

## **The impact of blended learning in grammar acquisition for adult english learners at certification centers**

*El impacto del aprendizaje combinado en la adquisición de la gramática para estudiantes adultos de inglés en centros de certificación*

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### **Abstract**

In past decades, traditional instruction mainly involved teacher-student interaction. However, nowadays, new approaches are applied in the classroom. In this research paper, blended learning is analyzed since it merges conventional and technological teaching and learning practices. The study examines how this method impacts grammar acquisition among adult A2 learners of English as a Foreign Language (EFL) in a certification center in Cuenca, Ecuador. Therefore, the study employed pre- and post-tests, Likert-scale surveys, and semi-structured interviews to evaluate students' progress and gather their feedback. To measure language learning, all assessments instruments were adjusted to the standards of the Common European Framework of Reference for Languages (CEFR). During six weeks, eight participants aged between 18 and 35 attended three blended grammar lessons per week. They included online activities and classic instruction. The qualitative data offered insights into learners' experiences. It highlighted the different benefits and challenges faced by students while learning grammar through blended learning. The findings revealed that the approach improved grammar development and identified areas that require improvement. The study adds to the ongoing discussion on the role of technology in foreign language education and provides practical recommendations for EFL teaching practices. Keywords: Adult Students; Blended learning; Grammar; Learning methods; Education Institutions.

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## Resumen

En décadas pasadas, la enseñanza tradicional implicaba principalmente la interacción profesor-alumno. Sin embargo, hoy en día se aplican nuevos enfoques en el aula. En este trabajo de investigación se analiza el aprendizaje combinado, ya que fusiona prácticas de enseñanza y aprendizaje convencionales y tecnológicas. El estudio examina cómo este método impacta en la adquisición de la gramática entre estudiantes adultos A2 de inglés como lengua extranjera (EFL) en un centro de certificación en Cuenca, Ecuador. Por lo tanto, el estudio empleó pruebas previas y posteriores, encuestas de escala Likert y entrevistas semiestructuradas para evaluar el progreso de los estudiantes y recoger sus comentarios. Para medir el aprendizaje de idiomas, todos los instrumentos de evaluación se ajustaron a los estándares del Marco Común Europeo de Referencia para las Lenguas (MCER). Durante seis semanas, ocho participantes de entre 18 y 35 años asistieron a tres clases semanales de gramática combinada. Incluían actividades en línea e instrucción clásica. Los datos cualitativos ofrecieron información sobre las experiencias de los alumnos. Pusieron de relieve los diferentes beneficios y retos a los que se enfrentaban los estudiantes al aprender gramática mediante el aprendizaje combinado. Los resultados revelaron que el enfoque mejoró el desarrollo de la gramática e identificó las áreas que requieren mejoras. El estudio se suma al debate en curso sobre el papel de la tecnología en la enseñanza de lenguas extranjeras y ofrece recomendaciones prácticas para las prácticas de enseñanza de EFL.

Palabras clave: Estudiantes adultos; Aprendizaje combinado; Gramática; Métodos de aprendizaje; Instituciones educativas.

## Introduction

According to Akobir & Akhmedjanova (2023), grammar is a fundamental part of language learning. It provides the necessary structure for effective communication (Qizi, 2023). To learn English as a Foreign Language (EFL), it is necessary to have a solid grasp of grammar since it plays a key role in helping students build their overall language abilities. At the A2 level, learners start working with more structured sentences and functional Grammar (Portales et al., 2022). Unfortunately, grammar instruction continues to be a difficult area for many teachers, especially because traditional approaches often fail to keep students engaged or adapt to their individual learning styles.

This mixed learning that blends traditional and online activities is a promising pedagogical method in language education. It creates opportunities for more personalized instruction, flexibility, and higher student engagement through digital tools (Aravind, 2024). Earlier studies have highlighted the potential of blended learning to enhance language skills, including vocabulary and reading comprehension (Motlagh et al., 2023). Nevertheless, insufficient research exploring its impact on grammar acquisition can be found, particularly among adult learners in certification centers in South America.

Certification centers are pivotal in language education in Ecuador, where English proficiency is increasingly valued for academic and professional advancement. Adult learners, often balancing work and studies, require innovative and effective teaching methods to improve their grammar skills within limited timeframes. Blended learning addresses these challenges by offering a flexible and interactive learning environment (Deng & Chen, 2024). Its application in grammar instruction has been regarded as efficient (Ali et al., 2023), yet it must be studied in this context.

