دراسة كفاءة المعلمين في التعلم المدمج وأثره على نتائج فهم القراءة باللغة الإنجليزية لدى الطلاب

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المستخلص:

تهدف هذه الدراسة إلى التأكد من مدى فهم المعلمين للتعلم المدمج، وكيف أن ممارسة التعلم المدمج بشكل جيد يعزز كفاءة المعلمين، وكيف يؤثر معلمو التعلم المدمج على نتائج فهم القراءة باللغة الإنجليزية لدى الطلاب. استخدم هذا البحث المنهجية الكمية. تم اختيار عينة هادفة من ٢٦ مدرسًا و٥٥ طالبًا دوليًا للدراسات العليا في جامعة أوتارا ماليزيا للدراسة. قمنا بجمع البيانات باستخدام الاختبارات والاستبيانات ثم أخضعناها للتحليل الوصفي. وكشفت النتائج عن تحسن كبير في معرفة المعلمين وكفاءتهم في تنفيذ مقررات التعلم المدمج. ردود أفعال كل من المعلمين والطلاب تجاه التعلم المتكامل إيجابية أيضًا. وجدت الدراسة أن ممارسة التعلم المدمج عززت بشكل فعال كفاءة معلمي جامعة اللغة الإنجليزية كلغة أجنبية وأثرت بشكل إيجابي على إنجازات طلابهم في القراءة باللغة الإنجليزية. يهدف هذا البحث إلى أن يكون مرجعًا ونموذجًا للجامعات لتبني نموذج التعلم المدمج، وهو نهج تعليمي وتعلم معاصر، لتعزيز تعليم وتعلم مهارات فهم القراءة باللغة الإنجليزية.

الكلمات المفتاحية: التعلم المدمج، كفاءة المعلمين، الفهم القرائي باللغة الإنجليزية، طلاب الدراسات العليا الدوليين، نتائج الطلاب.

Investigation of the Teachers' Blended Learning Proficiency and its Effect on the Students' Reading *Comprehension Outcomes*

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Abstract

This study aims to investigate the proficiency of EFL teachers in blended learning both before and after undertaking training. With a one-group pretest-posttest design, this experimental study examines the impact of training provided to a single research group after treatment. This study also aims to show how blended learning teachers impact students' English reading comprehension outcomes. This research employed a quantitative methodology. Purposive sampling selected 26 teachers and 55 postgraduate international students at the University of Utara Malaysia for the study. We gathered the data using tests and questionnaires and then subjected them to descriptive analysis. The findings revealed a significant improvement in teachers' knowledge and proficiency in implementing blended learning courses. The reactions of both teachers and students to integrated learning are also favorable. The study found that blended learning practices effectively enhanced the proficiency of EFL university teachers and positively impacted their students' English reading achievements. Finally, this study helps universities reconsider and adopt blended learning to enhance the teaching and learning of English reading comprehension skills.

Keywords: Blended Learning, Teachers' Proficiency, English Reading Comprehension, Postgraduate international students, Students' outcomes.

1.Introduction

The concept of 'blended learning' has gained significant traction among higher education students (Halverson et al., 2014). Morris (2010) defines it as enhancing the interaction between teachers and learners through the Internet or computer-based methodologies.

Amidst COVID-19, many modes of English teaching and learning, such as practical classes, lectures, courses, and seminars, have been effectively implemented by implementing blended learning. This approach has gained

significant popularity, particularly in academic settings. According to Bock et al. (2018), a considerable portion of time spent in the classroom, known as seat time, is substituted with online activities that engage learners in achieving course objectives.

