Eurasian Journal of Educational Research 114 (2024) 267-284

Eurasian Journal of Educational Research
www.ejer.com.tr

Exploring Teachers' Roles, Course Design, and Course Organisation in Shaping Blended Learning Effectiveness in an English Extensive Reading Course

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ARTICLE INFO

Article History:
Received: 01 August 2024
Received in revised form: 15 December 2024
Accepted: 30 December 2024
DOI: 10.14689/ejer.2024.114.015

Keywords
Blending Learning, Course Organization, Teachers' Role, CB-SEM.

ABSTRACT

Purpose: To examine how educators' roles in course design (COD), course organisation (COO), and blended teaching (TRBL) affect blended learning effectiveness (BLE) in an English Extensive Reading Course for EFL learners. **Methodology:** The study applies Covariance-Based Structural Equation Modelling (CB-SEM) to assess quantitative relationships among COD, COO, TRBL, and BLE. Qualitative insights were gathered through semi-structured interviews and classroom observations. **Findings:** COD and TRBL significantly enhance BLE, while COO shows no direct impact. Effective COD promotes student engagement and comprehension. TRBL—through guidance, feedback, and motivation—greatly improves learning outcomes. Five key educator roles in BLE were identified: curriculum planner, instructional designer, time manager, tech integrator, and digital etiquette enforcer. **Implications:** Educational institutions should emphasise COD and TRBL over COO to maximise BLE. Supporting proactive teacher involvement is essential for improved EFL learning outcomes. **Limitations:** Findings are based on a single course and learner group; broader studies are recommended to enhance generalisability.

Introduction

Blended learning has been acknowledged as a critical pedagogical approach that contributes to the provision of high-quality education. It also serves as a means of advancing the fourth Sustainable Development Goal (SDG4) (Ramaiah & Kathirkamanathan, 2022). Over the past decade, rapid technological advancements have brought about significant transformations, particularly within the field of blended learning

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(Seaman et al., 2018). Consequently, this approach has led educators, teachers, and other stakeholders to adopt multiple roles, prompting growing scholarly interest in understanding their responsibilities within blended learning environments (Bruggeman et al., 2021). Nonetheless, the effective application of blended learning necessitates that these individuals acquire and develop new competencies (Philipsen et al., 2019). Educators, in particular, encounter numerous challenges when attempting to integrate blended learning strategies into their teaching practices (Wahyuningsih & Afandi, 2023).

Despite these challenges, a considerable number of university educators globally have adopted blended learning and successfully restructured their courses to incorporate this pedagogical model (Ustun & Tracey, 2021). With ongoing implementation, blended learning has become a common feature across various EFL courses, including the English Extensive Reading Course, which is a mandatory course for EFL learners. Empirical evidence indicates that EFL students engaged in blended learning environments exhibit enhanced performance in reading assessments, and this approach has been shown to improve their reading comprehension abilities (Djiwandono, 2018). However, there remains a paucity of research specifically focusing on the roles of educators in the design and organisation of blended English Extensive Reading courses. Thus, this study aims to address this research gap by examining teachers' responsibilities in structuring and managing such courses within a blended learning framework.

Among various contributing elements, COD constitutes a fundamental component of blended learning effectiveness, as it determines how the course is structured, delivered, and evaluated by educators (Beatty, 2019). COD is further defined as a systematic approach to planning the pre-course, in-course, and post-course processes, which are influenced by learner characteristics, course objectives, content, and programme expectations, among other factors (Goksel & Karadeniz, 2022). A well-conceived course design fosters student engagement by establishing clear learning goals, incorporating interactive materials, and employing diverse instructional strategies that align with learners' needs. Within the context of the English Extensive Reading Course, COD plays a critical role in supporting students' reading skill development through logically organised content and engaging learning activities. Furthermore, an effectively designed curriculum seeks not only to enhance student enjoyment of the learning experience but also to maintain a coherent balance between online and face-to-face instructional modalities.