Considering the above, this research arose with the purpose of addressing the following general question: How does blended learning impact grammar skills development for adult EFL learners at certification centers? Thus, this inquiry's purpose is to evaluate the impact of this mixed method on grammar proficiency among these learners. Additionally, the research focuses on three specific questions: How does blended learning impact the grammar skills of adult EFL learners? What challenges do adult learners face when using blended learning platforms for grammar instruction? And, what are adult EFL learners' perceptions of blended learning's effect on grammar acquisition? These questions will guide the analysis of learners' experiences and the influence of the approach as an instructional approach.

This research paper pretends filling this gap by examining how blended learning affects the grammatical proficiency of adult A2 EFL learners in a certification center in Cuenca, Ecuador. Therefore, the research aims to provide awareness into the role of the approach in grammar instruction and its potential to improve teaching practices in similar educational settings.

Quantitative and qualitative methods were combined to evaluate blended learning's impact on students' grammar learning and to determine learners' personal experiences, difficulties, and opinions about this teaching approach. The results will add to research on blended learning in EFL contexts. They will provide insights for educators who teach grammar to adult learners.

## Theoretical Framework

To frame the extent of this literature review, different principles and theories are analyzed. They serve as a base to understand the impact of blended learning on grammar acquisition and students' perceptions.

in class. According to Krashen (1985), the input hypothesis supports that language acquisition develops better when learners are exposed to comprehensible input slightly above their current proficiency level, called "i + 1." Thus, Inputs must be meaningful, comprehensible, and adapted to students' learning needs. Eppler and Weichselbaumer (2019), state that online activities—such as interactive grammar tasks and multimedia resources— provide more benefits when compared to traditional approaches to language acquisition. Hausmann-Ushkova et al. (2024), suggest that online platforms offer immediate feedback and allow students to practice in real-life contexts to internalize grammatical rules more effectively. Likewise, according to Duraipandi & Murugan (2024), digital tools can simulate authentic language use, help students use their theoretical knowledge, and apply it in practical contexts. Therefore, blended learning platforms can create interactive and goal-directed learning experiences that facilitate the transition from comprehension to acquisition.

According to Jia (2012), the Interaction and the Input Hypothesis emphasize the importance of interaction in learning a language. Fotos & Ellis (1991), express that interaction throu-

gh grammar tasks encourages communication about grammar and helps EFL learners increase their knowledge of a difficult rule. According to Wang & Huang (2024), in blended learning, synchronous tools like discussion forums allow learners to engage in meaningful interactions, where grammar can be reinforced. This set of activities aid learners to use the language in different scenarios to increase their comprehension of grammar. As a result, it promotes an amicable teaching and learning environment.

Through multimedia resources, such as grammar explanations, videos, and quizzes, traditional and technological instruction are included in blended learning. Thus, learners are exposed to comprehensible input. Additionally, since interaction is highly regarded in this method, blended learning creates an environment where students can practice grammar through different group activities such as discussions or role-playing scenarios. In this case, the teacher becomes a facilitator who selects the input and design interactive tasks. This ensures that learners acquire the language through input and interaction.

### **Theory of Importance for Adult Learners**

Adult learners who are learning English need to have a strong grammar base, especially those who are looking for academic and professional advancements. Knowles' (1984), theory of andragogy states that adult education thrives when instruction aligns with students' self-directed, goal-focused nature and learning needs. Blended learning lines up with these principles since it offers adaptable, student-centered grammar instruction while providing engaging, interactive practice opportunities.

### **Theoretical Foundations**

1. Constructivist Theory: Lourenço (2012), emphasized a correlation between Piaget's and Vygotsky's theories, the author establishes that pupils construct their knowledge through experiences and interactions with the environment. In blended learning, learners engage with multimedia resources and practice grammar tasks, allowing students develop a deeper understanding through interaction and participation.
2. Sociocultural Theory: According to Vygotsky (1978) and John-Steiner & Mahn (1996), this doctrine prioritizes cultural elements and interaction as an important component in learning. Blended learning platforms, such as discussion forums or group projects, create opportunities for collaborative grammar learning.

