student-teachers to determine the effectiveness or otherwise of blended learning in upgrading their English language grammar performance.

A study conducted by AlBataineh, Irbid, and Irbid, (2019) investigated “The Effect of Blended Learning on EFL Students’ Grammar Performance and Attitudes: An Investigation of Moodle.” The study aimed to empower the new generations technologically and communicatively. It adopted a mixed-methods study aimed at examining the effects of the blended learning approach on Jordanian EFL learners’ grammar performance. The study also aimed at investigating the attitudes of Jordanian EFL learners toward blended learning. To achieve the objectives of the study, it employed a quasi-experimental design (pre and posttests) followed by qualitative interviews. The participants were divided into two groups: experimental and control groups. Among the 28 students in the sample, those in the experimental blended learning group (n=13) were taught using Moodle while those in the control group (n=15) were taught using conventional methods. All the 13 participants in the experimental group were interviewed. The results of the posttest revealed that students in the experimental group outperformed students in the control group. Furthermore, the qualitative analysis results showed that blended learning had a positive impact on the learners’ English grammar performance and that they were strongly satisfied and motivated to learn English using similar methods. It is concluded that blended learning could be used as an effective method of teaching English grammar in EFL settings.

Safwanı, Sujana, Farmasar and Waluy (2023) in their research entitled The Design and Implementation of Blended Learning Teaching Grammar for English Education Students, also investigated the impact of the ICARE model of blended teaching approach on Basic grammar skills which the researchers designed and used during the intervention. Results showed academic achievement improvement from a mid-test of 67.36% to 75.49% final test score. Using mixed methods that involved observation, questionnaire, interview and documentation to collect data among 63 students in 1st semester Department of English language of the University of Mataram it established that blended teaching improves learners’ performance in Grammar was useful and well received among the participants.

Statement of the Problem

Despite the growing adoption of blended teaching approaches in teacher education, there is limited understanding and research of its impact on pre-service teachers' learning outcomes in English grammar, a crucial learning aspect that improves English language communication skills for teacher training. Specifically, little is known about how blended teaching affects pre-service teachers' attitude, perception, and academic performance in English grammar, particularly in FCT College of Education, Zuba-Abuja. This study therefore, aims to investigate the effects of blended teaching approach on these aspects.

Purpose of Study

The study examines the effect of blended approach in teaching grammar to enhance pre-service teachers' grammar skills. Specifically, the study sort to:

- Determine the effects of blended learning on the of pre-service teachers achievement in grammar skills
- Determine the efficacy of blended learning on the attitude of pre-service teachers towards grammar skills
- Determine the efficacy of blended learning on the perception of pre-service teachers towards grammar skills

Research Questions

1. What is the mean achievement scores of pre-service teachers' taught grammar skills using blended learning approach compare to those taught using the tradition learning approach?
2. What is the mean attitude scores of pre-service teachers' taught grammar skills through blended learning approach and those taught using traditional approach?
3. What is the difference in the mean perception scores of pre-service teachers' taught grammar skills through blended learning and those taught using traditional approach?

4. Research Hypotheses

Ho1: There is no significant difference in the mean achievement scores of students taught grammar skills using the blended learning approach and those taught using traditional learning approach.

Ho2: There is no significant difference in the mean attitude scores of pre-service teachers' taught grammar with the blended learning approach?

Ho3 There is no significant difference in the mean perception scores of pre-service teachers' taught grammar with the blended learning approach and those taught using traditional approach?

