

Effects of Using “Classera” Learning Management System on Students’ English Grammar Achievement

A Case study of First Year Intermediate School Students in Dammam, Saudi Arabia

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Abstract

This study aimed at finding out the effects of using “Classera” a Learning Management System on students’ English Grammar Achievement and attitudes towards learning English grammar. The study adopted both the descriptive analytical and the experimental methods. The study sample consisted of (50) first year students who were chosen from Tahtheeb Intermediate School during the academic year 2024/2025. Three tools were used to collect the data: a pre-test, a post-test and a survey. The Statistical Packages for Social Sciences (SPSS) software was used for data analysis. The study reached the following findings: Evidenced by a significant improvement in test scores—from a pre-test average of (26.16%) to a post-test average of (72.04%), representing a remarkable enhancement of (45.88%). Furthermore, the questionnaire was distributed to the target group to assess their attitudes towards Classera. (99%) of respondents found it easy to learn how to use Classera, and (95%) agreed that it was user-friendly. This indicates that the platform is accessible to users, which is essential for effective learning. A high percentage (98%) of users reported being able to navigate through the features easily. This indicates that the interface design is intuitive, allowing users to focus more on learning rather than struggling with the platform. All respondents (100%) believed that using Classera enhanced their learning effectiveness. This is a strong indicator that the platform effectively supports grammar instruction. A significant (99%) felt that Classera improved their overall performance in tasks. This reflects positively on the platform's impact on academic outcomes. (97%) of respondents believed that Classera provided valuable resources to support their learning. This shows that the platform is equipped with useful materials that enhance educational experience. High enjoyment levels (96%) and a positive attitude (100%) towards using Classera suggest that it creates a motivating learning environment. Positive emotions associated with learning tools can lead to better engagement and retention. A strong majority (96%) intend to continue using Classera in the future, and (96%) plan to use it frequently. This

indicates sustained interest and suggests that users find long-term value in the platform. (99%) believe that using Classera is worthwhile, reinforcing the overall positive perception of the platform's contribution to their learning. The study recommends the following: Schools should consider formally integrating Classera into the English language curriculum, providing teachers with the necessary training to maximize its use in grammar teaching. Also, provide continuous professional development opportunities for teachers to enhance their proficiency with Classera. This will ensure that they can effectively utilize the platform's features to improve student engagement and learning outcomes.

Keywords: Classera-Learning Management System-blended learning

1-Introduction

The Internet as a product of this digital era has reshaped the teaching and learning environments. Related to the new inventions of the Internet are learning management systems (LMS). These systems are a set of online tools which enable educators to manage digital contents in an e-learning setting. The wide spread of these systems is considered by educators an improvement and reform in education. Moreover, some educators view these systems as the most remarkable advancement in education during this century. In addition, some of them believe that using one form of an LMS will become common to the extent that it will accompany every learning programme. One of the recently invented learning management systems and considered as a new product in education is “Classera” which aims at offering teaching and learning tools to make the learning experience more enjoyable and effective. Classera is a closed source learning management system which adopts a highly effective security system. It consists of all the required components which support e-learning. The system provides various users with many options. These options allow teachers, students, parents and school administration to benefit from the different components such as virtual classrooms, e-library, chat rooms, e-quizzes and other effective electronic tools. Classera has been introduced in some Saudi public schools to improve the teaching and learning environment. It has been used to facilitate the blended education in these schools. The system has been widely used to promote the teaching of some subjects such as Maths, Arabic and Science. However, very little effort has been exerted to apply the system in teaching English skills. So, the present study focuses on finding out the effects of using “Classera” in teaching grammar to intermediate school students compared to traditional classroom teaching. Besides, how students view their learning experience in the new digital learning environment.

2-Statement of the problem:

As a practicing English teacher and an educational supervisor, the researcher has observed that in many schools in Saudi Arabia students struggle to learn grammar. Most students lack confidence to apply the grammatical rules in their English communication. They feel uncomfortable and embarrassed if they make mistakes in class. So, they normally avoid participating during the grammar lessons. In addition, some students may be left behind as they don't regularly attend school. The use of traditional teaching strategies makes the situation even worse. In a typical English grammar lesson, the teacher devotes most of the time to explain the grammatical rules. From the review of some related literature, there are many articles and recommendations of research which highlight the positive effectiveness of learning management systems in most subject areas. Incorporating a form of an LMS into the classroom, especially among the less performing students has also proven to be very effective. It shows greater student autonomy and instils lifelong language learning skills. The use of learning management systems tools makes a change and shift in both the teacher's and student's roles. Instead of being the dominant figure in class, the teacher's role changes to a facilitator and support to students. The role of students also changes as they become more active and collaborate. Learning management systems (LMS) have been proven to enhance constructive teaching and learning situations and to support active learning. "Classera" as a new learning management system has been recently used by some Saudi schools. However, very few studies were carried out to examine the effects of "Classera" as a new e-learning product in teaching and learning English grammar. So, this study will find out the effects of using "Classera" to help students acquire better grammatical knowledge.

