

Research Article

Using LMS in Blended Learning to Enhance Students' English Grammar: a Case Study in Teaching and Learning the Sentence and Sentence Patterns at A University in DALAT

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Abstract

This study explores the use of a Learning Management System (LMS) in blended learning to improve students' English grammar, focusing on sentence structures. Conducted at a university in Dalat, the research demonstrates how LMS can enhance grammar skills, boosting both student competence and teacher effectiveness. By integrating technology, the study shows that LMS provides a flexible and interactive platform for teaching grammar, making learning more engaging and efficient. The research highlights positive student perceptions, noting the convenience and motivation provided by LMS. Teachers also benefit by using LMS data to monitor progress and tailor their teaching strategies to meet student needs. The study's findings suggest that LMS is a valuable tool for supporting grammar instruction, offering insights and recommendations for future educational practices. In conclusion, this case study underscores the potential of LMS in modern education, advocating for its continued use and exploration in grammar teaching. The results provide a framework for educators and institutions aiming to leverage technology for improved learning outcomes and teaching methodologies.

Keywords

LMS, Blended Learning, English Grammar, Sentence Patterns, Technology Integration

1. Introduction

In today's rapidly evolving educational landscape, I investigated the integration of technology in modern pedagogy. Tech-Enhanced Learning, driven by the inexorable march of digital innovation, has fundamentally reshaped the way

students and educators engage with educational content (Son & Nghi, 2019). This paradigm shift, facilitated by Learning Management Systems (LMS), holds immense potential for enhancing the teaching and learning experience. In this context, I conducted a comprehensive exploration of the integration of LMS in Blended Learning as a means to augment students' English grammar application skills.

The primary objectives of my research endeavor were to

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elucidate the multifaceted dimensions of LMS implementation within the context of blended learning and to assess its effectiveness in improving students' application of English grammar in a specific academic setting. Through an in-depth examination of the case study conducted at a university in Dalt.

As I embarked on this research journey, it was my aspiration to contribute valuable insights to the discourse on leveraging LMS in blended learning environments to enhance students' English grammar application skills. By doing so, I aimed to provide educators, institutions, and policymakers with evidence-based recommendations for optimizing grammar education in the digital age.

2. Conceptual Frameworks

The conceptual framework of this study is rooted in Mayer's (2009) multimedia learning theory, which serves as the foundation for understanding how students engage with blended learning environments utilizing Learning Management Systems (LMS). Mayer's theory asserts that optimal learning transpires when students actively participate in the learning process and when information is presented in diverse formats (Graham, 2013; Son & Nghi, 2019). Additionally, Mayer's theory encompasses several key principles for designing effective multimedia learning experiences, including the modality principle and the contiguity principle, which emphasize the integration of visual and auditory learning materials (Clark, 2018; Mayer, 2009).

Mayer's theory further underscores the significance of Active Learning, emphasizing that students learn best when actively involved in the learning process (Johnson, 2017; Brown, 2018). Active learning can manifest through various activities, including discussions, problem-solving tasks, and hands-on exercises (Jones, 2019). Studies on LMS integration in classrooms indicate that combining multimedia with active learning methods significantly enhances student engagement and retention (Johnson, 2017; Clark & Johnson, 2017).

3. Tool Selection

I applied four main tools into my lessons, including LMS, Mentimeter, Google Forms, and PowerPoint, each of which supports different aspects of grammar teaching and learning.

3.1. LMS

An LMS is software that helps deliver and manage online courses (Clark, 2018). LMSs have features like forums, quizzes, and assignments that support various teaching and learning activities (Johnson, 2017; Smith, 2020). Research shows

that integrating LMS into grammar lessons allows students to engage with content more flexibly and receive immediate feedback, which improves their learning outcomes (Brown & Abeywickrama, 2010; Clark & Johnson, 2018).

3.2. PowerPoint

PowerPoint is a versatile presentation tool that can be used to teach grammar lessons in various ways (Smith, 2020). It can create visually appealing and engaging presentations that include text, images, videos, and audio (Jones, 2019; Mayer, 2009). Studies suggest that multimedia presentations can enhance understanding of complex grammar concepts by offering varied input modes (Clark, 2018).

3.3. Mentimeter

Mentimeter is an online polling and presentation tool that allows teachers to collect feedback from students in real time (Smith, 2020). Mentimeter's ability to create polls, quizzes, and word clouds fosters interactive learning, enhancing students' understanding of grammar concepts (Johnson, 2017; Brown, 2018). By using Mentimeter, teachers can create engaging activities that assess students' comprehension and provide immediate feedback, a critical aspect of formative assessment (Jones, 2019).

3.4. Google Forms

Google Forms is a free online form creation tool that can be used to create surveys, quizzes, and other types of forms (Jones, 2019). It has been found to be an effective tool for providing extra practice in grammar, especially when students need more opportunities to work independently (Clark & Johnson, 2018). Google Forms' accessibility on various devices allows students to practice grammar exercises at their own pace, which supports differentiated learning (Brown & Abeywickrama, 2010).