In addition, COO refers to the systematic arrangement and management of a course to ensure a seamless learning experience for students. COO encompasses the sequencing of lessons, time management, coordination of available resources, and scheduling of instructional activities by educators. Moreover, administrative responsibilities within the educational sector—such as maintaining student records, organising collaborative tasks, planning academic schedules, and collecting assignments for assessment—are integral aspects of COO (Alev Elçi & Elçi, 2019). These organisational tasks contribute to sustaining a structured learning environment and facilitating the smooth operation of educational processes for both teachers and students. Specifically, in the English Extensive Reading Course, an efficiently organised course enables students to access learning materials with ease. However, although COO contributes to the creation of an orderly learning space, its overall effectiveness is contingent upon the quality of COD and the extent of teacher

engagement in supporting students throughout the learning journey. Based on these considerations, the following research questions are proposed for this study:

RQ1: How the teachers' role in blending learning, course design, and course organization are playing their role for the effectiveness of the blended learning?
RQ2: What key factors do teachers consider when designing and organizing the English Extensive Reading Course in a BLE environment, including curriculum planning, instructional methods, and time management?
RQ3: How do teachers apply teaching methods and utilize different mediums and technological resources to facilitate learning in the BLE English Extensive Reading Course?
RQ4: How do teachers establish and enforce time parameters and netiquette to ensure effective engagement and discipline in the BLE English Extensive Reading Course?

Literature Review

Teachers' Roles in Blended Learning

Blended learning, as defined by Yoon and Lee (2010), represents the seamless integration of both online and offline educational approaches. It encompasses a variety of instructional models, methodologies, and tools that are particularly relevant to language teaching and acquisition. The principal aim of blended learning is to enrich the educational experience, enhance student performance, and maximise instructional effectiveness. According to Panopto (2019), blended learning involves a combination of activities conducted within teacher-led classroom environments while offering students increased flexibility to personalise their learning experiences. By the early 21st century, scholars had reached a general consensus regarding the goals and scope of blended learning, characterising it as the fusion of multiple instructional strategies, notably the integration of conventional face-to-face teaching with digital, computer-mediated learning formats.

Previous research consistently emphasises the critical role of teachers in the teaching and learning processes within blended learning contexts, thereby generating scholarly interest in the exploration of teachers' responsibilities under this educational model. For instance, Jia (2018) investigated English teaching practices in 32 universities across China, analysing the effectiveness of teaching behaviours in blended learning environments. The study identified a range of factors influencing instructional effectiveness, which were categorised into external factors—such as technological platforms, learning environments, and student-related elements—and teacher-related personal factors, including pedagogical beliefs, instructional competence, and motivational levels. In line with this, Hashemı and Na (2020) argued that teachers act as facilitators of student learning, coordinators of instructional processes, designers of blended learning experiences, and innovators of teaching methods, all of which significantly contribute to improving student learning outcomes. Moreover, Bruggeman et al. (2021), through a qualitative investigation involving twelve expert interviews, identified two core sets of teacher attributes and interrelated competencies essential for the successful adoption of blended learning within higher education settings. Although a substantial body of research has examined the role of educators in blended learning, much of the existing literature addresses these roles from a general perspective. There remains a lack of detailed exploration into teachers' specific

contributions to course design and course organisation within blended learning environments.

Course Design and Organisation in Blended Learning

Course design and organisation involves planning the structure and delivery of a course, encompassing decisions on content, student communication, and assessment methods (Anderson et al., 2001). This process, undertaken by the teaching community prior to course commencement, is pivotal throughout the learning experience (Martin et al., 2019). It includes curriculum development, selection of teaching strategies, time management, and establishing online conduct guidelines (Anderson et al., 2001). Researchers have examined diverse theoretical perspectives to enhance blended learning. Lai et al. (2016) identified two design approaches: a comprehensive method engaging students in varied activities and a specialised approach tailored to individual needs. Amanda et al. (2017) outlined ten practices for improving blended learning, such as fostering self-directed learning and designing effective assignments. McNeill et al. (2019) highlighted the importance of course design and organisation as a critical element in blended learning. Additionally, Shakeel et al. (2023) proposed a teaching framework integrating the ADDIE model with rapid prototyping. Linder (2023) explored course design in blended learning, addressing backward design principles and the challenges educators encounter in course structuring. While research has extensively focused on instructional design strategies, there remains limited investigation into how educators specifically organise and manage blended courses within specific disciplines.