3-Defintion of Classera

According to www.Classera.com, Classera is a private comprehensive learning management system (LMS) that caters to the diverse needs of educators, students, and parents in the educational ecosystem. Founded with the vision of transforming traditional teaching and learning methods through technology, Classera offers a range of innovative features and tools designed to streamline the educational process and enhance student outcomes. Smith, (2019) defines Classera as a popular learning management system that has been widely used in educational settings. Many educators have found it beneficial to incorporate Classera into their teaching practices to enhance student learning. Alhabeeb, (2015) defines Classera as a commercial e-learning system issued by Classera", which is an intelligent e-learning management system that forms an integrated and comprehensive virtual umbrella for all parties and activities. The educational process is smooth and easy, and brings together these parties in virtual classrooms on the network. Alabbasi and Alhadyan, (2017) also define Classera as "A closed source system that includes all aspects of the educational process, to include different categories of users, and each category has its own options within the system that differ from the other category."

4- Classera as an LMS

As technology continues to revolutionize the field of education, Learning Management Systems (LMS) like Classera have emerged as indispensable tools for enhancing teaching practices, engaging students, and streamlining administrative tasks. Learning Management Systems (LMS) have become essential tools in the field of education, providing a platform for online teaching, learning, and collaboration. In fact, Classera is considered a prominent LMS

known for its unique features that enhance the educational experience. Classera was developed with the mission of revolutionizing education through technology, providing a centralized platform for educators to manage courses, deliver content, assess student learning, and facilitate communication. Since its foundation, Classera has evolved to incorporate innovative features tailored to meet the diverse needs of educational institutions, teachers, students, and parents. Classera is a comprehensive Learning Management System (LMS) designed to provide a digital platform for managing, delivering, and tracking educational content and activities.

5.1 Studies Related to the Use of Classera in Saudi Arabia

A study by Alamri, (2022) examined the implementation of Classera in English language classrooms in a university setting in Saudi Arabia. The researchers found that Classera facilitated student-centred learning by providing access to personalized learning materials and interactive exercises. The use of multimedia resources on Classera enhanced students' language skills, particularly in speaking and listening. The study concluded that Classera can offer a dynamic and engaging platform for English language instruction in Saudi Arabian universities. In a study conducted by Alahmri et al., (2016) in secondary schools in Saudi Arabia, Classera was utilized as a supplementary tool for English language teaching. The researchers observed that the gamified elements of Classera, such as quizzes and interactive games, increased students' motivation and participation in language learning activities. Students showed improvements in vocabulary retention and reading comprehension, attributing their progress to the engaging nature of the tasks available on Classera. The study highlighted the potential of Classera in fostering active learning and skill development among secondary school students in Saudi Arabia. Furthermore, a study by Mansour et al. (2020) focused on the impact of Classera on teacher-student interactions and language acquisition in a language institute in Saudi Arabia. The researchers noted that the communication features of Classera, including messaging and discussion forums, facilitated greater collaboration and engagement between teachers and students. Through regular interactions on Classera, students demonstrated enhanced speaking and writing skills in English, strengthening their overall language proficiency. The study emphasized the importance of incorporating digital platforms like Classera to enhance pedagogical practices and student outcomes in language education. In another study conducted by Alhujari (2024) in Saudi Arabia, Classera was used to deliver personalized English language lessons to university students. The researchers observed that the adaptive learning features of Classera allowed students to progress at their own pace and receive targeted feedback on their language development. Students reported an increase in motivation and confidence in using English, leading to improvements in language proficiency and communication skills. The study highlighted the potential of Classera in supporting student-centered approaches to language learning in Saudi Arabian educational institutions.

