

Blended Teaching for Grammar Acquisition: Application and Satisfaction

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Abstract—Blended instruction integrating online and face-to-face teaching is increasingly adopted in Chinese higher education. However, research on implications for advancing student-centered pedagogy is limited. This study aims to develop a blended instruction framework tailored for grammar acquisition. The design aligns online explicit grammar modules with face-to-face integrated reading, writing, listening, and speaking sessions. Online components provide holistic instructions, explanations, and practice while in-person activities enable skill transfer through meaningful communicative tasks. The model provides educators with a structured approach to developing blended curricula that leverage online and offline affordances. Blended designs following this framework promise to increase learner engagement, motivation, and outcomes.

Index Terms—blended teaching and learning, language acquisition, English grammar

I. INTRODUCTION

Blended instruction, integrating online and in-person teaching, has gained significant uptake in Chinese higher education. Recent figures indicate over 75% of universities have implemented blended courses, with 40% of students enrolled in at least one blended class (Huang et al., 2022; Ma et al., 2021). Major universities such as Tsinghua and Peking have established dedicated centers and initiatives to support blended course development. The number of blended learning platforms and resources has also proliferated, with sites like Chaoxing receiving over 30 million daily users (<https://erya.mooc.chaoxing.com>). Moreover, China's Ministry of Education has actively promoted blended learning, releasing official guidelines and highlighting blended formats in the new Five-Year Plan. This tremendous growth reflects widespread beliefs among institutions and policymakers that blended models may increase engagement, motivation, and outcomes through personalized instruction (Zhang et al., 2020). Blended learning has become a high-priority strategy for advancing teaching and learning practices across China's higher education.

The pedagogical guidelines for blended learning and teaching are well documented. From a theoretical perspective, blended learning can be seen as a powerful approach to language learning that aligns with several pedagogical frameworks. Activity Theory, Cognitive Load Theory, and Community of Inquiry are three theoretical perspectives that can shed light on the design of blended classes for language acquisition. These theories offer guiding insights into designing effective blended learning for language acquisition.

Activity Theory emphasizes learning as an activity system mediated by tools, communities, and division of labor (Engeström, 1987). In blended learning contexts, students interact with technological tools like learning management systems, online resources, and multimedia content to construct meaning, while instructors and peers comprise the community facilitating learning through norms and rules. The object that guides the activities is the learning content and objectives. Applying Activity Theory principles involves systematically aligning tools, objectives, communities, and rules to create an active learning system that catalyzes learner agency and engagement (Yamagata-Lynch, 2014). For example, instructor-created video lectures can serve as online tools to introduce concepts and model process skills aligned with course goals, providing flexible access to content (Kannan & Munday, 2018). These videos reduce cognitive load as pre-training materials for in-person problem-solving where students collaborate and gain guidance from peers and teachers, their community (Abeysekera & Dawson, 2015). Division of labor is exemplified in group projects where students take on specific roles suited to their skills and interests, promoting participation. Explicit norms shape the use of online discussion forums for knowledge sharing (Baleni, 2015). Thoughtful integration of pre-recorded

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lectures, collaborative application tasks, and discussion reflect the mediated nature of blended learning highlighted in Activity Theory (Yamagata-Lynch, 2014). This framework underscores the importance of considering how online and face-to-face tools are leveraged, how participation is structured, and how objectives are pursued within a blended ecosystem. Applying the activity theory lens allows educators to design blended learning experiences that effectively engage learners intentionally.

Cognitive Load Theory highlights the role of working memory limitations in learning (Sweller, 1988). Working memory has a finite capacity, so instructional designs imposing excessive cognitive load can hinder learning (Sweller et al., 1998). Intrinsic cognitive load is inherent to the complexity of content and cannot be altered. However, extraneous cognitive load stems from suboptimal instructional designs that tax working memory with irrelevant information. Managing intrinsic and extraneous cognitive load through intentional design enhances learning (Choi et al., 2014).

For blended learning, multimedia formats and self-paced online activities with segmented information help minimize extraneous load (Chen & Huang, 2020). These online components present manageable units rather than lengthy continuous lessons, preventing working memory overload (Abeysekera & Dawson, 2015). Social interaction during face-to-face instruction facilitates germane cognitive load, wherein working memory resources are devoted to deep processing and schema construction. For example, peer discussions allow learners to verbalize concepts in their own words, strengthening neural patterns and connections (Sweller et al., 2011). Blended designs must strategically balance cognitive load across online explicit instruction and collaborative offline knowledge application. Segmenting complex concepts and providing scaffolding support online establishes foundations that are expanded through interactive consolidation of schemas during in-person activities (Abeysekera & Dawson, 2015). Applying Cognitive Load Theory principles enables educators to develop blended learning experiences that optimize working memory processes and demands. This facilitates meaningful learning by managing intrinsic load and minimizing extraneous load while promoting germane load through social interaction.