### **Literature Review**

#### ***Historical Context***

Blended learning emerged in educational practice in the late 1990s and made a significant advancement in how technology was applied in the classroom. Over time, it expanded into language

education, mainly applied to higher education and language learning (Yajie & Jumaat, 2023). The technology used in language learning adjusted from basic digital resources, such as ubiquitous learning (u-learning), to advanced tools, including interactive multimedia and AI platforms (Sarnato et al., 2024). They are directed to face challenges like limited language exposure and the need for personalized teaching. In grammar instruction, blended learning integrates digital content with face-to-face interaction and offers engaging and practical solutions to traditional teaching limitations by focusing on diversified learner needs (Wang & Huang, 2024).

### ***Definition of Blended Learning***

This learning approach integrates traditional classes with digital tools using synchronous and asynchronous learning activities (Fionasari, 2024). In accordance with Vallée et al. (2020), this hybrid instruction magnifies learning since it includes the advantages of traditional and digital platforms. In grammar acquisition, blended learning allows students to engage with grammar rules, exercises, and interactive material at their own pace while benefiting from teacher instruction during class (Aravind, 2024).

### ***Blended Learning and Language Acquisition***

1. Input Hypothesis: Krashen (1985), states that linguistic development occurs when students receive accessible language input slightly above their linguistic proficiency (“i+1”). Blended learning environments allow learners to interact with level-appropriate grammar exercises, multimedia content, and real-world scenarios that align with their proficiency levels (Saidi, 2024).
2. Interaction Hypothesis: The integration of synchronous and asynchronous tools in blended learning aids students to get involved in interactive activities, such as virtual role-plays and peer discussions, to reinforce their grammar learning (Long, 1981).

### ***Challenges in Blended Learning for Grammar Instruction***

While blended learning offers advantages, it also creates unique challenges for teaching grammar effectively. Research in cognitive psychology shows that poorly structured digital materials can actually hinder learning—a concern highlighted by Ginns and Leppink’s (2019), work on Cognitive Load Theory. Thus, if grammar lessons include technological elements with careless design, learners may conflict to process the information rather than benefit from it. According to Paas et al. (2004), It occurs when the number of information elements students are given, and their interactions with them need to be processed simultaneously before meaningful learning can begin. Therefore, effective blended learning design must consider user-friendly interfaces and scaffolded grammar exercises.

### ***Perceptions of Blended Learning***

Understanding learners' attitudes toward blended learning is critical. A study by Susiyawati et al. (2024), shows that learners generally appreciate the flexibility and autonomy offered by blended learning—however, some express concerns over the lack of immediate assessment and technological challenges. Additionally, blended learning outperforms merely digital language instructions in enhancing learners' concentration, self-reliance, and enjoyment, and it is regarded more favorably than traditional lessons (Ma & Lee, 2021). Exploring these perceptions in the context of grammar acquisition will help refine instructional strategies.

### ***Relevance to Research Problem***

Integrating blended learning in certification centers contributes a novel approach to addressing adult learners' challenges in grammar acquisition. Thus, the current research paper is intended to evaluate this hybrid's model impact on EFL contexts.

The literature review demonstrates how blended learning influences grammar acquisition. It examines three key areas: the impact of blended learning, learner perceptions, and challenges encountered during its application in the classroom. This study's mixed-methods design incorporates CEFR-aligned assessments to track progress, combined with surveys and interviews to capture learners' experiences. This approach provides a balanced evaluation of blended learning's impact.

## **Methodology**

This research adopts an integrated research design. It integrates numerical data and pupils' perspectives to inquire into the influence of blended learning on grammar acquisition. Data collection occurs synchronously: quantitative data through pre-and post-tests and surveys and qualitative data through interviews. The data are analyzed separately—quantitative data using statistical analysis and qualitative data through thematic coding—and then examined in the discussion section to compare, contrast, and validate findings. This interpretation of data allows for a balanced and integrated perspective and ensures that the strengths of both data types are examined to understand the research problem.

In this study, the participants were eight adult EFL learners at the A2 proficiency level (ages 18–35) enrolled in an English certification center in Cuenca, Ecuador. The participants were selected based on their age, A2 proficiency level, and enrollment in certification programs. The exclusion criteria included students with irregular attendance and prior experience with grammar-focused blended learning. Although the sample size limits generalizability, it permits a focused and rigorous analysis.