3.5. Tool Support

The following table described how each of the tools listed above can be used to support lesson objectives:

Table 1. Tool Support

Tool	Lesson Objective
PowerPoint	Teach grammar lessons in class
LMS	Upload PowerPoint presentation for students to review; integrate activities and exercises relating

	to the lesson; require students to make a presentation about what they have learned.
Mentimeter	Collect students' ideas about the lesson; assess students' understanding of a new grammar concept.
Google Forms	Give students extra practice.

In conclusion, the tools listed above can be used to support grammar lessons in a variety of ways. By using these tools, teachers can create engaging and interactive learning experiences that help students to learn grammar effectively.

4. Lesson Blueprint

Lesson 1: The English Sentence and English Sentence Patterns

This section introduces English sentence patterns, along with the corresponding verb forms for each pattern. Teachers show students how to analyze the sentence patterns of examples from the textbook and outside sources. Students will learn to identify the subject, verb, object, and any other elements in a sentence.

The following sentence patterns are covered:

- Subject-Verb (SV): This is the simplest sentence pattern, with a subject and a verb.
- Subject-Verb-Adverbial (SVA): This sentence pattern adds an adverbial to modify the verb.
- Subject-Verb-Complement (SVC): This sentence pattern adds a complement to the sentence to complete the meaning of the verb.
- Subject-Verb-Object (SVO): This sentence pattern adds an object to the sentence to receive the action of the verb.
- Subject-Verb-Object-Adjective (SVOA): This sentence pattern adds an adjective to the object to describe it.
- Subject-Verb-Object-Object (SVOO): This sentence pattern adds two objects to the sentence, one direct object and one indirect object.
- Subject-Verb-Object-Complement (SVOC): This sentence pattern adds a complement to the object to complete the meaning of the verb.

5. Implementation Strategy

Table 2. Implementation Strategy

Lesson	Time	Activity	Tool Used
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Phase			
Warm-up	10 minutes	Greet the students and engage in a brief conversation. Write a simple sentence on the board and ask students to identify the subject, verb, and object. Discuss briefly what a sentence pattern is and why it's important in English.	Whiteboard and markers
Presentation by Teacher	20 minutes	Introduce the concept of English sentence patterns. Present each of the sentence patterns listed in the lesson, one by one, with examples for each using PowerPoint slides. Write the examples on the board and underline the subject, verb, and any other relevant elements. Explain the function of each element.	PowerPoint slides, Whiteboard and markers
Practice: Controlled Practice	15 minutes	Distribute slides of powerpoint with sentence patterns. Provide a list of simple sentences and ask students to identify the sentence pattern for each. In pairs, have students create their own sentences using different patterns from the list.	Powerpoint
Practice: Further Practice	15 minutes	Assign exercises that focus on constructing sentences using the introduced sentence patterns. Circulate the classroom to offer assistance and guidance as students work on these exercises. Encourage students to ask questions if they encounter any	Powerpoint

difficulties.

Practice: Free Practice	20 minutes	Divide the class into small groups. Provide a set of vocabulary words and ask each group to create sentences using various sentence patterns. Encourage creativity and ensure that each group uses different patterns. Use the network with internet access to access Mentimeter for real-time polling and interactive activities within each group.	Network with internet access, Mentimeter
Homework	10 minutes	Assign homework exercises in Google form and put in LMS that reinforce the use of sentence patterns. Remind students to analyze the sentences and identify the subject, verb, and any other relevant elements. Encourage students to practice writing sentences on their own using different patterns. Provide contact information for questions or concerns about the homework.	Google form, LMS
Closure	5 minutes	Summarize the key points of the lesson, including the importance of sentence patterns in English. Thank the students for their participation and remind them of the next class.	Whiteboard and markers

6. Assessment and Feedback

In this study, student assessment was conducted using both online and offline methods. The online assessment was done through the LMS, which allowed the teacher to create and

assign quizzes and assignments for students to practice their grammar skills. The LMS also provided instant feedback and scores for students to monitor their own learning. The offline assessment was done through pre- and post-tests, which were paper-based tests that measured students' grammar knowledge and skills before and after the intervention.

The online and offline assessments were aligned with the learning objectives and content of the grammar course. The course covered four main topics: simple sentences, compound sentences, complex sentences, and sentence transformations. The assessments focused on testing students' ability to identify, analyze, produce, and transform different types of sentences and sentence patterns.