The Community of Inquiry (CoI) framework developed by Garrison, Anderson, and Archer (2000) emphasizes the development of social, cognitive, and teaching presence in online and blended courses. This model highlights the importance of interactions between teachers, students, and content to foster deep and meaningful learning experiences (Garrison & Arbaugh, 2007). In blended contexts, teaching presence can be established through intentional instructional design, facilitation, and direct instructional guidance (Shea & Bidjerano, 2010). For example, learning objectives, scaffolds, and modeling integrated across online and face-to-face components reflect teaching presence (Garrison & Arbaugh, 2007). Social presence emerges through affective expression, open communication, and group cohesion. Student profiles, icebreaker activities, and norms of conduct shape social presence online and offline (Richardson et al., 2017). Finally, cognitive presence involves a cycle of triggering exploration, integration, and resolution. Carefully sequenced discussions and reflective assignments promote cognitive presence (Garrison & Arbaugh, 2007). Blended designs should incorporate all three presences to create an engaging community of inquiry (Kilis & Yildirim, 2018). Teaching presence provides structure, social presence develops relatedness, and cognitive presence enables deep learning. Using the CoI model as a design lens highlights the need to foster interconnected presences through role design, content selection, and planned interaction (Garrison & Arbaugh, 2007). This framework offers guidance for developing cohesive blended learning experiences.

Together, these perspectives provide a theoretical grounding for blended learning implementations. Activity theory highlights tool mediation, Cognitive Load Theory focuses on managing working memory demands, and Community of Inquiry underscores interconnected presences. Applying these lenses in tandem allows educators to develop impactful blended designs aligned with language learning processes and goals. The synergistic blend maximizes affordances across online and face-to-face environments.

Current research has examined blended learning implementations in the teaching of a variety of subjects. Learning analytics from online components provide differentiation insight, while face-to-face interactions enable teacher guidance and peer collaboration. Blended contexts have also facilitated self-paced learning and adaptive content based on progress monitoring (Ma et al., 2021). While existing scholarship has investigated blended learning applications, insight into practical implications for improving student-centered instruction remains limited. This study addresses this gap by developing a blended learning design tailored for language educators for preschool grammar teaching. An exemplary blended language program guides framework construction and identifies best practices for implementation. The blended learning design framework provides practical guidance on course redesign and educational technology integration. Customizable templates, workshops, and coaching modules enable language faculty to transition to blended contexts effectively. The framework aims to increase blended adoption success and maximize student-centered pedagogies by improving instructor readiness and capacity.

This study makes key practical contributions to transitioning to blended language instruction for college language classes. Adoption of the blended design model can drive widespread transformation towards personalized, active learning.

II. BLENDED LEARNING APPLICATIONS

Blended learning, integrating online and face-to-face instruction, has gained popularity in EFL classrooms recently (Arifani et al., 2021; Al-Shehri, 2011; Kaur, 2013). While existing studies reveal meaningful learning gains, several

issues remain regarding blended learning implementation. For instance, Arifani et al. (2021) found that blended EFL teacher training fulfilled psychological needs, yet challenges like heavy online workloads were noted. Though Al-Shehri (2011) outlined benefits like increased interaction, concerns were raised regarding faculty training and resistance. More research is needed on optimal blend formats and support structures specifically for college language blended instruction.

Emerging technology-enhanced approaches demonstrate promise, but factors influencing adoption in college contexts need investigation. Blended e-learning (Pölzl-Stefanec et al., 2023) and text annotation tools (Crosthwaite et al., 2021) showed learning gains, but most participants were adults. Stracke et al. (2023) emphasized learner autonomy and interactivity for retention in blended courses; however, college students probably have different needs regarding technology-mediated learning. Studies tailored to college blended language acquisition are scarce.