Methodology

Quantitative Approach

In this study, the CB-SEM technique was employed to investigate the relationships between teachers' roles in blended learning, COD, COO, and BLE. This method enabled a comprehensive analysis, including factor loadings, reliability outputs, variance explained by each variable, and discriminant validity. The final step involved examining how trends in BLE were influenced by other variables within the model. A structured questionnaire, comprising closed-ended and Likert-scale questions, was developed to collect data on the selected variables. The survey targeted educators teaching the English Extensive Reading Course in a blended learning environment, ensuring respondents had practical teaching experience. The CB-SEM analysis revealed that COD and TRBL significantly impacted BLE, whereas COO demonstrated a weaker and statistically insignificant relationship.

Qualitative Approach

As noted by Yin (2014), an exploratory study is appropriate when research seeks to address questions concerning why, what, and how. Given that this study focuses on a small group of participants to qualitatively examine how educators design and organise the English Extensive Reading Course within a blended learning context, it adopts an exploratory case study approach. Sampling, defined as the selection of a smaller subset from a broader population for the purpose of analysis (Mweshi & Sakyi, 2020), was

conducted through purposive sampling in this study. Four teachers were intentionally selected based on three specific criteria. First, each participant must have taught the English Extensive Reading Course during the period between October 2023 and February 2024. Second, their level of teaching experience in delivering this particular course was taken into account. Third, participants' familiarity with blended learning, practical experience in applying it, and demonstrated effectiveness in teaching within this modality were evaluated to ensure that those chosen possessed a comprehensive understanding of blended learning practices.

Qualitative data collection was undertaken using semi-structured interviews and classroom observations. The development of both the interview protocol and observation checklist was informed by a thorough analysis of categories and subcategories aligned with course design and organisation, as conceptualised within the teaching presence framework. In accordance with Denzin and Lincoln (2018), qualitative research involves examining phenomena within natural settings to interpret and comprehend the meanings ascribed by participants. Consistent with this qualitative orientation, thematic analysis was employed as the method of data analysis. A deductive approach to thematic analysis was adopted to guide the interpretation of findings. Prior to the thematic analysis, all interview and observation data were transcribed in full. The researcher engaged in repeated readings of the transcripts to ensure their accuracy and to develop a deep familiarity with the data. During the coding phase, the teaching presence framework, particularly the dimensions of course design and organisation, was used to construct a coding scheme comprising five overarching categories and corresponding indicators. Subsequently, individual codes were grouped into broader thematic categories, and illustrative excerpts from the interviews were systematically arranged under these identified themes.

Analysis and Discussion

Quantitative Approach

The study also gathered a set of demographic data, encompassing gender, academic qualifications, teaching experience, and familiarity with blended learning. Regarding gender distribution, 217 participants identified as males, while 45 participants were females. In terms of educational qualifications, the majority of respondents (104) possessed a Master's degree, followed by 74 participants holding a Bachelor's degree. Additionally, 69 participants reported holding a PhD, and a further 15 indicated other unspecified qualifications. With respect to teaching experience, 35 respondents had fewer than five years of teaching experience. A total of 94 participants reported having between five and ten years of teaching experience, while the largest segment—comprising 133 participants—indicated more than ten years of teaching experience, reflecting a highly experienced cohort. Concerning blended learning experience, notably, none of the participants reported having no prior exposure to blended learning, suggesting that all respondents had at least some familiarity with this instructional approach. Among them, 16 participants identified themselves as beginners. A substantial proportion (104 participants) described their expertise as being at an intermediate level, whereas the largest group—142 participants—classified their blended learning experience as advanced. This demographic distribution is further illustrated in the pie chart presented in Figure 1.