5.2 Studies Related to the Use of Classera in English Language Teaching and Learning

A study conducted by Smith et al. (2018) explored the use of Classera as a supplemental tool in teaching English as a second language (ESL) to elementary school students. The researchers found that integrating Classera into the curriculum significantly increased student motivation and engagement, leading to improved language proficiency and communication skills. The interactive features of Classera, such as multimedia resources and collaborative activities, were highlighted as key factors in enhancing the learning experience for

students. In a similar study by Johnson and Brown (2019), Classera was used as a primary platform for delivering English language instruction to high school students. The researchers observed that the personalized learning pathways offered by Classera allowed students to progress at their own pace and receive targeted support based on their individual needs. As a result, students showed greater confidence in using English both in and out of the classroom, demonstrating an improvement in language fluency and comprehension. Furthermore, a meta-analysis conducted by Garcia et al. (2020) synthesized findings from multiple studies examining the use of Classera in teaching English across different educational settings. The analysis revealed a consistent positive impact of Classera on student achievement, with notable improvements in reading comprehension, writing skills, and vocabulary acquisition. The researchers concluded that Classera can be a valuable tool for English language educators seeking to create dynamic and engaging learning environments for their students.

Overall, the previous studies reviewed in this article indicate that the use of Classera in teaching English has shown promising results in enhancing student engagement, language acquisition, and academic performance. The interactive and collaborative features of Classera have been particularly effective in fostering a more immersive and personalized learning experience for students. As educators continue to explore innovative technologies in the classroom, Classera stands out as a versatile platform that can support English language instruction and empower students to achieve their learning goals. Through a comprehensive review of the existing literature, it is evident that Classera holds great potential in transforming the way English is taught and learned in educational settings. Future research can further investigate specific strategies and best practices for maximizing the benefits of Classera in English language instruction, ultimately leading to more effective and efficient language learning outcomes for students.

Compared to the previously conducted studies, the present study is different in many ways. This study specifically targets first-year intermediate school students in Saudi Arabia, providing insights into a particular educational context. In contrast, many studies address broader populations or different educational levels, which may not yield applicable findings for this specific age group or locale. While previous studies examine various aspects of technology integration in education, such as student attitudes or general proficiency, this research focuses explicitly on the impact of the Classera LMS on English grammar achievement. The study incorporates learning analytics to track student progress through the LMS, it could offer a detailed analysis of how specific features of Classera contribute to grammar learning. Overall, this study's unique focus on a specific student demographic, its direct measurement of grammar achievement through the Classera LMS, and the potential use of learning analytics set it apart from previous research.

6- Study Design

The study applied the one-group pre-post-test design. Two classes of first year intermediate school students were selected to be the sample of the study. The classes learned English grammar using Classera as a learning platform. All students were pre-tested on the assigned English grammatical lessons before the treatment and then post-tested after it. Differences in scores between the pre-test and the post-test were analyzed, results were evaluated, and hypotheses were tested. In addition to the pre-test and the post-test, a questionnaire was used to assess students' attitudes towards English grammar and the use of

Classera. The responses were analysed using the Statistical Packages for the Social Sciences (SPSS). Finally, conclusions and suggestions were formulated.

7- Sampling

The study was conducted during the first semester of the 2024/2025 academic year at Tahtheeb Intermediate School for boys in the Eastern Province of Saudi Arabia. The school is owned by Tahtheeb Company for Educational Services. It was considered an ideal setting for the application of the use of Classera as the school's infrastructure is suitable for e-learning. The school was equipped with Classera as a learning management system which was accessible to all students. Each student had a computer and was already familiar with "Classera" platform; therefore, the participants did not need training regarding the use of this platform. In addition, the teacher was also familiar with it and had taken training courses which were offered by the IT person. For all these reasons, the researcher selected this sample because Tahtheeb Intermediate School offered the most suitable conditions for both the teacher and the students to apply the experiment. The students were all Saudi nationals. In the intermediate stage, they used the Saudi governmental English book entitled "Super Goal, KSA edition". At the time of the study, the school had a population of (250) students. The total number of students in the first grade was (50). Therefore, the sample consisted of (50) students representing two classes.