While flipped and gamified EFL instruction promotes engagement and achievement (Khodabandeh, 2022; Zarrinfard et al., 2021), implementing such approaches with college populations presents challenges. Flipped classrooms require substantial restructuring of activities and roles (Peng & Fu, 2021), which may be difficult within established curricula. Optimal integration of online and offline components for specific skills remains underexplored, especially for younger students. Though gamification offers motivational benefits, long-term impacts are unclear (Ashraf et al., 2021). Significant gaps persist in understanding flipped and gamified instruction for college language learners. A blended instruction format, which combines the course scheme with individual needs, may come to the rescue. Developing blended practices catering to young language learners is crucial.

III. BLENDED LEARNING DESIGN FRAMEWORK

This study proposes a blended learning design integrating online grammar instruction with face-to-face reading, writing, listening, and speaking in one program. The online component consists of 16 chapters covering aspects of English grammar, including morphology and syntax. Prior research indicates that explicit grammar instruction through online delivery can effectively develop grammatical competence (Al-Jarf, 2005; AbuSeileek, 2009). Online learning provides flexibility regarding time, place, and pace of instruction, allowing learners to access materials based on individual needs and availability (Moore et al., 2011; Srichanyachon, 2014). Furthermore, multimedia grammar explanations involving text, graphics, audio, and video cater to diverse learning preferences and increase student engagement (Mayer, 2003; Yousef et al., 2014).

The online course includes lecture slides, instructional videos, practice exercises, and discussion forums. Videos allow instructors to model grammatical concepts and provide dynamic explanations accessible asynchronously (Duffy, 2008). Various multimedia formats have been shown to increase student engagement and learning in online contexts compared to text alone (Kintu et al., 2017). Exercises with computer-graded feedback offer opportunities for low-stakes retrieval practice, which strengthens knowledge acquisition and retention (Karpicke & Roediger, 2007). Online discussions enable learner collaboration and teacher guidance during the learning process (Aloni & Harrington, 2018). Taken together, these interactive components promote active learning and allow instructors to identify and address gaps in understanding.

The face-to-face portion comprises integrated reading and writing lessons and listening and speaking lessons aimed at developing core language skills and getting the learners ready for academic-purpose reading and writing with complexity. This blended structure aligns with established principles of blending online explicit instruction with offline interactive practice. The addition of online components expands learning time and locations, providing instruction on grammatical rules and supplemental explanation and practice. Learners can control the pace and order of instruction based on perceived needs. This learner agency and expanded access to input facilitates personalized learning paths tailored to individual profiles and goals. At the same time, the face-to-face classroom environment remains critical for interactive skill building through meaningful practice and collaboration, including peer review and group discussion. Blended designs aim to leverage the strengths of online and offline learning contexts to enhance multidimensional language development.

The blended format utilizes online grammar content to support reading and writing development. Prior studies indicate that integrating online grammar modules can enhance learners' reading comprehension and writing accuracy (Chung, 2022). Reading comprehension relies on syntactic parsing, or the ability to identify sentence components and understand their relationships. Readers must construct meaning by processing words in the context of larger phrases and clauses (Rayner et al., 2001; Perfetti & Stafura, 2014). Knowledge of grammar provides a mental framework for analyzing sentence structure and logic during reading. Through online learning, students gain explicit knowledge of grammatical conventions and patterns which they can apply to decipher complex academic texts (Cain & Oakhill, 2011). Learners will analyze multi-clause sentences and advanced grammar patterns in reading passages by actively applying knowledge from online grammar modules. The ability to systematically break down syntactic forms facilitates deeper comprehension. The application of grammar understanding also allows readers to infer the meaning of unfamiliar words based on the surrounding context (Cain & Oakhill, 2011). This grammar-enhanced analysis promotes comprehension of sentence logic and overall passage meaning.

In writing tasks, learners will leverage online grammar learning to enhance syntactic accuracy, complexity, and variety. Applying explicit grammar knowledge to writing promotes linguistic accuracy and syntactic sophistication

(Chung, 2022). Grammatical competence is a key predictor of writing quality, as command of conventions and structures allows students to communicate ideas (Beers & Nagy, 2011; Myhill, 2018). Online learning provides increased exposure to diverse grammar patterns and forms. This expanded input facilitates the acquisition of low-frequency constructions and nuanced distinctions between similar structures. Knowledge gained from online grammar instruction equips learners to accurately produce a fuller range of forms in their writing. Additionally, online grammar activities help develop metalinguistic awareness, or the ability to consciously reflect on and manipulate language (Andrews, 2010; Myhill, 2011). This explicit understanding allows writers to intentionally vary syntax and apply complex constructions to enhance academic writing. In summary, the blended integration of online grammar learning aims to enrich linguistic knowledge and conscious control, empowering students to write with increased accuracy and sophistication.