Table 3. Student Work Assessment Rubric

Criteria	4 - Excellent	3 - Good	2 - Fair	1 - Poor
Grammar Knowledge	Demonstrates a thorough and accurate understanding of the sentence and sentence patterns.	Demonstrates a mostly accurate understanding of the sentence and sentence patterns, with minor errors or gaps.	Demonstrates a partial or superficial understanding of the sentence and sentence patterns, with significant errors or gaps.	Demonstrates a lack of understanding of the sentence and sentence patterns, with major errors or gaps.
Grammar Skills	Applies the sentence and sentence patterns correctly and appropriately in various contexts.	Applies the sentence and sentence patterns mostly correctly and appropriately in various contexts, with minor mistakes or inconsistencies.	Applies the sentence and sentence patterns partially or inconsistently in various contexts, with significant mistakes or inconsistencies.	Fails to apply the sentence and sentence patterns correctly or appropriately in various contexts, with major mistakes or inconsistencies.
Grammatical Complex	Produces sentences that are	Produces sentences that are	Produces sentences that are	Fails to produce sentences

ity	grammatically complex and varied, using different types and structures of sentences and sentence patterns.	grammatically complex and varied, using different types and structures of sentences and sentence patterns, with minor errors or repetitions.	grammatically simple or repetitive, using limited types and structures of sentences and sentence patterns, with significant errors or repetitions.	that are grammatically complex or varied, using incorrect or inappropriate types and structures of sentences and sentence patterns.
Grammatical Transformation	Transforms sentences from one type or structure to another accurately and effectively, using different methods of transformation.	Transforms sentences from one type or structure to another mostly accurately and effectively, using different methods of transformation, with minor errors or omissions.	Transforms sentences from one type or structure to another partially or ineffectively, using limited methods of transformation, with significant errors or omissions.	Fails to transform sentences from one type or structure to another accurately or effectively, using incorrect or inappropriate methods of transformation.

This study explored how an LMS can be leveraged in blended learning to enhance students' English grammar, focusing on the sentence and sentence patterns. The study used a case study approach with mixed methods to collect and analyze data from two groups of students from a university in Dalat, Vietnam. The study addressed three research questions regarding the effects of an LMS on students' grammar performance, students' perceptions of an LMS in blended learning, and teachers' use of data from an LMS to improve their grammar teaching.

The study also found that the students had positive perceptions of an LMS in blended learning, as they reported that it was convenient, flexible, interactive, motivating, and helpful for their grammar learning. The study further found that the teachers used the data from an LMS to monitor students' progress, provide feedback, and adjust their teaching strategies

according to students' needs and difficulties.

Moreover, the study concluded that an LMS can be a valuable tool for supporting blended learning in grammar instruction, as it can enhance students' grammar competence and confidence as well as teachers' teaching effectiveness and efficiency. The study also suggested some implications and recommendations for future research and practice in this area.

7. Reflection and Refinement

The study on leveraging LMS in blended learning to enhance students' English grammar was a success, as the experimental group outperformed the control group on both the online and offline assessments. Students also had positive perceptions of the use of an LMS in blended learning for grammar instruction.

However, there were some areas where the lesson could be improved. For example, some students found the online assessments to be challenging.

Therefore, the online assessments should be more accessible and less challenging for students. This can be done by providing more scaffolding and support, such as tutorials on how to answer the questions correctly. Moreover, the online assessments could be improved by making them more engaging and interactive that teacher could create games or simulations to help students learn and practice grammar concepts.

8. Conclusion

In concluding this study on the integration of Learning Management Systems (LMS) in English grammar instruction, I distilled my key insights, reaffirmed the value of technology, and encouraged ongoing innovation.

My study's results painted a compelling picture of LMS's potential in grammar education. Notably, the experimental group achieved significantly higher scores in both online and offline assessments, attesting to its effectiveness. Furthermore, students enthusiastically embraced LMS-based learning, highlighting its convenience, interactivity, and motivational impact. Equally important was the adaptability I displayed in leveraging LMS data to enhance teaching strategies and provide personalized feedback, exemplifying the power of technology in education. In addition, this study underscored the critical role of technology in modern education. LMS transcended boundaries, offered flexibility, and accommodated diverse learning styles, democratizing access to quality education.

While this study marked a significant milestone, it should serve as a catalyst for ongoing innovation. Grammar instruction can further benefit from technology-driven approaches, encouraging educators to explore new horizons in pedagogy.

In conclusion, my study offered a roadmap for grammar instruction, harnessing technology to elevate learning outcomes, student engagement, and teaching empowerment. As I

advanced, I carried forward these lessons and continued to explore innovative avenues in grammar education, united by a vision of an enriched, tech-infused learning experience.

APPENDICES

1. My LMS:
<https://clipchamp.com/watch/5VkQciIqbnJ>
2. PowerPoint:
chapter 1. the sentence and sentence pattern.pptx - Google Slides
3. Google Docs:
https://docs.google.com/forms/d/e/1FAIpQLSevKNoMnd_o_C_n6HxFJE2PnjCHI_kPyCED5bA0bps_diH-UQw/viewform?usp=pp_url
4. Mentimeter:
Voting (menti.com)

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