Table (1): Study sample distribution

Group	No. of Classes	Number of students	Teaching Platform
First Year	2	50	Classera

The study sample consists of 50 first-year intermediate school students, divided into two classes of 25 students each. The students were selected based on their English proficiency levels, which were assessed through a preliminary diagnostic test. In terms of proficiency, the majority of the students fall within the basic to intermediate range on the Common European Framework of Reference for Languages (CEFR), with a few students demonstrating lower proficiency levels. Specifically, approximately 40% of the students exhibit A1 (Beginner) level skills, while 60% are at the A2 (Elementary) level. The students have foundational knowledge of English grammar and vocabulary, enabling them to understand simple sentences and communicate basic ideas. However, they often struggle with more complex grammatical structures and nuances of the language. This diverse proficiency level within the group provides a suitable context for examining the effectiveness of the Classera Learning Management System (LMS) in enhancing English grammar achievement.

8- Study Procedure:

The present study took place over 12 weeks during the first semester of the 2024/2025 academic year. The grammar course taken by the first-year intermediate school students covered several topics includes: Simple present tense, present progressive, present perfect, present perfect progressive, simple past tense, past progressive, and as well as future simple and going to. The course was based on "Super Goal textbook" and aimed to introduce students to knowledge about

grammatical rules and use of such aspects that would assist them to produce accurate sentences in both oral and written. The course consisted of eight grammatical lessons.

9- Lesson Design

The researcher applied “ADDIE” model to design the course. The ADDIE model is a widely recognized framework in instructional design and development. It provides a structured approach for creating effective educational programs and training materials. The acronym ADDIE stands for Analysis, Design, Development, Implementation, and Evaluation. Each phase is crucial in ensuring that learning experiences are engaging, effective, and aligned with learners' needs. In fact, The ADDIE model remains a cornerstone of instructional design, providing a powerful framework for developing educational programs. Whether in traditional classroom settings or online platforms, the principles of ADDIE can be adapted to meet diverse learning.

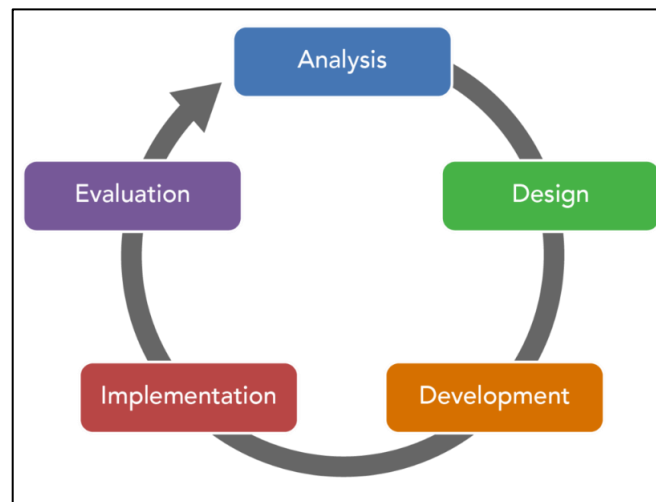


Figure (1) ADDIE Model

The designing of the course started with the analysis stage. According to Morrison et al., (2019) thorough analysis is critical for aligning educational objectives with learner needs and organizational goals. In this stage the needs of the learners were assessed to determine their specific needs, identify their proficiency levels (beginner, intermediate, advanced), such as their current grammar knowledge, common grammar challenges, and the desired learning outcomes. In addition, the learning objectives of the target group were also analysed to assess their understanding to the form and usage of the target English structures. Also, assessing students' ability to apply tenses accurately in both written and spoken communication and their ability to differentiate between simple, continuous, perfect, and perfect continuous forms. Third, an analysis process was also made to the target group, which consisted of students who were at first year intermediate school, considering their learning backgrounds, motivations, and preferred learning styles. Fourth, the analysis of resources and capabilities: The possible educational resources were identified together with the tools that can be employed to achieve the objectives of developing self-based learning through teaching English grammar skills specified in the student book for the first semester. The lesson design was based on the capabilities available in

Classera included in the teacher and student accounts. Many various resources were used such as (interactive videos, electronic games, presentations, external links, YouTube), where the aim of this diversification was to add an element of excitement to the program and enrich the learning process.

Second, the design stage, which involved the course design: In this phase of the course design, the researcher created the teaching and learning materials, including content, learning activities, and assessment methods. Also, the instructional strategies were carefully selected in a way that they best suited the learning objectives and the students' needs. As noted by Smith and Ragan, (2020) effective design considers both the content and the context in which it will be delivered, ensuring that the instructional materials are relevant and engaging. The researcher set the learning objectives based on the materials available in the assigned textbook "Super Goal". The grammar lessons were distributed according to the general scope and sequence of the book. So, the lessons were suitable and served the other textbook contents as the grammar lessons were introduced in contexts. Then, the assessment tools and the criteria for evaluating learners' progress and the effectiveness of the instruction were set. The study consisted of (8) English grammatical lessons. The lessons were selected from the ones which were planned to be taught during the first semester. They were selected according to the content analysis made by the teacher and under the supervision of the researcher.