For listening and speaking development, face-to-face instruction will emphasize pronunciation, fluency, and conversational skills which are critical competencies for effective listening and speaking (Bozorgian & Pillay, 2013). While this face-to-face emphasis provides learners with interactive practice, research indicates that explicit grammar instruction can also facilitate listening and speaking growth. Studies have found that grammar knowledge supports listening comprehension by enabling learners to parse speech and identify grammatical structures (Akakura, 2012). Through the application of grammar rules learned online, learners may better comprehend complex utterances containing unfamiliar vocabulary or fast speech. For speaking skill enhancement, meta-analyses indicate that explicit grammar instruction results in improved grammatical accuracy in learner speech (Norris & Ortega, 2000). Online grammar resources will allow learners to internalize rules and patterns which can then be applied during speaking to produce more target-like and sophisticated output. For example, knowledge of passive voice constructions gained from online grammar modules can help learners accurately produce passive forms while speaking. Research also suggests that explicit knowledge facilitates the development of implicit knowledge and automaticity through meaningful practice (Ellis, 2006). Therefore, online grammar learning can gradually become proceduralized and integrated into spontaneous speaking. Blended discussions that connect online and face-to-face content may further support the transfer of explicit grammar knowledge to implicit skills. These blended exchanges create opportunities for learners to produce structures initially learned online within meaningful interpersonal contexts. Additionally, emerging computer-assisted language learning research proposes speech recognition technology as a means of providing automated corrective feedback on pronunciation and grammar while speaking. If paired with face-to-face speaking development, such technology may allow learners to obtain feedback between lessons and enhance the transfer of explicit grammar knowledge. In summary, this blended design recognizes the value of face-to-face interactive practice while also acknowledging the benefits explicit grammar instruction offers for listening and speaking competencies. The blend of online and offline activities aims to develop well-rounded communicative abilities.

In summary, this blended curriculum synergistically combines online explicit grammar instruction with face-to-face integrated skills development. Online resources facilitate reading and writing through grammar enhancement while face-to-face lessons target holistic communicative abilities. This blended design aligns online and offline components to maximize English proficiency. Online self-paced learning focuses on grammar knowledge acquisition, while offline face-to-face instruction emphasizes integrated language skills development. Research shows that theoretical knowledge attainment is more suited for online learning, while interactive practice needs in-person guidance more (Bishop & Verleger, 2013). Also, excessive online learning time can decrease student engagement and learning outcomes (Wanner & Palmer, 2015). Therefore, the online-offline ratio should cater to both needs.

It is advisable to keep online grammar self-learning to around 30% of total class hours. Chen et al. (2014) found that a moderate amount of online learning ensures students master theories while guaranteeing sufficient face-to-face interaction. Other studies also show this ratio results in optimal learning (Bishop & Verleger, 2013; O'Flaherty & Phillips, 2015). The remaining 70% of the time is for offline language skills training, mainly interactive reading-writing tasks, and speaking-listening practice. Student-student and teacher-student exchanges facilitate the application of grammar knowledge in contextualized practice. Designing offline activities catering to different language skills can enhance comprehensive competence.

During implementation, teachers should adjust online versus offline schedules accordingly to ensure the best outcomes. Overall, 30% online self-learning and 70% face-to-face interaction leverage the advantages of flipped classrooms, achieving an optimal balance between knowledge delivery and internalization.

To ensure effective implementation of blended teaching, schools need to focus on preparing implementation conditions and teacher training. For implementation conditions, Colleges should get hardware facilities ready, like purchasing IT teaching equipment, improving network coverage quality, building online teaching platforms, etc.. Colleges also need to modify course arrangements by modularizing original content and schedules to meet flipped teaching requirements (Bishop & Verleger, 2013). Additionally, Colleges need to have technical support teams to provide timely feedback and maintenance to teachers. For faculty, Colleges should evaluate current teachers and allocate proper numbers of full-time teachers and teaching assistants to ensure smooth classroom operations (O'Flaherty & Phillips, 2015). For teacher training, colleges could organize a series of training workshops covering: 1) blended classroom theories, 2) modular course design, 3) digital teaching resources development, 4) online platform use, and 5) potential problems and solutions during implementation (Long et al., 2017). Training should adopt theoretical

instruction combined with case analysis. Simulated teaching by teachers could also be organized to enhance skills. After basic training, colleges should also provide specialized coaching and personalized feedback to teachers during initial implementation to guide continuous improvements.