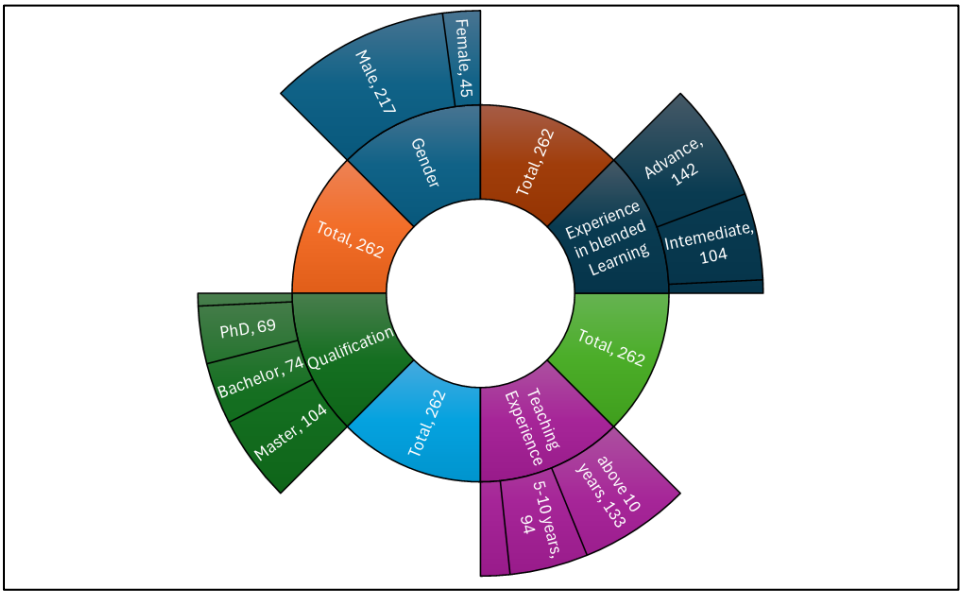

Figure 1: Demographics

Table 1

Demographics

Gender	Male	217
	Female	45
Total		262
Qualification	Bachelor	74
	Master	104
	PhD	69
	Other	15
Total		262
Teaching Experience	Less than 5	35
	5-10 years	94
	Above 10 years	133
Total	--	262
Experience in Blended Learning	None	0
	Beginner	16
	Intermediate	104
	Advance	142
Total		262

Analysis of CB-SEM

As outlined in the methodology, this study applies CB-SEM for empirical analysis. Table 2 presents std. factor loadings in matrix form. Results show BLE items load between

0.505 and 0.905. For COD, COD3 (0.889) is highest, followed by COD2 (0.823), COD5 (0.799), COD1 (0.755), and COD4 (0.670). For COO, COO1 (0.888) and COO3 (0.858) are strongest, COO4 (0.810) is strong, while COO2 (0.660) is weakest. For TRBL, TRBL1 (0.911) is highest, followed by TRBL4 (0.888), TRBL5 (0.851), and TRBL2 (0.802). Most items load well (above 0.7), but BLE3, BLE4, and BLE5 are weaker yet acceptable as overall reliability and validity (Table 2) are sufficient. Only TRBL3 was deleted due to low loading (0.410).

Table 2

Factor Loadings in Matrix Form

	BLE	COD	COO	TRBL
BLE1	0.905			
BLE2	0.893			
BLE3	0.576			
BLE4	0.505			
BLE5	0.561			
COD1		0.755		
COD2		0.823		
COD3		0.889		
COD4		0.670		
COD5		0.799		
COO1			0.888	
COO2			0.660	
COO3			0.858	
COO4			0.810	
TRBL1				0.911
TRBL2				0.802
TRBL4				0.888
TRBL5				0.851

Note: Course design as COD, Blended Learning Effectiveness as BLE, course organization as COO, teachers' role in blended learning as TRBL.

Reliability and validity are critical in CB-SEM, as they provide a logical foundation for interpreting the model. Reliability ensures that the observed items accurately reflect the latent constructs—BLE, COD, COO, and TRBL—in this study. The results, as presented in Table 3, indicate that all constructs meet or exceed the recommended thresholds. For BLE, the standardised Cronbach's alpha is 0.870, and the composite reliability is 0.863, both above the 0.7 threshold. The average variance extracted (AVE) is 0.503, slightly above the minimum acceptable level of 0.50, thus deemed acceptable for empirical estimation. For COD, the standardised Cronbach's alpha is 0.898, and the composite reliability is 0.899, with an AVE of 0.625, demonstrating strong construct validity. Similarly, for COO, the standardised Cronbach's alpha is 0.881, and the composite reliability is 0.883, both exceeding the threshold. The AVE of 0.654 indicates that a significant portion of the variance is explained by the construct. For TRBL, the standardised Cronbach's alpha is 0.920, and the composite reliability is 0.918, representing the highest reliability among the constructs. The AVE of 0.746 further confirms robust convergent validity. Figure 2

illustrates the standardised factor loadings alongside the Cronbach's alpha values, as detailed in Table 3.