Methodology

Quasi-experimental survey research design was adopted for this research. The research examined the effectiveness of using the blended approach to improve the academic achievement of pre-service teachers' grammar skills as well as pre-service teachers' attitude and perception of grammar skills in English language. The population of the study comprised all the 604 NCE II students in general studies education of FCT College of Education, Zuba. An intact class was used as the design does not required randomization. Thus, the students were assigned number of 1& 2 and the odd numbers were classified as experimental group while those that picked the even numbers were classified as control group. Based on this, the experimental group and control

group were allocated 302 students each. The experimental group served as the treatment group. Three instruments of Students' Achievement Test (SAT), Students' Attitude Rating Scale (SARS) and Evaluation of Students' Perception of Grammar Skills (ESPGS) were used to gather data from the respondents. The SARS which comprised of 10 items was rated using the modified Linkert scale with four options of Strongly Agreed (SA), Agreed (A), Disagreed (D) and Strongly Disagreed (SD) and was scored on a scale of 4, 3, 2 and 1 for a positive item while the reverse was used for a negative item. On the other hand, the (ESPGS) comprised of 10 multiple choice items and (SAT) had 10 essay items. The multiple choice items (ESPGS) has three options of A, B and C in which the respondents were expected to tick (✓) the right option close to their opinion. Thus, for a right answered tick (✓) it was scored 1 mark while for a wrong answered tick (✓) it was scored 0 mark. The essay involved the respondents writing short story passage and the scored awarded was based on the following rating, GM (Grammar and Mechanics) = 10, SC (Syntax & Clarity) =10, EI (Error Impact) = 5.

In other to determine the validity of the SARS, SAT and ESPGS the instruments were validated by four experts in the field of English language, and psychology. The experts were asked to determine the construct, grammar and content validity of the instruments. Their constructive critique was used in the construction of the final instruments. The SARS, SAT and the ESPGS were pilot tested on 50 English students in the department of English in FCT College of Education, Zuba-Abuja. Data collected were used to determine the reliability of the instruments which yielded a reliability coefficient of 0.78, 0.8 and 0.84 for the SARS, SAT and ESPGS respectively. Both experimental and control groups were administered the pre-tests and post-tests before and after the intervention with the help of two research assistants. The research assistants were trained on the use of blended learning for two weeks. This is to enable them handle the classes and ensured effectiveness. The treatment and control groups were taught by two research assistants each using blended teaching approach for the former and the traditional method for the later duration of the experiment.

Data collected were used to answered the research question and test the hypotheses stated. Thus, mean and standard deviation were used to answered research question one to four, while Analysis of Covariance (ANCOVA) was used to test hypotheses one to four.

Presentation of Results

Data gathered were presented in tabular forms to answer the research questions and test the hypotheses stated

Result presentation

Research question 1: What is the mean achievement scores of pre-service teachers' taught grammar skills using blended learning approach and those taught using the tradition learning approach?

Table 1: Mean and Standard Deviation Scores of the Pre-test and Post test Score of Pre-Service Teachers' Performance in Grammar Skills Taught Using Blended learning approach and Traditional Approach

Group	N	Pre- test score		post- Test score		Mean difference
		Pre- mean	SD	Mean	SD	
Experimental	302	67.76	13.54	89.80	12.51	22.04
Control	302	68.80	11.51	73.76	14.75	4.96
Mean diff.		-1.04		16.04		17.08

Table one shows the mean and standard deviation of pre-service teachers when taught using blended learning approach and the one -site fit all method. The table revealed that the mean pre test score for the experimental group was 67.76 and standard deviation of 13.54 with a post test score of 89.80 and a standard deviation of 12.51. The mean score of pre-service teachers' score for the control group was 68.80 with standard deviation of 11.51 and the post- test mean score was 73.76 with a standard deviation of 14.75. Mean difference in the post test pretest of the experimental group was 22.04 in the experimental group and 4.96 in the control group. The mean difference between the pretest of the experimental and the control was -0.04 while the difference in mean score of the post-test in the experimental and control group was 16.04

Research Question Two: What is the attitudes of the pre-service teachers' taught grammar skills through blended learning approach and those taught using the traditional approach?