Many scholars have conducted extensive studies on blended learning at higher education institutions across the globe. Rianto (2020) comprehensively evaluated the existing literature on BL in higher education, namely from 2004 to 2020. BL has been extensively researched worldwide, focusing on students, teachers, and administrators. Out of all the research completed, only 9.10% focuses on blended learning for teachers, while the majority, 25.62%, is centered around students. Additionally, the scope of BL studies for students and teachers is restricted, accounting for only 10.10%. In many studies, BL was implemented to examine students' perspectives (Anthony et al., 2020), attitudes (Muhayang et al., 2021), reactions (Tarhoran, 2020), and its efficacy for students (Rachmdtullah et al., 2020), among other factors. Furthermore, additional research endeavors have utilized BL to examine the viewpoints of teachers (Malyadi et al., 2020), the level of engagement (Shamid & Weke, 2019), attitudes (Musdiriah et al., 2020), and other related factors. Additional researchers who have focused on blended learning instructional design include Chaeruman et al. (2020), Munthe et al. (2021), and Suartama et al. (2019).

In light of the problems, more research on BL in the setting of teachers or teachers and students must be done simultaneously in the English course. For Le et al. (2022), investigating teachers' proficiency, namely their knowledge and abilities in utilizing BL in the English course, is crucial as it directly impacts successful and efficient blended learning achievement. In our instance, as stated above, the inadequate knowledge and skills of the teachers in utilizing BL hinder its effectiveness or even prevent its implementation. To enhance EFL teachers' proficiency in utilizing BL, the researchers conducted training on the BL approach. Afterwards, this study examined their proficiency and contentment in utilizing BL and its influence on pupils' aptitude following instruction in the BL setting. This study has two main objectives. Firstly, it wants to investigate EFL teachers'

comprehension level regarding BL and their proficiency in utilizing various BL platforms through training. Secondly, it seeks to evaluate the impact of BL's practice on enhancing the competency of teachers.

What sets this study apart is its unique approach to teachers' proficiency (Arianto et al., 2021; Martin et al., 2020). While Arianto et al. (2021) focused on the impact of BL training on teachers' proficiency in creating teaching instructions in the English course, they still need to evaluate the application of these teaching instructions to students. Similarly, Martin et al. (2020) examined the teachers' proficiency in utilizing technology but still needed to arrange training sessions. However, this study takes a comprehensive approach by providing information on the practice's impact on teachers and students. This unique perspective is sure to pique the interest of our academic audience.

Learning to read is a necessary life skill for people. However, learning English skills, especially reading ability, is a big problem for learners because most of them have trouble understanding texts in English and show a noticeable lack of enthusiasm when reading (Banditvilai, 2020; Khamkhong, 2018; Pongsatornpipat , 2021). Even though the Thai government and educational system have stressed the importance of addressing pupils' reading skills, present initiatives may need to be more effective. Previous research (refer to Boonmoh et al., 2022; Pinphet & Wasanasomsithi, 2022; Ulla et al., 2021) has demonstrated that incorporating digital gadgets and technologies into Thailand's educational system could have a favorable effect on teachers' teaching strategies and students' interest in language acquisition. BL is one of these technical innovations. Additionally, research indicates that BL facilitates flexible learning, access to materials, and communication via Internet networks (Watanapokakul, 2022) and improves creative thinking, collaborative learning, individualized learning experiences, and independent study (Cleveland-Innes et al., 2018). Thus, the current study investigates teachers' proficiency in using BL, how BL affects students' English reading comprehension skills, and how satisfied teachers and students are with the blended learning process.

2.Literture Review

2.1 Methods for English Reading Comprehension

According to Habók and Magyar (2019), proficient readers use various methods to improve comprehension and construct meaning when reading. Highly adept readers exhibit specialized reading strategies, including note-taking and highlighting key phrases. Also, the meaning construction after reading is as essential as pre-reading and during reading. Students should use post-reading procedures such as summarization, review, monitoring, elaboration, and evaluation to enhance text comprehension. These cognitive processes can help readers better comprehend the text and its meaning (Habók & Magyar, 2019).

Habók and Magyar (2019) investigated 3912 lower secondary school students in 65 Hungarian schools' EFL reading comprehension, learning aspects, and reading technique utilization. This study developed and validated an EFL reading framework. The purpose was to assess FL/L2 learners' reading competence across age groups based on overall proficiency in English and their attitude. The study indicated that early language learners employed reading skills often. The study systematically tested the hypothesized model through overall observed years and showed a substantial association between variables, demonstrating that students' English language attitudes affect EFL reading practices.