Table 3

Reliability and Validity Output

	Cronbach's Alpha (Standardised)	Cronbach's Alpha	Composite Reliability (rho_c)	Average Variance Extracted (Raoof et al.)
BLE	0.870	0.853	0.863	0.503
COD	0.898	0.884	0.899	0.625
COO	0.881	0.878	0.883	0.654
TRBL	0.920	0.916	0.918	0.746

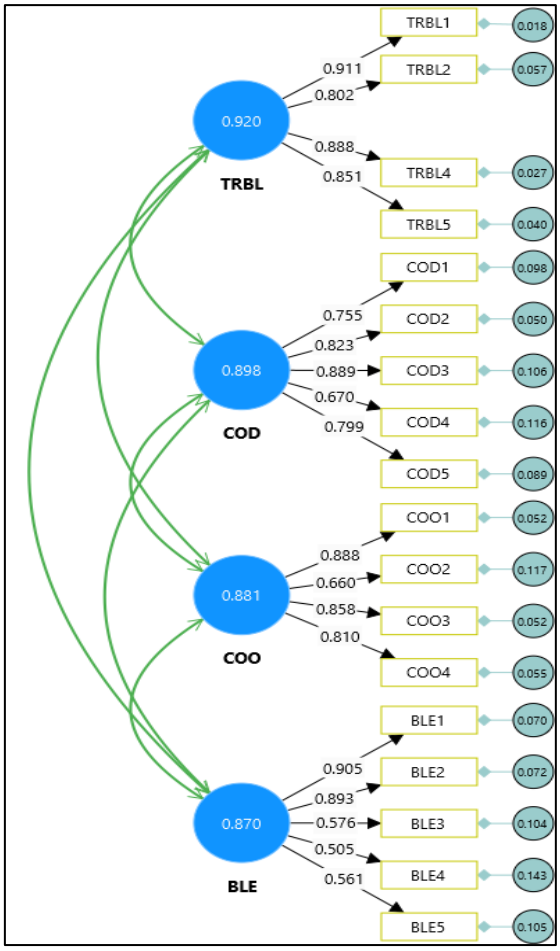

Figure 2: Alpha and Loadings for the Construct and Items

The HTMT ratio outcomes presented in Table 4 confirm that all constructs are clearly distinct, thereby establishing discriminant validity. The relationship between blended learning effectiveness and course design is 0.756, falling within the acceptable threshold and indicating that while they are related, they do not overlap. Likewise, the ratio between blended learning effectiveness and course organisation is 0.664, further confirming that these are separate constructs. The ratio between blended learning effectiveness and teachers' roles in blended learning is 0.535, which is also below 0.85, indicating a moderate but definite distinction between them. The highest observed ratio, 0.803, occurs between course design and course organisation, suggesting a strong association. Nevertheless, this value remains within acceptable limits, thereby supporting the validity of both constructs. Additionally, the ratio between course design and teachers' roles in blended learning is 0.537, reflecting a clear separation. Finally, the ratio between course organisation and teachers' roles in blended learning is 0.641, which also demonstrates discriminant validity. Since all HTMT values are below the recommended cut-off point of 0.85, it is evident that the constructs are well-differentiated and do not overlap.

Table 4

HTMT

Variables	**BLE**	**COD**	**COO**	**TRBL**
BLE				
COD	0.756			
COO	0.664	0.803		
TRBL	0.535	0.537	0.641	

Course Design (COD)→Blended Learning Effectiveness

Several structural paths were examined using the CB-SEM approach, with the empirical results presented in Table 5. The analysis reports the path coefficients based on both the original sample and sample mean, along with their respective standard deviations, t-values, and p-values. The first path explores the effect of COD on BLE, with a path coefficient of 1.651. The corresponding standard deviation is 0.59, resulting in a t-value of 2.797. This t-value indicates that the relationship between COD and BLE is statistically significant. Furthermore, the p-value of 0.005 is well below the 5% significance threshold, providing strong evidence to confirm that COD has a significant and positive influence on BLE among the teachers participating in this study.

Table 5

CB-SEM Results

Details	**Original Sample (O)**	**Sample Mean (M)**	**(STDEV)**	**T Statistics or (|O/STDEV|)**	**P Values**
COD -> BLE	1.651	1.314	0.59	2.797	0.005
TRBL -> BLE	0.285	0.306	0.083	3.434	0.000
COO -> BLE	0.267	0.351	0.23	1.162	0.245

Teachers' Role in Blended Learning (TRBL)→Blended Learning Effectiveness

The findings demonstrate that teachers play a crucial role in enhancing blended learning effectiveness. Consistent with other results, the influence of TRBL on BLE was examined through path coefficient, standard deviation, and significance level. The

coefficient for the original sample is 0.285, while the sample mean is 0.306, indicating a positive association with BLE. The t-value of 3.434 reflects a strong statistical relationship, and the p-value of 0.000 is highly significant. This confirms that the relationship between TRBL and BLE is statistically significant at the 1% level. Thus, teachers' active involvement, guidance, and support are vital factors in improving the effectiveness of blended learning within the context of this study.