Table 2: Mean and Standard Deviation Scores of the Pre-test and Post test Score of Pre-Service Teachers' Attitude in Grammar Skills Taught Using Blended learning approach and Traditional Approach

Group	N	Pre test score		Post test score		Mean difference
		- mean	SD	- Mean	SD	
Experimental	302	57.56	11.65	81.80	9.51	24.24
Control	302	57.80	13.40	70.76	11.75	12.96
Difference		-0.24		11.04		11.28

Table two shows the mean and standard deviation of pre-service teachers' attitude when taught using blended learning approach and the one -site fit all method. The table revealed that the mean pre-test score for the experimental group was 57.56 and standard deviation of 11.65 with a post test score of 81.80 and a standard deviation of 9.51. The mean score of pre-service teachers' attitude score for the control group was 57.80 with standard deviation of 13.40 and the post- test mean score was 70.76 with a standard deviation of 11.75. The mean difference in the post test pretest of the experimental group was 24.24 in the experimental group and 12.96 in the control group. The mean difference between the pretest of the experimental and the control was -0.24 while the mean difference in mean score of the post-test in the experimental and control group was 11.04

Research Question Three: What is the perceptions of the pre-service teachers' taught grammar skills through blended learning approach and those taught using the traditional approach?

Table 3: Mean and Standard Deviation Scores of the Pre-test and Post- test of Pre-service Teachers' perception towards learning grammar Skills when taught using blended learning approach and traditional approach

Group	N	Pre- Mean	test score SD	post- Mean	Test score SD	Mean difference
Experimental	302	57.06	12.54	78.40	8.52	21.34
Control	302	56.80	10.51	68.74	11.75	11.94
Mean diff.		0.26		9.74		

Table three shows the mean and standard deviation of pre-service teachers' perception when taught using differentiated approach and the one -site fit all method. The table revealed that the mean pre test score for the experimental group was 67.76 and standard deviation of 23.54 with a post test score of 89.80 and a standard deviation of 12.51. The mean score of pre-service teachers' perception for the control group was 68.80 with standard deviation of 11.51 and the post- test mean score was 73.76 with a standard deviation of 14.75. Mean difference in the post test and pretest of the experimental group was 22.04 in the experimental group and 4.96 in the control group. The mean difference between the pretest of the experimental and the control was 16.04 while the mean difference in mean score of the post-test in the experimental and control group was 17.08

Ho₁: There is no significant difference in the mean performance scores of students taught grammar skills using the blended learning approach and those taught using traditional learning approach.

Table 4: ANOCOVA Test for Mean Performance of Pre-service Teachers taught English grammar using Blended learn Approach and Traditional Learning Approach

Source	Type III Sum of Squares	df	Mean Square	F	Sig
Corrected Model	1225.300	2	370.701	123.189	.000
Intercept	1020.801	1	1020.801	2900.401	.000
Pre-test	172.118	1	172.118	103.809	.00
Achievement	18.044	1	18.044	116.045	.001
Error	568.133	72	5.324		
Total	61074	76			
Corrected Total	430.008	74			

a. R squared = .185 (adjusted R squared = .161)

Table four presents the t-test analysis for differences in the mean performance of English pre-service teachers taught using blended learning approach and those taught using the lecture method. The table revealed that $F_{(1,602)} = 116.045$ at $p = 0.001 < 0.050$. This shows that there is a significant difference exist between the mean performance score of English students in grammar when taught using differentiated approach as compared to those taught using the one-site fit-all. Therefore, the null hypothesis which states that there is no significant difference is therefore rejected.

Ho₂: There is no significant difference in the mean attitude scores of pre-service teachers'

taught grammar with the blended learning approach and those taught using traditional learning approach.