Third, the development phase which included the creation of the actual lesson materials, including lesson plans, activities, and supplementary resources. At this stage, the materials and all educational media that were carefully selected in the design stage were collected and arranged, so that they would be ready and available when needed. Images were also prepared and processed using several programs used for this purpose. Some videos were also selected from the famous website www.YouTube.com.

Fourth, the implementation stage allows for the delivery of the grammar lessons, with ongoing monitoring and feedback collection. This stage involved the delivery of instructions to learners. Important considerations included: the educational and enrichment materials were produced and reviewed to ensure consistency and the absence of errors. The links were also tested to ensure that they were working properly. After that, these materials were uploaded to the teacher's account on Classera. A student's account was also accessed to ensure that these materials appear correctly in the students' accounts on Classera. After uploading the required materials, students were asked to review them. Additionally, the teacher was trained in how to use the materials effectively. As highlighted by Kirkpatrick and Kirkpatrick, (2016) successful implementation is often influenced by how well the instructional design aligns with the learners' needs and the support provided during the learning experience. In fact, teaching grammar effectively in an online environment presents unique challenges and opportunities. With the right activities, educators can engage students and enhance their understanding of grammatical structures. Here are some of the online activities designed to teach grammar effectively:

1. Interactive Quizzes: Interactive quizzes are an excellent way to reinforce grammar concepts. The teacher used the tool available in Classera to create interactive quizzes where students could answer questions in real-time. These quizzes covered all topics. Example Activity: A quiz on simple present where students selected the correct verb form based on a question provided. Immediate feedback helped students understand their mistakes.

2. Grammar Games: Online grammar games can make learning enjoyable. Websites like Grammarly and EnglishClub offer grammar games that encourage students to practice their skills in a playful environment. So, some links were uploaded to the system. Example Activity: A game where students dragged and dropped words to form correct sentences. This helped reinforce sentence structure and word order in a dynamic way as shown in figure (2) below.

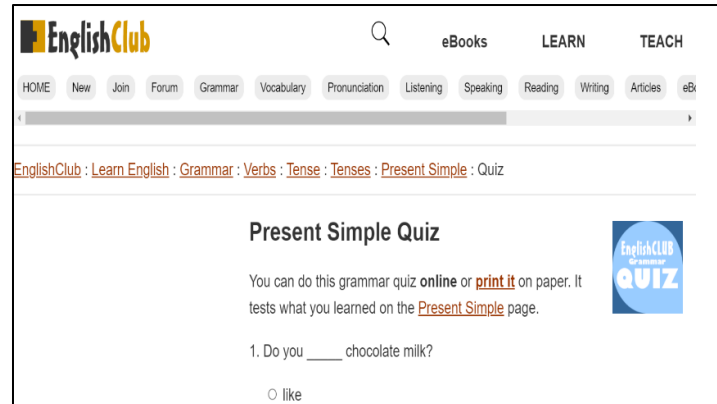


Figure (2) An example to a Grammar Quiz

3. Video Lessons with Quizzes: Short video lessons that explained specific grammar rules were also uploaded. After watching the video, students completed a quiz to assess their understanding. Example Activity: A video explaining the use of the present perfect tense, followed by a quiz where students selected the correct form of verbs to complete sentences.

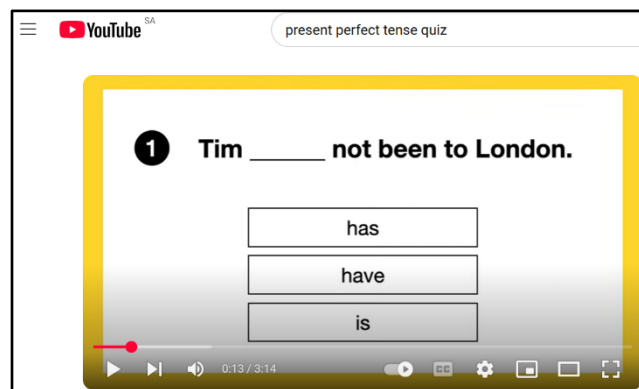


Figure (3) An example to a Video Lesson

ative. According to Phillips and Phillips, (2016) comprehensive evaluation helps determine whether the learning objectives have been achieved and informs future iterations of the instructional design. In this study, the formative evaluation was conducted as ongoing assessments during the design and development phases to ensure the instruction was on track and met learner needs. To know which students reviewed the materials required by this study, students were asked to take three online quizzes after studying the materials. The quizzes were online and graded immediately once submitted. Quizzes were graded and scored on an online record designed by Classera platform. By the end of the experiment, the scores of all those quizzes were counted and given