Through the preparation of implementation conditions and sustained teacher training, colleges can establish a solid foundation for the smooth delivery of blended teaching. This requires colleges to provide adequate resource support and active teacher participation (Herreid & Schiller, 2013).

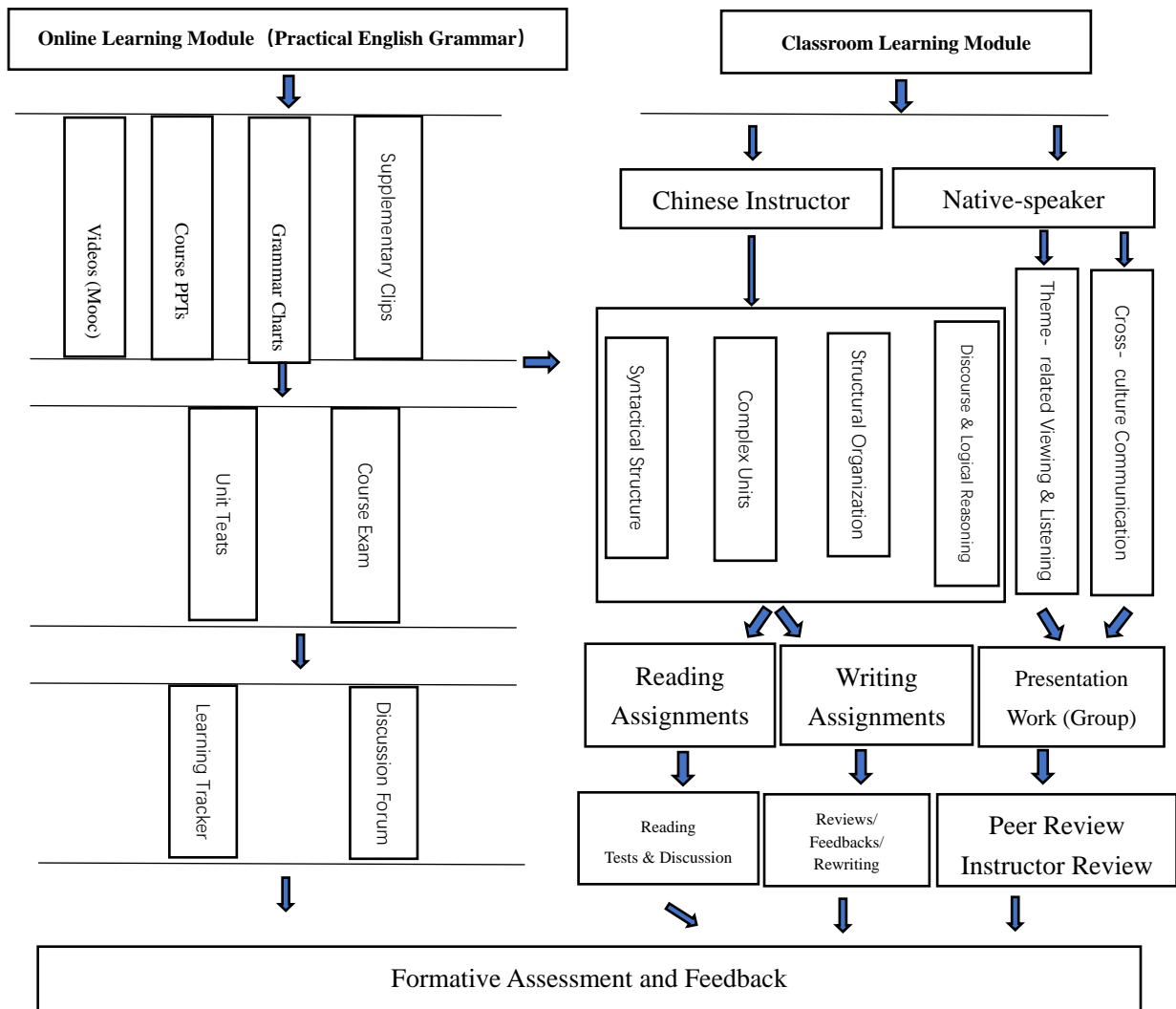


Figure 1. Scheme for Blended Design

Figure 1 presents a scheme for a blended design for teaching English Grammar to students. The design integrates an online learning module with classroom learning activities taught by a Chinese instructor and a native speaker instructor. The online module is a comprehensive platform that includes multiple components to facilitate effective grammar learning. It comprises supplementary video clips, grammar charts or visuals, course presentations (PPTs), and instructional videos covering different grammar topics. Additionally, the module incorporates assessment elements such as unit tests and a course exam to evaluate the learners’ understanding and progress periodically. The online platform also features supporting and feedback sections, including a learning tracker that allows students to monitor their progress and a discussion forum where they can interact, ask questions, and receive feedback from instructors or peers. All these components within the online module are interconnected and designed to complement each other, providing learners with a well-rounded and interactive experience. The supplementary materials, visuals, and videos aid in explaining and illustrating the grammar concepts, while the assessments and learning tracker help reinforce knowledge and track progress. The discussion forum further enhances the learning experience by enabling collaborative discussions and addressing individual queries or challenges. This multifaceted online module seamlessly integrates with the classroom learning module through the overall thematic planning, ensuring that the knowledge acquired online directly supports and aligns with the practical applications and activities conducted in the classroom setting under the guidance of instructors.

The classroom learning module is structured into two main segments, each led by a distinct instructor: a Chinese

instructor and a native English-speaking instructor. Under the guidance of the Chinese instructor, the focus is on several key components: Discourse & Logical Reasoning, Structural Organization, Discourse & Logical Coherence, Complex Units, and Syntactical Structure. These components are reinforced through tasks like reading and writing assignments, aimed at practical application. Conversely, the native English-speaking instructor emphasizes Theme-related Viewing & Listening and Cross-cultural Communication, which are integrated into activities such as presentations and group work. This dual approach offers a balanced perspective: the Chinese instructor focuses on reading and writing, often drawing parallels to the student's native language, while the native-speaker instructor immerses students in speaking and listening and cultural nuances. The reading, writing, presentation, and group work tasks allow students to apply grammar knowledge gained from both instructors in interactive, communicative ways. This integrated classroom module, in conjunction with the theoretical foundation provided by the online component, delivers a comprehensive blended learning