Course Organization (COO) → Blended Learning Effectiveness

The effect of course organisation on blended learning effectiveness is identified as positive but not statistically significant. The path coefficient for the original sample is 0.267, and the sample mean is 0.351, indicating a slight positive association. However, the t-value of 1.162 is relatively low, and the p-value of 0.245 exceeds the conventional significance threshold of 0.05. This suggests that the relationship from course organisation to blended learning effectiveness lacks statistical support. In other words, although course organisation may contribute to enhancing blended learning effectiveness, the data does not provide strong evidence of its impact, particularly when compared to other factors within the same model that demonstrate stronger and more significant effects on blended learning outcomes.

As the results indicate, both COD and TRBL exert a strong and statistically significant influence on blended learning effectiveness, whereas COO does not demonstrate a significant effect. This finding aligns with the conceptual understanding of how blended learning operates effectively. Specifically, COD serves as a critical foundation in shaping the overall learning experience for teachers, as it encompasses the structure, content sequencing, interactive elements, and the instructional strategies employed. A well-structured course offers clear objectives, improves accessibility, and fosters engagement, thereby enhancing the effectiveness of the learning process (Selvakumar et al., 2025; Vai & Sosulski, 2011). The statistical significance of COD's influence on BLE confirms that a thoughtfully designed and engaging course directly contributes to improved learning outcomes. Furthermore, when COD is carefully developed, students are better able to navigate learning materials, engage with content meaningfully, and retain information effectively (Fink, 2013; Jaggars & Xu, 2016). Conversely, poorly designed courses may lead to confusion and hinder learning, even if other aspects such as organisation and teacher support are adequately provided.

Similarly, the TRBL is a critical and influential factor significantly impacting BLE. Teachers act as facilitators in BLE, guiding students through both online and face-to-face components of the course. Their responsibilities include providing support, addressing queries, offering valuable feedback, and maintaining student engagement. The statistical significance of TRBL's effect on BLE underscores that active and involved teachers enhance the overall learning experience for students. Unlike traditional learning environments, where teachers physically monitor student activities, blended learning requires educators to adopt distinct strategies (Anthony et al., 2019; Kumar et al., 2021). These strategies include virtual mentoring, timely feedback, and interactive sessions to sustain student engagement. The significant impact of TRBL on BLE highlights that students value teacher involvement even in blended settings, as effective guidance ensures motivation and progress. However, it is also noted that inadequate TRBL can lead to adverse outcomes. For instance, students may feel disconnected, struggle with self-regulation, and fail to fully

benefit from blended learning effectiveness. Thus, the role of teachers remains pivotal in ensuring the success of blended learning environments.

Conversely, the third path indicates that COO does not exhibit a statistically significant impact on blended learning effectiveness, despite showing a slight positive tendency. This finding implies that although COO contributes to managing the logistical aspects of a course, it is not a primary determinant of learning effectiveness. COO encompasses the structuring of the course in terms of scheduling, sequencing of modules, assignment deadlines, and administrative processes. While effective organisation can improve student convenience and minimise confusion, it does not directly enhance the depth or quality of learning outcomes. For instance, a course may be well-organised, but if the COD lacks coherence or if TRBL is insufficient in providing meaningful support, students may still face challenges in achieving effective learning. This explains why COO reflects a comparatively weaker and statistically insignificant relationship with BLE when contrasted with the stronger effects observed for COD and TRBL.

Qualitative Approach

Based on the semi structured interview approach, teachers' responses were recorded and systematically organised. Table 6 presents how educators design and organise the blended English Extensive Reading Course, outlining their involvement in curriculum planning, instructional methods, and material selection. The findings reveal that teachers employ a combination of online and offline resources; however, they also encounter challenges such as maintaining student engagement and ensuring that learning materials are appropriately aligned with learners' needs. Furthermore, drawing from the same survey interview data, Table 7 summarises the principal teaching methods, time management strategies, and netiquette practices applied within the blended English Extensive Reading Course.