According to Stavre & Pashko (2016), learning strategies at A2 and B1 levels significantly enhance communicative grammar proficiency in EFL learners. Therefore, this group of learners

was chosen because their CEFR A2 level emphasizes grammar acquisition, which makes them the appropriate candidates to examine blended learning's impact on grammar learning.

During the intervention, students attended traditional classes that included online practice. These sessions prioritized grammar explanations and guided practice that allowed learners to interact with their environment. On the other hand, the online method employed digital exercises that reinforced autonomous learning. Some online exercises were self-paced grammar modules, grammar activities, and quizzes on digital platforms. Thus, blended learning allowed students to apply and consolidate class knowledge through digital activities in a flexible and dynamic learning experience.

The techniques and instruments that accomplished the inquiry objectives were pre- and post-tests, Likert scale surveys, and semi-structured interviews. The tests line up with CEFR A2-level grammar descriptors. Therefore, they assessed verb tenses, prepositions, and question formation. Some test tasks included sentence completion, error correction, and short writing prompts to evaluate grammatical correctness and contextual application. The reliability of the instruments increased since the pre- and post-tests went through a pilot phase with a small group of teachers. It facilitated modifications to ensure clarity and adjustments to achieve the research's objectives.

The Likert-scale survey and guided interviews explored the challenges and perceptions that learners had regarding blended learning. Standardized scoring rubrics were used throughout the process to improve the interpretation of results. The data analysis followed a triangulation approach. It combines quantitative and qualitative techniques. Quantitative data from pre- and post-tests established the extent of the impact of the hybrid method on grammar acquisition. Results obtained from the Likert-scale survey identified general trends. The qualitative data from interviews was examined through thematic coding to identify insights into learners' experiences. In the interpretation phase, findings were compared to develop a comprehensive view of the study's outcomes. This analysis provided a well-rounded analysis, capturing measurable results and deeper contextual understanding.

## Results

This research paper intended to understand the influence of the hybrid method on A2 adult learners on grammar acquisition. Different tests, surveys and interviews were applied to gather information about learners' grammatical performance and perceptions of learning in this hybrid environment.

Eight participants took part in the study. Learners' scores and responses were categorized into three sections to answer the research questions.

1. Impact of blended learning on grammar proficiency – addressing the question: How does blended learning impact the grammar skills of adult EFL learners? This section displays



the pre-test and post-test results, highlighting students' progress in different grammar components.

2. Challenges in using blended learning for grammar instruction – responding to the question: What challenges do adult EFL learners face when using blended learning platforms for grammar instruction? The results of the Likert scale survey provide insight into the difficulties encountered by students in blended learning.
3. Learners' viewpoints of hybrid learning's role in grammar acquisition – answering the question: What are adult EFL learners' perceptions of blended learning's impact on grammar acquisition? Interview responses are analyzed to understand learners' views on motivation, autonomy, peer interaction, and material relevance.

### Impact of Blended Learning on Grammar Proficiency

Table 1 presents the pre-test and post-test results, highlighting progress in each assessed grammar component.

Table 1. Pre-Test and Post-Test Results

Grammar Component	Pre-Test Mean	Post-Test Mean	Difference
Sentence Structure	7.5	8.2	+0.7
Prepositions	6.8	7.8	+1.0
Verb Tenses	6.5	8.0	+1.5
Adjectives/Adverbs	7.2	8.3	+1.1
Grammar Application (Contextual)	6.3	7.9	+1.6
Overall Average	6.86	<b>8.04</b>	+1.18

Source: own elaboration

The pre-test results demonstrated that the participants had ground knowledge in grammar. However, certain areas, including verb tenses with a score of 6.3 and grammar in context application recording a score of 6.5, were noted as challenges for learners. The average score of this test was 6.86. It highlighted that learners continue to have areas of improvement in grammar acquisition.

In the case of the post-tests, the results indicated a notable improvement in different grammar components. The average score was 8.04 and it illustrates the positive impact of blended learning in grammar acquisition. Regarding the challenges evidenced in the pre-test, these results evidenced an improvement. For example, verb tenses incremented scores incremented +1.5 and contextual grammar application +1.6.

Consistent improvements were also seen in prepositions (+1.0), adjectives/adverbs (+1.1), and sentence structure (+0.7).