experience. It encompasses grammar instruction, language skills development, cultural exposure, and practical application through a diverse array of activities and tasks. The overall design blends online grammar instruction with interactive classroom activities, assignments, and formative assessments facilitated by instructors from different language backgrounds. This integrated approach aims to provide a comprehensive learning experience combining theoretical grammar knowledge with practical application and feedback in a blended learning environment.

IV. APPLICATION AND TESTIFICATION

The suggested model was applied to a group of 90 graduate students at a university in China. The blended class design was conducted for one semester lasting four months. The online part was mainly applied via Unipus (MOOCs.unipus.cn) with a MOOC titled College Practical Grammar. Then at the end of the semester, the students were asked to complete a questionnaire (see Appendix 1) on their satisfaction of the whole class design and the specific parts. The survey on blended class design was completed by 90 students. The majority were female (65.45%) and had less than 1 year of experience with blended learning (81.82%).

TABLE 1
PERCENTAGE FOR SCORES OF SATISFACTION

Que.	Scores (%)						
	1	2	3	4	5	6	7
No.2.1	0	0	0	18.18	36.36	13.64	31.82
No.6	0	0	9.09	18.18	22.73	13.64	36.36
No.9	0	0	4.55	13.64	31.82	18.18	31.82
No.12	0	0	4.55	13.64	27.27	13.64	40.91
No.15	0	0	0	4.55	9.09	31.82	54.55
No.18	0	0	0	4.55	22.73	31.82	40.91
No.21	0	0	0	4.55	22.73	27.27	45.45
No.25	0	0	0	9.09	18.18	36.36	36.36

The results (Table 1) indicate that for most of the questions concerning satisfaction over 70% of participants scored 5-7, which is on the satisfied side. The mean rating for overall satisfaction with the blended class design was 5.59 out of 7, indicating moderately high satisfaction. No students rated overall satisfaction below 4. For the online discussion part, students gave an average rating of 5.5 out of 7 for satisfaction with the online discussion component of the blended class. Most ratings were 5 or higher, though 2 students (9.09%) gave a rating of 3. On the part of the video lectures, the mean rating for satisfaction with video lectures was 5.59. Most students gave ratings of 5 or higher, though 1 student (4.55%) gave a rating of 3. No students rated video lectures below 3. For the online quiz part, satisfaction with online quizzes received the highest mean rating at 5.73. The majority of students (40.91%) gave a rating of 7, indicating they were very satisfied with this component. Only 1 student (4.55%) gave a rating below 5. For in-class listening & speaking, the mean rating for in-class listening/speaking with the foreign teacher was 6.36. Over half the students (54.55%) gave the maximum rating of 7. Only 1 student (4.55%) gave a rating below 6. For in-class reading & writing, the satisfaction component received a mean rating of 6.09. Most students gave ratings of 6 or 7, though 1 student (4.55%) gave a rating of 4. For student-teacher interaction, the mean rating for student-teacher interaction was 6.14, indicating moderately high satisfaction. No students gave ratings below 4, and 45.45% gave a rating of 7. For ease of use, when asked if the blended class design was convenient and easy to use, the mean rating was 6.0. Over 70% gave ratings of 6 or 7, while 2 students (9.09%) gave a rating of 4.