In their 2021 study, Yapp et al. used a regression discontinuity design with three treatment waves to measure students' reading abilities in one school year. This study administered three exams of equal complexity for all subjects. Students were given reading exams at several periods in each study wave. Time points for the intervention comprised weeks before, during, and after its implementation. This study found that experimental course implementation improved reading comprehension scores between the second and third measurement instances. Notably, this improvement exceeded the increase between the initial two measurements. The intervention was adequate, but participants' prior educational attainment partially influenced its effectiveness.

2.2 Blended Learning

Implementing blended learning in English education has revolutionized the learning process, enhancing its appeal and ease of access (Ulla et al., 2020). BL has become increasingly popular in schools and institutions, especially after the pandemic (Pinphet & Wasanasomsithi, 2022; Watanapokakul, 2022). It involves combining traditional face-to-face learning with technology to optimize the advantages of both approaches.

Cleveland-Innes and Wilton (2018) highlighted the advantages of blended learning (BL) for students, such as improved learning abilities, increased access to knowledge, higher satisfaction levels, better outcomes, and collaborative teaching methods. Integrating conventional face-to-face teaching with online learning provides diverse educational opportunities and reduces the time spent in direct interaction (Garrison & Vaughan, 2008; Praditsorn & Ulla, 2022; Watanapokakul, 2022). According to Zainuddin and Keumala (2008), restructuring teacher-student roles involves teachers assisting and students actively participating in classroom and online activities. Blended learning (BL) is generally acknowledged and proven beneficial in contemporary education because it aligns with the demands and attitudes of 21st-century students (Pinphet & Wasanasomsithi, 2022).

Language instructors have utilized BL to augment learning and proficiency in the English language among students. In their study, Moradimokhles and Hwang (2022) compared online and blended learning methods to assess their impact on the proficiency in English of 60 nursing students at the University of Medicine of Asadabad, Hamadan. Three groups were randomly selected from among the participants. The control group received instruction in general English using the communicative approach, which involved engaging in tasks to enhance their language ability. The online group underwent comprehensive English instruction utilizing the Learning Management System (LMS) model. The experimental group received comprehensive English instruction utilizing a blended learning approach. Following the educational intervention, students underwent a posttest to evaluate their proficiency in standard general English, specifically the TOEFL. The study revealed that the implementation of blended learning

resulted in a substantial enhancement of nursing students' overall English proficiency compared to the exclusive use of online learning.

A separate investigation conducted by Wang et al. (2021) analyzed the perspectives of Chinese university students studying English as a foreign language (EFL) on blended learning (BL). The researchers employed a flipped-classroom approach to incorporate a Small Private Online Course (SPOC) into a BL course design for an English lesson. The study sought to investigate students' perceptions of the BL classroom environment. Based on a study including 1603 students, it has been found that mixed EFL learning can provide a favorable learning atmosphere for English. The study revealed that BL facilitated students' ability to learn at their own pace, fostering independence and mastery over their learning encounters. Students can communicate with their peers and instructors in real time, fostering a sense of community and promoting collaboration.

Research conducted in Thailand (Chanthap & Wasanasomsithi, 2019; Saeheng, 2017; Yudhana, 2021) has demonstrated that blended learning enhances English language proficiency, specifically in the areas of reading skills, overall growth, learner independence, and motivation for comprehension practice among Thai undergraduate students studying English as a foreign language. Research suggests blended learning enhances students' ability to strategize, supervise, and evaluate their reading abilities compared to conventional teaching methods (Chanthap & Wasanasomsithi, 2019; Saeheng, 2017; Yudhana, 2021). While there have been studies assessing the effect of Blended learning on the English proficiency of students, there needs to be more research on their reading comprehension abilities in Blended Learning mode, especially among international students in Malaysia, using the community of inquiry paradigm.