for students as (10%) in students' final grade. The summative Evaluation was conducted after the implementation to assess the overall effectiveness of the instruction in achieving the learning objectives. This involved surveys and a post-test.

10. Results of the pre and post-tests

10.1. The pre-test

The pre-test was hand graded, and SPSS software was used for analysis. The target group's findings were compared using the T-test, mean, and P-value. The purpose of the pre-test was to ascertain whether the target group's prior grammatical knowledge was comparable. The results of the target group's pre-test scores before the experiment are displayed in Table (2) below.

Table (2) Analysis of Pre-test results

Group	Target Group	P value
Mean	26.16	0.61
SD	4	
SEM	0.65	
N	50	

The target group's mean score was (26.16), as shown in Table (4.1) above. The target group's mean scores before to the experiment did not differ significantly, as indicated by the P-value (0.61), indicating that their prior understanding of English grammar was at the same level.

10.2 Results of the post-test

The post-test was administered to compare the results of the students after the experiment to find out the effect of using Classera in teaching grammar. Table (3) below shows the analysis of the results of the target groups in the post-test.

Table (3) Results of the target group in the post-test

Group	Target Group	P value
Mean	72.04	0.01
SD	27.49	
SEM	3.89	
N	50	

Table (4) Comparison of the target group in the pre-and post-tests post-test

Test	Pre-Test	Post-Test
Mean	26.16	72.58
SD	4	11.12

SEM	0.65	3.89
P value	0.61	0.01
N	50	50

The comparison showed that the use of Classera in teaching grammar significantly improved student performance, as evidenced by the increase in the post-test mean and the significant p-value (0.01). In contrast, the pre-test results did not show a significant difference (p-value of (0.61). Overall, the results indicated that the intervention was effective in improving the performance of the group significantly. In conclusion, the comparison reveals that the intervention had a significant positive effect on the test scores, as indicated by the substantial increase in the mean post-test score and the significant p-value.

10.3. Results of the Questionnaire

To measure students' attitudes towards the use of Classera in teaching English grammar, a 12-items, five-point Likert questionnaire, ranging from (strongly agree to strongly disagree) was designed according to the Technology Acceptance Model "TAM". TAM is often used to assess user acceptance and usage of technology, including e-learning platforms like Classera. The survey was distributed to the target group after the experiment. The TAM survey typically includes questions designed to evaluate the following elements:

1. Perceived Ease of Use: This measured how easy users found Classera to navigate and utilize. Statements 1,2 and 3 of the survey measured the first domain of the TAM survey model. (99%) of respondents found it easy to learn how to use Classera, and (95%) agreed that it was user-friendly. This indicates that the platform is accessible to users, which is essential for effective learning. A high percentage (98%) of users reported being able to navigate through the features easily. This indicates that the interface design is intuitive, allowing users to focus more on learning rather than struggling with the platform.

2. Perceived Usefulness: This assessed whether users believed that using Classera enhanced their learning experience. So, the statements 4,5 and 6 measured students' belief in Classera as a tool which can help them learn better. All respondents (100%) believed that using Classera enhanced their learning effectiveness. This is a strong indicator that the platform effectively supports grammar instruction. A significant (99%) felt that Classera improved their overall performance in tasks. This reflects positively on the platform's impact on academic outcomes. (97%) of respondents believed that Classera provided valuable resources to support their learning. This shows that the platform is equipped with useful materials that enhance educational experience.

3. Attitude Toward Use: This captured users' feelings and attitudes towards using Classera. Statements 7 and 8 focused on students' attitudes and feelings towards the use of Classera. High enjoyment levels (96%) and a positive attitude (100%) towards using Classera suggest that it creates a motivating learning environment. Positive emotions associated with learning tools can lead to better engagement and retention.

4. Behavioral Intention to Use: This evaluated the likelihood that users will continue to use Classera in the future. Statements 9,10,11 and 12 were designed to measure this element. (99%)

believed that using Classera is worthwhile, reinforcing the overall positive perception of the platform's contribution to their learning.