Table 6

Summary of Teachers' Perspectives on Curriculum Planning and Material Selection in Blended Learning

Aspect	Key Points	Teacher Insights
Curriculum Development	Forms the basis for course design and pedagogy in BLE English Extensive Reading Course.	Teachers evaluate multiple factors, including objectives and materials.
Formulating Course Objectives	Focuses on defining knowledge, skills, and values students should acquire.	University guidelines, student needs, and course characteristics shape objectives.
University Guidelines	Objectives must align with university's applied learning focus.	Teacher Bai: 'Prioritize students' practical application abilities.' Teacher Zhang: 'Align objectives with university requirements.'
Student Needs	Objectives should be realistic and student-centred, considering student engagement.	Teacher Tian: 'Addressing students' needs ensures engagement.'
Course Characteristics	Includes enhancing reading speed, skills, and fostering critical thinking.	Teacher Bai: 'Improve reading skills and critical thinking at cognitive level.'

Table 6(continued)

Summary of Teachers' Perspectives on Curriculum Planning and Material Selection in Blended Learning

Aspect	Key Points	Teacher Insights
Selecting Course Materials	Teachers considered both online and offline materials to ensure diverse learning resources.	Teachers balanced between traditional and digital resources for effective BLE.
Online Resources	Includes MOOC courses, multimedia resources, and international/domestic websites.	Teacher Bai: 'MOOC offers quality courses, and we help students find relevant materials online.'
Offline Resources	Primarily consisted of textbooks as the foundation of the reading course.	Teacher Bai & Zhang: 'Textbooks were the primary offline materials used.'
Challenges in Material Selection	Ensuring materials are engaging and aligned with students' needs remains a challenge.	Teacher Zhang: 'Students showed low engagement with provided materials, making further selection difficult.'

Table 7

Teaching Methods, Time Management, And Netiquette in BLE

Aspect	Key Points	Teacher Insights
Teaching Methods Designer	Focuses on pedagogical strategies used in BLE English Extensive Reading Course.	Teachers implement task-based and outcome-based methods to enhance learning.
Task-Based Teaching Method	Engages students through interactive tasks to promote comprehension and practical reading strategies.	Teacher Tian: 'Students created posters to present story elements, promoting active participation.' Teacher Zhang: 'Tasks required deep understanding and practical application.'
Outcome-Based Teaching Method	Structures teaching around specific learning outcomes, ensuring students achieve key reading competencies.	Teacher Bai: 'Students analysed Nobel character but lacked personal insights; future lessons will include group discussions.'
Time Manager	Defines time parameters for BLE, including deadlines, schedules, and structured group activities.	Teachers act as time managers, ensuring structured schedules for BLE activities.
Verbal Notification	Teachers provide direct verbal reminders for time constraints during in-person discussions and group activities.	Teacher Tian: 'Students were given five minutes for discussions with reminders before time ended.'
Non-Verbal Notification	Teachers set online deadlines and notifications via learning management systems and messaging platforms.	Teacher Bai: 'Used Ketangpai to set assignment deadlines.' Teacher Tian: 'Posted time reminders in WeChat course groups.'

Table 7(continued)

Teaching Methods, Time Management, And Netiquette in BLE

Aspect	Key Points	Teacher Insights
Medium Utilizer	Uses digital platforms to support BLE, enhancing accessibility and engagement.	Teachers integrate online tools to support blended learning.
Online Teaching Platforms	Platforms like Ketangpai, China University MOOC, and WeChat facilitate class discussions and resource sharing.	Teacher Bai: 'Uploaded materials before class and facilitated post-class discussions on Ketangpai.' Teacher Tian: 'WeChat enabled ongoing discussions between students and teachers.'
Educational Applications	Apps like Coco English and Unipus expand students' reading scope and engagement.	Teacher Gong: 'Apps like Coco English and Unipus kept students engaged outside class.'
Netiquette Maker	Guides students in online behaviour to prevent misunderstandings and improve communication.	Teachers emphasize online etiquette to maintain respectful and effective communication.
Establishing Online Conduct	Teachers establish clear online communication guidelines, including personal information sharing and professional interactions.	Teacher Gong: 'Teachers should be mindful of students' emotions, limit personal sharing, and maintain professional interactions.'