3.Methodology

This research employed a quantitative methodology. 20 Malaysian teachers from the UUM College of Arts and Sciences at the University of Utara Malaysia served as a representative sample for the study. Therefore, at the beginning, 20 teachers participated in this study, including five additional teachers, resulting in 26 Malaysian EFL whom teachers the author selected

using purposive sampling. In addition, this study included 55 postgraduate international students. 22 of the 55 postgraduate international students were from China, 17 from Indonesia, 12 from Iraq, and the remaining were from Algeria, Vietnam, Nigeria, and Telugu. In addition, the author employed selective sampling to choose these students. Every individual involved in this study gave their full consent to participate in the investigation. An intensive English language course is a mandatory component for completing a postgraduate international students' degree at the University of Utara Malaysia.

3.1 Collection of Data

The instruments of this study were the administration of tests, a questionnaire, and observation. The tests comprise an assessment of the EFL teachers' competence and an assessment of the students' competence. The author designed the teacher's competence test to evaluate teachers' proficiency in utilizing BL before and after training. It encompasses three key components: planning, implementation, and assessment. This assessment also evaluates teachers' proficiency in creating instructional plans with Google Classroom, Forms of Google, and YouTube. Contrariwise, the student ability test aims to assess the reading comprehension abilities of students following lectures in the BL setting. Additionally, it seeks to assess the efficacy of blended learning lectures in enhancing EFL students' reading comprehension achievements in the English Course. The researchers devised and assessed the test's validity and reliability. The test was conducted digitally for the students and required a total duration of 60 minutes for completion. The test consists of four reading comprehension elements: identifying details, drawing conclusions, recognizing the main idea, and basic knowledge recognition. Each element scores 25 points if correct and 0 if not. Consequently, 100 points is the maximum.

The author also used a questionnaire to determine how satisfied instructors and students were with the BL. The survey consists of 18 topics that are evaluated using a five-point Likert scale, with responses ranging from 1 (completely disagree) to 5 (completely agree) (Sitinjak et al., 2020).

Additionally, the author used teachers' observations of their students during implementing BL to corroborate the quantitative findings of this research in the descriptive section. Through in-depth observation and reflection, the first author examined the effects of BL on students' learning outcomes.

The validity and reliability of all three research techniques were confirmed and reviewed by Suana et al. (2017) and three experts in teaching innovation and English language instruction.

3.2 Procedures of the study

The study lasted four weeks, commencing in mid-September and concluding in mid-October 2023. It involved many activities, including focus group talks, training sessions, assessments, and implementation. The research procedures are explained below.

3.2.1 Organizing a focus-group discussion on the topic of the Blended Learning Model

The activity enhanced the teachers' understanding of the BL process, including creating, executing, and evaluating BL. The focus-group discussions were divided into two sessions, each housing 13 teachers. At the beginning of the conference, the teachers were given a preliminary evaluation to measure their understanding of the BL model. Subsequently, the teachers were provided with guidance on formulating lesson plans by developing learning objectives and creating appropriate resources for delivering the BL lectures. Furthermore, the teachers had expertise in designing, executing, and assessing lessons utilizing BL methodologies. This activity provides information on different platforms that can be used for blended learning. The teachers were also instructed on utilizing Google Meet and Google Classroom to support BL.

Furthermore, the teachers demonstrated expertise in administering a BL evaluation with Google Forms. In addition, they received training in evaluating affective and psychomotor abilities by recording videos and sharing them on YouTube. After finishing the instruction, a thorough examination was conducted to assess the teachers' understanding and proficiency in the BL.

3.2.2.Practicing and Implementing Blended Learning

This instruction enables teachers to efficiently structure, implement, and generate evaluations for blended learning. The teachers were directed to develop a curriculum for one of the disciplines they were responsible for teaching. Afterward, students received training to effectively utilize Google Classroom, Forms on Google, and YouTube to assess educational progress. After finishing the exercise, the teachers underwent an examination to measure their skill in using the platforms.

3.2.3 Assessment of the Teacher's Understanding Post-practicing

The teachers were administered a comprehensive examination and instructed to complete a survey on Google Forms. This activity's efficacy is demonstrated by the mean score obtained in the final proficiency assessments regarding blended learning, with a minimum threshold of 80 for skills mastery. On a scale of 10 to 100, the test data examined the students' English reading comprehension skills. Table 1 shows a sample of the instruction activities for three weeks using the BL methodology.