A strong majority (96%) intend to continue using Classera in the future, and (96%) plan to use it frequently. This indicates sustained interest and suggests that users find long-term value in the platform. (99%) believe that using Classera is worthwhile, reinforcing the overall positive perception of the platform's contribution to their learning.

11-Discussion of Hypotheses of Study in Relation to the Results

Based on the survey results regarding the use of Classera in teaching grammar, the two hypotheses can be evaluated as follows:

11.1 Hypothesis One: *Using “Classera” as a learning management system has positive effects on intermediate school students’ achievement in English grammar.*

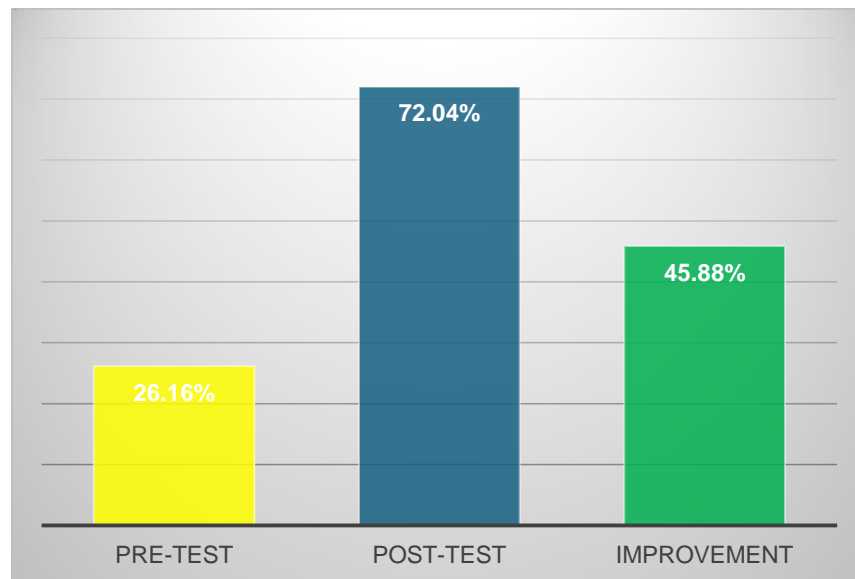


Figure (4) Improvement of Students’ Achievement

Results in figure (4) show that there is a significant improvement from the pre-test average of (26.16%) to a post-test average of (72.04%) with an improvement of (45.88%) indicates a substantial gain in knowledge or skills among the students after using Classera.

11.2 Hypothesis Two: *Students have positive views about learning English grammar through “Classera” platform.*

The survey indicated that a significant majority of respondents (96%) strongly agree intend to continue using Classera in the future. Additionally, 99% of respondents feel confident in using Classera, which suggests that the platform effectively supports their learning and contributes to positive academic outcomes. These results imply that Classera has a beneficial impact on students' achievement in English grammar, likely due to its user-friendly interface and supportive resources that enhance learning engagement. Overall, the survey results strongly

support all four elements regarding the effectiveness of Classera in teaching English grammar. Students report high levels of satisfaction, confidence, and engagement, suggesting that Classera is a valuable tool for improving grammar education in secondary schools.

12 Findings

Evidenced by a significant improvement in test scores—from a pre-test average of (26.16%) to a post-test average of (72.04%), representing a remarkable enhancement of (45.88%). Furthermore, students expressed overwhelmingly positive views about their experiences with Classera, indicating high satisfaction levels, user-friendliness, and effective learning resources. These findings highlight the platform's effectiveness in fostering a conducive learning environment, suggesting that Classera is a valuable tool for enhancing grammar instruction.

13 Recommendations

1. Integration into Curriculum:

- Schools should consider formally integrating Classera into the English language curriculum, providing teachers with the necessary training to maximize its use in grammar teaching.

2. Ongoing Training and Support:

- Provide continuous professional development opportunities for teachers to enhance their proficiency with Classera. This will ensure that they can effectively utilize the platform's features to improve student engagement and learning outcomes.

3. Encouraging Student Feedback:

- Establish a feedback mechanism for students to share their experiences and suggestions regarding Classera. This will help identify areas for improvement and ensure that the platform meets the evolving needs of users.

4. Resource Development:

- Create additional resources and interactive materials to complement the existing content on Classera, making grammar learning more engaging and effective.

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