Table 5: ANOCOVA Test for Mean Attitude Score of pre-service Teachers’ Taught English Grammar Skills using Blended Learning Approach and Traditional learning Approach

Source	Type III sum of Square	df	Mean square	F	Sig
Corrected Model	1765.300a	2	430.651	134.100	.000
Intercept	1150.623	1	1150.623	591.321	.000
Pre-test	232.438	1	232.438	76.809	.00
Attitude	1993.034	1	1993.034	126.243	.002
Error	699.300	161	4.224		
Total	61074	164			
Corrected Total	2103.898	163			

a. R squared = .175 (adjusted R squared = .151)

Table five present the ANCOVA test for differences in the mean attitude score of English pre-service teachers taught using Blended learning approach and those in the control class. The table revealed that $F_{(1,562)} = 126.243$ at $p=0.002 < 0.05$. This implies that there is a significant difference between the mean attitude score of English students towards grammar when taught using blended learning approach as compared to those taught using the lecture method. The hypothesis which states that there is no significant difference is therefore rejected.

Ho₃: There is no significant difference in the mean perception scores of pre-service teachers’ taught grammar with the blended learning approach and those taught using traditional learning approach.

Table 6: ANOCOVA Test for Mean Perception Score of English pre-service teachers taught Grammar Skills using Blended Learning Approach and Traditional Learning Approach

Source	Type III sum of squares	df	Mean Square	F	Sig
Corrected Model	1875.110	2	340.340	145.811	.000
Intercept	1140.801	1	1140.801	300.401	.000
Pre-test	182.118	1	182.118	113.119	.00
perception	19.044	1	19.044	146.112	.0001
Error	678.323	145	6.123		
Total	51074	143			
Corrected Total	430.008	146			

a. R squared = .195 (adjusted R squared = .171)

Table seven presents the ANCOVA analysis for differences in the mean perception score of English pre-service teachers taught using differentiated approach and those in the control class. The table revealed that $F_{(1,432)} = 146.112$ at $p=0.0001 < 0.050$. This implies that there is a significant difference between the mean perception score of English pre-service teachers when taught using blended learning approach as compared to those in the control taught using the one-site fit-all. The hypothesis which states that there is no significant difference is therefore rejected.

Discussion

The study investigated the impact of a blended teaching approach on pre-service teachers' perception, attitude and performance in English language grammar. The results revealed significant differences between the experimental group (taught with blended teaching approach) and the control group (traditional teaching).

Performance- the mean academic performance scores of the pre-service teachers in the experimental group showed a higher mean score (22.04) compared to the control group with (4.96).

Academic performance in their pretest difference was -0.04, indicating similar starting points. post-test difference was 16.04, suggesting blended teaching improved participants academic performance.

The hypothesis revealed that there is a significant difference existing between mean performance scores of students taught grammar with blended teaching approach, indicating its effectiveness for teaching and learning. This outcome agrees with some previous researches Taghreed Abd-AL-Razak IsmeyL (2025), Safwani, Sujana , Farmasar and Waluy (2023) and AlBataineh,Irbid,and Irbid,(2019) that show positive academic performance in English language Grammar among learners taught with the blended approach.

Attitude- the mean attitude scores showed the experimental group with 24.24 outperformed control group with 12.96 while pretest difference was -0.24 and post-test difference was 11.04, indicating improved attitude with blended teaching. Hypothesis 2 supported significant difference in attitude of students taught with blended teaching approach as was confirmed by AlBataineh,Irbid, and Irbid, (2019) whose finding also supported improved learners' perception if blended teaching approach is used as revealed by the finding of this research where the mean scores of the experimental group was 22.04 and that of the control group was 4.96. The pretest (16.04) and post-test (17.04) which suggests that blended approach had positive impact.

The blended teaching approach significantly improved performance, attitude and perception aligning with literature on technology-integrated learning enhancing engagement and outcomes.

Implications, Recommendations and Conclusion

The implications of this research confirm that blended teaching approach can enhance grammar learning outcomes, student attitude and learning perception. It revealed that integrating technology with traditional teaching may boost engagement, performance and improve interest and acceptability. This research recommends the implementation of blended teaching for grammar in similar contexts; the training of pre-service teachers and teachers on effective blended teaching strategies; and monitor pre-service teachers' progress and adjust approaches as needed. The study supports using blended teaching for grammar, showing improved performance, attitude and participants' Adopting this approach could enhance learning outcomes in Nigerian educational settings.

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