This section has examined the various roles teachers undertake in designing and organising the blended English Extensive Reading Course. It focuses on how educators plan the curriculum, select appropriate teaching methods, manage instructional time, integrate diverse media, and establish guidelines for online behaviour.

Setting Curriculum

Curriculum development is recognised as a critical component in blended learning as it provides a structured framework for effective teaching (Bilgiç & Tuzun, 2020). This study identifies that instructors concentrate on two main aspects: establishing clear course objectives and selecting appropriate materials. In line with self-directed learning principles (Toh & Kirschner, 2020), clearly defined goals address students' individual learning needs, thereby enhancing engagement and academic success (Suk, 2016). Teachers employ both offline materials, such as textbooks, and online resources; however, selecting suitable digital content presents greater challenges. Priority is given to MOOCs for fostering communication, community building, and knowledge-sharing (Huang et al., 2023), supplemented by micro-lessons, audio, and video materials to further support the learning process.

Designing Methods

This study reveals that task-based and outcome-based teaching approaches are central to effective course design at the targeted university. Specifically, task-based teaching,

which incorporates both online and offline activities, is employed to enhance student engagement and interest in reading. Previous research indicates that this approach improves motivation, language proficiency, vocabulary acquisition, and fosters independent learning and collaboration (Arifuddin, 2019). Additionally, teachers emphasise learning outcomes through an outcome-based approach, consistent with Hussein Al Noursi (2020) findings, which demonstrate its effectiveness in developing language skills and structuring lessons to optimise learning outcomes.

Setting Time Parameters

This study highlights the critical role of establishing clear time parameters in blended learning for the English Extensive Reading Course. The findings indicate that effective scheduling structures teaching activities, monitors student progress, and enhances learning outcomes. Furthermore, the qualitative analysis reveals that setting deadlines improves learning efficiency, consistent with the findings of Neumeier (2005) and Wang and Liu (2019), by sustaining student engagement and promoting collaboration. Teachers in this study employed both verbal and non-verbal notifications for time management. Verbal reminders proved effective for clarifying tasks and motivating students (Antwi-Boampong, 2021), while non-verbal cues, though less explored in existing research, also contributed to managing time effectively.

Utilising Medium

This study confirms the essential role of media in supporting blended learning for the English Extensive Reading Course. Prior research demonstrates that strategic use of media enhances reading skills, vocabulary, and communication (Muftah, 2022). Muftah (2022) further emphasises the importance of teacher support in fully realising the benefits of media integration. Consistent with these findings, teachers in this study employ a range of digital tools, including online platforms, websites, and applications, to enrich reading input and improve students' reading proficiency.

Establishing Netiquette

This study found that communication in blended learning differs from traditional classroom settings, with some students facing challenges in engagement and displaying inappropriate behaviour in online environments. Consequently, netiquette emerges as a crucial element in promoting students' understanding of acceptable social conduct and improving teacher-student interaction. This finding is consistent with earlier research that underscores the importance of netiquette in blended learning, including the establishment of norms, behaviour regulation, support for teaching and learning, and enhancement of learning effectiveness. Setiani (2023) emphasised the pivotal role of instructors in defining online behavioural guidelines during course design, while Mistretta (2021) proposed a comprehensive netiquette framework specifically for online education. By setting explicit rules and offering clear demonstrations, educators guide students' behaviour and foster a respectful online learning environment.

Conclusion

This study has clearly demonstrated that course design and TRBL significantly influence BLE, while COO does not show a meaningful impact. A well-designed course helps students stay engaged, understand the material, and retain knowledge, serving as a foundation for effective learning. Similarly, teachers' active involvement—through guidance, motivation, and support—greatly enhances the learning experience. In contrast, although course organisation ensures smoother management, it does not directly improve learning outcomes if course design is weak. The qualitative findings further highlight that teachers are central to both designing and organising blended English Extensive Reading courses. They take on multiple responsibilities, including curriculum planning, selecting teaching methods, managing time, integrating digital tools, and setting online behaviour guidelines. Their expertise in these areas is crucial to creating an engaging and effective learning environment. These findings suggest that institutions should prioritise course design and active teacher involvement to improve BLE, rather than focusing solely on course organisation. While COO supports the learning process, it should not be the primary focus. Additionally, future research could consider other influencing factors such as student motivation, access to technology, individual learning styles, and institutional support to provide a more comprehensive understanding of what affects BLE.

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