The open questions further indicate that most participants are highly satisfied because blended learning supplements classroom teaching, enriches their learning experience, and caters to individual learning preferences and pace. One participant accounts:

"Blended classes can improve our English knowledge and fill in gaps in classroom learning. They allow us to review and strengthen areas we may have missed in class. Through online learning, we can also boost our grammar skills and reduce mistakes. With online courses, we can learn at our own pace. If there is something we don't understand, we can pause or slow down the lesson until it makes sense. The ability to control the speed and repeat content aids comprehension. Online learning supplements in-person classes by allowing customized reviews based on our needs. We can focus on strengthening grammar, vocabulary, listening, or any weaknesses. The flexibility and self-directed nature

of online courses empowers us to shape our own English learning journey”.

Other participants report positive effects concerning enhanced practice and student-student interaction, as one participant admits:

“I feel that all aspects of the blended learning course have been extremely useful in developing my overall English abilities. The course provided ample practice for speaking, writing, and listening, allowing me to improve across the board. I believe my English proficiency has increased significantly thanks to the blended format. The combination of online and in-person learning was crucial. The online components allowed self-paced study and practice. The face-to-face classes facilitated collaboration, relationship-building, and interactive activities. Balancing independent study with group work prevented burnout while optimizing learning. In addition to the linguistic gains, blended learning enriched my relationships with classmates. Communicating and working together in class deepened our bonds. I benefited both in English proficiency and in friendship through the social dimensions of blended learning. In summary, blended instruction combines the strengths of online and in-person education. My English abilities grew exponentially thanks to the practice materials and social environment. I am grateful for the holistic improvement blended learning provided to my language skills and connections with peers”.

Still, others highlight the availability, flexibility, and convenience of blended learning, as one participant states:

“Online learning allows us to engage in course studies anytime, anywhere, saving time and energy without being constrained by time and space. It facilitates more effective learning and enables communication and interaction with teachers to address any issues that may arise. Subsequently, offline course studies foster a conducive learning environment, providing more opportunities for interaction and face-to-face communication. Therefore, a blended learning approach, combining both online and offline elements, contributes to better learning and progress”.

V. IMPLICATION AND CONCLUSION

This study proposes a blended learning framework tailored for college grammar instruction. The design integrates online explicit grammar modules with face-to-face integrated skills development. This blended approach offers several practical implications for language teaching and learning.

Firstly, the study provides educators with a structured model for blended curriculum design. Course design is a critical component influencing the success of blended learning implementations (Aldosemani, 2019; Napier et al., 2011). The alignment of online and offline components proposed in this study can serve as an exemplar for developing blended courses suited to learner needs and institutional contexts. Thoughtful integration of technology-mediated and in-person activities is key for meaningful blended learning experiences (Lakhal et al., 2021; Wong et al., 2021). The online grammar instruction modules supply foundational knowledge and practice opportunities, while face-to-face lessons focus on communicative development and skill transfer. This format promotes personalized and active learning with flexibility for self-paced online work and interactive offline tasks. Learner agency and engagement are frequently cited advantages of well-designed blended courses. At the same time, the blended curriculum retains teacher guidance and peer collaboration. In-person elements facilitate mentorship, discussion, collaborative projects, and relationship building, which are considered vital components of blended courses. This model can serve as a template for developing blended designs aligned to context-specific needs and resources.

Furthermore, the blended learning framework has implications for student learning experiences and outcomes. Research indicates blended designs can increase learner engagement, motivation, and self-regulation. The online grammar modules allow for personalized pacing and learning paths tailored to individual profiles and needs. This agency and flexibility are associated with heightened interest and effort. Face-to-face interactive lessons provide vital peer and instructor connections to reinforce engagement. Additionally, explicit online grammar instruction strengthens linguistic knowledge which learners can leverage to enhance language skills during offline activities. The multimedia online content caters to various learning preferences, further supporting achievement. Taken together, this blended curriculum accounts for key factors influencing positive student experiences and outcomes. The model provides a template for blended course design aimed at nurturing motivated and successful learners.