## Challenges in Using Blended Learning for Grammar Instruction

The results of the Likert scale survey provide insight into the difficulties that learners faced in the hybrid approach and grammar instruction, particularly in terms of motivation, technical difficulties, autonomy, peer connection, and the relevance of materials.

Table 2. Survey Results on Learners' Perception of Blended Learning

Learners' Perception of Blended Learning	Always	Usually	Sometimes	Rarely	Never	TOTAL
1. Do you feel motivated to complete the online activities?	5 (63%)	2 (25%)	1 (13%)	0 (0%)	0 (0%)	8
2. Do you experience technical difficulties while using online tools?	1 (13%)	2 (25%)	3 (38%)	2 (25%)	0 (0%)	8
3. Do you feel blended learning allows you to advance at your own pace?	6 (75%)	1 (13%)	1 (13%)	0 (0%)	0 (0%)	8
4. Do you feel connected with your classmates in the blended environment?	3 (38%)	3 (38%)	2 (25%)	0 (0%)	0 (0%)	8
5. Do you think the online materials are relevant to your learning goals?	7 (88%)	1 (13%)	0 (0%)	0 (0%)	0 (0%)	8

Source: own elaboration

Regarding motivation, most students (88%) reported feeling motivated to complete online activities, with 63% stating they “always” feel motivated. However, technical difficulties were identified as a challenge, as 63% of students reported experiencing them at least “sometimes” or “usually.”

Although none of the participants selected “never,” 25% of learners indicated encountering these difficulties only “rarely.” It demonstrates that while technical issues are present, they do not represent a significant obstacle for most learners.

In terms of learner autonomy, the results were notably positive: 88% of respondents agreed that blended learning enables them to progress at their own pace. It reflects that blended learning promotes learners' own learning. This suggests that participants acknowledge the opportunity to progress by focusing on their educational needs. It resembles the principles of self-directed learning. Despite blended learning's independent nature, peer connection remained relatively strong, with 76% of students feeling at least “usually” connected with their classmates.

All students found the online materials relevant to their grammar learning, and 88% reported to “always” find them helpful. On the other hand, 38% of participants indicated that they “sometimes” encountered problems with the digital tools.

Findings demonstrate that students generally have a positive perception of blended learning; however, technical difficulties persist as a significant challenge.

### *Students' Perception of Blended Learning*

Results of the guided interviews highlight learners' experiences, challenges, and suggestions to consider in the context of grammar instruction.

Figure 1. Students' Perception of Blended Learning - Interview Results

Key Finding	Number of Participants	Participant Quotes
<b>Positive Experiences</b>		
Flexibility	3	"I liked studying online at home." (P1), "It was easier to manage my time." (P4)
Engagement	3	"The online activities were interesting." (P7), "I liked the writing exercises." (P2)
Teacher Support	2	"The teacher explained everything in class." (P8), "I could ask questions." (P5)
<b>Challenges Faced</b>		
Technical Issues	5	The internet was slow." (P3), (P6).
Difficulty Adapting	3	"I didn't understand the online instructions." (P5), "I needed more time." (P2)
<b>Suggestions for Improvement</b>		
More Interactive Activities	4	"I want more interactive activities." (P4), "Games would make it more fun." (P7)
Better Technical Support	2	"I needed more help with the platform." (P8), "A tutorial would help." (P3)
Additional Grammar Exercises	2	"I want more grammar exercises." (P7), "More examples would help." (P2)

Source: own elaboration

The interview results revealed different benefits and challenges noted by learners in the blended learning environment. 38% of students appreciated the ability to manage their schedules more effectively since they were studying from home. Likewise, 38% of learners found the online activities engaging and enjoyable. 25% of participants valued the teacher's support, stating that receiving explanations during class was helpful.

However, students encountered some difficulties. For instance, poor internet connectivity was reported by 63% of respondents. 38% indicated that they struggled to understand online instructions and felt the necessity of having more time to adjust to the hybrid approach.

During the implementation of the interview, participants were asked to provide suggestions to improve their learning experience. The results showed that 50% of the participants claimed for

more games and interaction. Similarly, 25% of participants asked for more grammar exercises. Finally, the last 25% of students expressed the need of extra technical support would guide them better through the digital platform.