The results of this survey on student satisfaction with a blended class design reveal some interesting insights. Overall, students reported moderately high levels of satisfaction across all aspects surveyed. However, satisfaction was higher for certain components compared to others. Students were most satisfied with the in-class listening/speaking activities with the foreign teacher, giving it the highest average rating. This suggests the interactive practice with a native speaker was beneficial. Enthusiasm for the online quizzes was also strong, indicating students appreciated the self-assessment. Satisfaction was moderately high but slightly lower for areas like online discussion, video lectures, and in-class reading/writing. The online discussion in particular had the widest range of ratings. This component may need improvement to increase engagement. Another area to focus on could be strengthening student-teacher interactions. While satisfaction was moderately high, there is room to improve. Increasing communication channels could make interactions more meaningful. Overall ease of use was rated favorably, signifying the blended format was accessible. However, the fact that a couple of students gave low ratings suggests the design could be simplified further.

APPENDIX. BLENDED LEARNING SATISFACTION QUESTIONNAIRE

Section 1: Demographic Information

1.1. Gender:

A. Male

B. Female

1.2. Years of Experience with Blended Learning:

A. Less than 1 year

B. 1-2 years

C. 3-5 years

D. More than 5 years

Section 2: Overall Experience with Blended Teaching

2.1. How satisfied are you with the overall design of the blended teaching approach?

A . Very satisfied

B . Satisfied

C. Neutral

D. Dissatisfied

E. Very dissatisfied

2.2. What aspects of the blended teaching approach do you find most effective and why?

2.3. What aspects of the blended teaching approach do you find least effective and why?

Section 3: Online Components

3.1. How satisfied are you with the Discussion Forum in the course?

A. Very satisfied

B. Satisfied

C. Neutral

D. Dissatisfied

E. Very dissatisfied

3.2. What specific features of the Discussion Forum do you find most beneficial for your learning?

3.3. What challenges, if any, do you face with the Discussion Forum?

3.4. How satisfied are you with the Online Videos in the course?

A. Very satisfied

B. Satisfied

C. Neutral

D. Dissatisfied

E. Very dissatisfied

3.5. What specific features of the Online Videos do you find most beneficial for your learning?

3.6. What challenges, if any, do you face with the Online Videos?

3.7. How satisfied are you with the Unit Test in the course?

A. Very satisfied

B. Satisfied

C. Neutral

D. Dissatisfied

E. Very dissatisfied

3.8. What specific features of the Unit Test do you find most beneficial for your learning?

3.9. What challenges, if any, do you face with the Unit Test?

Section 4: Classroom Teaching Components

4.1. How satisfied are you with the Listening and Speaking components of the course?

A. Very satisfied

B. Satisfied

C. Neutral

D. Dissatisfied

E. Very dissatisfied

4.2. What specific activities or interactions in the Listening and Speaking components do you find most valuable?

4.3. What challenges, if any, do you face with the Listening and Speaking components?

4.4. How satisfied are you with the Reading and Writing components of the course?

A. Very satisfied

B. Satisfied

C. Neutral

- D. Dissatisfied
- E. Very dissatisfied

4.5. What specific activities or interactions in the Reading and Writing components do you find most valuable?

4.6. What challenges, if any, do you face with the Reading and Writing components?

Section 5: Interaction and Communication

5.1. How satisfied are you with the communication and interaction between instructors and students in the blended learning environment?

- A. Very satisfied
- B. Satisfied
- C. Neutral
- D. Dissatisfied
- E. Very dissatisfied

5.2. What communication channels (e.g., email, discussion forums, virtual meetings) do you find most effective for interacting with instructors and peers?

5.3. Are there any improvements you would suggest for enhancing communication and interaction in the blended learning environment?

Section 6: Flexibility and Accessibility

6.1. How satisfied are you with the flexibility and accessibility of the blended learning format?

- A. Very satisfied
- B. Satisfied
- C. Neutral
- D. Dissatisfied
- E. Very dissatisfied

6.2. What aspects of the blended learning format contribute to or hinder your flexibility in learning?

6.3. Do you have any suggestions for improving the flexibility and accessibility of the blended learning approach?

Section 7: Overall Comments and Suggestions

7.1. Please provide any additional comments or suggestions you have regarding the blended teaching approach.

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