## Discussion

In this research paper, the results confirm that the hybrid approach has a positive impact on language learning, especially on grammar acquisition. The pre and post-test scores demonstrated that participants improved their performance in grammar, particularly in verb tenses and contextual grammar application, which were initially the weakest areas. The average score increased from 6.86 to 8.04, confirming the effectiveness of blended learning in enhancing grammar skills. These results directly address the first research question: How does blended learning impact the grammar skills of adult EFL learners? The findings suggest that blended learning effectively supports grammar acquisition since it combines the flexibility of online learning with the structured support of traditional instruction.

Additionally, the Likert-scale survey and interview results addressed the second and third research questions: What challenges do adult learners face when using blended learning platforms for grammar instruction? And What are adult EFL learners' perceptions of blended learning's effect on grammar acquisition? Participants reported high levels of motivation (88%) and autonomy (88%), as well as intense satisfaction with the relevance of online materials (100%). However, challenges such as technical difficulties (63%) and limited peer interaction (25% felt connected only "Sometimes") were also identified. These results provide a comprehensive understanding of the strengths and areas for improvement in the hybrid approach.

The results of this research paper align with earlier inquiries on the hybrid model in EFL contexts. Portales et al. (2022), highlighted that blended learning enhances grammar skills at the A2-B1 levels. It is reflected in the significant improvements observed in this study. Similarly, Garrison and Vaughan (2008), emphasized the importance of combining online flexibility with face-to-face interaction. This was validated by participants' positive perceptions of the approach.

However, the study also identified challenges, including technical difficulties and adaptation issues. These findings are consistent with those of Graham (2006) and Hockly (2018), who emphasize the importance of using technology effectively in the classroom. The challenges encountered by students highlight the need for reliable technology and user-friendly platforms to ensure a more satisfactory learning experience. The findings also resonate with Knowles's theory of andragogy (1984), since it underscores the importance of self-directed and flexible learning environments for adult learners.

The study revealed that 76% of students felt connected with their classmates, and 25% reported "Sometimes." These results suggest that some online components of blended learning do not completely replicate the interaction of traditional classrooms. Therefore, future blended learning

programs could include extra opportunities for synchronous communication and collaboration in class. They could incorporate more interactive and group-based tasks to enhance interaction among learners.

This paper grants awareness into the field of investigation. However, several factors could be considered. The limited number of eight participants may hinder the scope of applicability of the findings. The focus on grammar acquisition leaves unexplored the influence of the hybrid approach on other language abilities, such as speaking and listening. Due to the fact that the research was conducted in one certification center in Cuenca, Ecuador, may avoid the generalization of the results. Finally, data from additional sources, such as observational or performance-based measures, may be necessary to increase the replicability of findings.

Future research could increase the number of participants and incorporate learners from diverse backgrounds and educational settings. It might broaden generalization. Additionally, it would be necessary to explore the influence of the hybrid approach on reading, writing, listening or speaking. Finally, future researchers could analyze the impact of AI-powered platforms on learning. As a result, future studies on blended learning could provide a better understanding of its influence on language learning.

## Conclusion

This study demonstrates that blended learning improves grammar acquisition among A2-level adult EFL learners. This was evidenced by the notable improvements in grammar proficiency observed in the pre- and post-test results. The median score increased from 6.86 to 8.04, with significant improvements occurring in verb tense and grammar in context, which were initially the weakest areas. These findings adjust to Krashen's (1985), Input Hypothesis and Long's (1981), Interaction Hypothesis, which emphasize the importance of comprehensible input and meaningful interaction in language acquisition. The online flexibility and traditional teacher support in the hybrid approach create a dynamic environment that addresses the learning needs of students, as highlighted by Knowles' (1984), theory of andragogy. Participants reported high levels of motivation and autonomy, as well as intense satisfaction with online materials. However, difficulties, including technical constraints and limited interaction, were also identified. These findings suggest that blended learning supports grammar acquisition. However, it could be improved by increasing interaction and addressing technical barriers. This could enhance students' experience with blended learning.

The study's focus on grammar acquisition in one certification center in Cuenca, Ecuador, provides valuable insights but also highlights the need for broader research. Future studies could expand the sample size, explore the impact of blended learning on other language skills, and investigate the role of advanced technologies in learning. Extra research could offer insights into how learners adapt to blended learning.

To conclude, this inquiry proved that blended learning grants positive outcomes the teaching and learning process of a language. The advantages of traditional and technological instruction can be applied in the classroom through the hybrid approach since it offers a flexible and engaging learning environment.

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Conflict of interest

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