3.2.4 Application of BL by Teachers

Following their practice, the teachers were instructed to incorporate online-based learning into the intense English course for the postgraduate students. Overall, the teachers have adopted a BL approach. Consequently, data regarding the academic achievements and contentment of 55 students were gathered, yielding positive outcomes—students' competence in reading comprehension skills.

Table1: Samples of BL practice exercises

Subtopic	Knowledge and Skills	Mode	Time
Blended learning model activities	FGD on understanding:	Face to face	6 hours*
	Blended learning	Face to face	6 hours*
	The concept of blended learning planning	Face to face	6hours*
	The concept of implementing blended learning	Face to face	6 hours*
	The concept of blended learning assessment	Face to face	6 hours*
	The last assessment of teachers' competence	Online (synchronous virtually)	3 days**
	Lesson plan design	Online (synchronous virtually)	3 days**
	Employing the Google Meet and Classroom apps	Online (synchronous virtually)	3 days**
	The use of Google Forms and YouTube applications	Online (synchronous virtually)	3 days**
	The final test on teachers' skills	Online (synchronous virtually)	3 days**
	Applying online-based learning to their respective students	Online (asynchronous)	2 weeks

Note: The tasks marked with * and ** should be done simultaneously.
Source: Practicing sessions focused on BL(2023)

3.3.Data analysis

The instruments utilized in this study comprise assessments designed to evaluate the proficiency of both teachers and students, as well as a survey. The teacher's proficiency assessment was analyzed using descriptive statistics on a scale that ranged from 10 to 100. The student competence test was assessed using a numerical scale that ranged from 0 to 100. The quantitative data were assessed using statistical measures such as standard deviation, mean, and percentage. The evaluation of *contentment* with blended learning among teachers and students encompassed the utilization of three distinct categories: attractiveness, ease, and advantage, as delineated by Suana et al. (2017).

4. Findings

The teachers first engaged in a blended learning program for one week. The program aims to assess the competence of teachers both prior to and after the training, as well as their contentment with the BL method after the intervention. This skill involves understanding the principles of planning, implementing, and assessing BL and having expertise in creating lesson plans and using Google Classroom, Google Form, and YouTube. After the training, the teachers included BL in their lectures for a total of four two-

week periods. The objective is to evaluate students' aptitude for ~~in~~ comprehending written text by employing a blended learning methodology encompassing four critical components of reading comprehension: detail identification, conclusion drawing, main idea recognition, and basic knowledge recall. Following the administration of the initial and final assessments to the teachers, they were instructed to complete the questionnaire, which was delivered online using Google Forms. The test results are presented in Table 2 and Table 3.

Table 2 : The Level of Proficiency of teachers in their initial exams and their understanding Of BL

No.	Competence	Mean (N=30)	Complete (%)	Incomplete (%)
1.	Planning blended learning	57.8	53.3	46.7
2.	Implementation of blended learning	48.6	46.6	53.4
3.	Examination of blended learning	45.7	43.3	56.7
	Average score	50.7	47.7	52.3

Source: Using Google Forms to Conduct an Online Questionnaire in 2023.

Table 3: The Proficiency of teachers on the final test concerning their understanding of B-L

No.	Competence	Average (N=30)	Complete (%)	Incomplete (%)
1.	Planning of blended learning	87.9	100	0
2.	Implementation of blended learning	85.9	100	0
3.	Examination of Blended learning	86.5	100	0
	Average score	86.8	100	0

Source: Using Google Forms to Conduct an Online Questionnaire in 2023.

Table 2 illustrates teachers' need to improve their original comprehension of the blended learning paradigm. The mean score of 50.7 suggests that just half of the teachers comprehended the idea. Table 3 indicates that the

teachers attained an average final exam score of over 80.00 after engaging in the BL course. The teachers demonstrated a proficient comprehension of blended learning methodologies after the intervention. The figure below illustrates the improvement in teachers' proficiency.
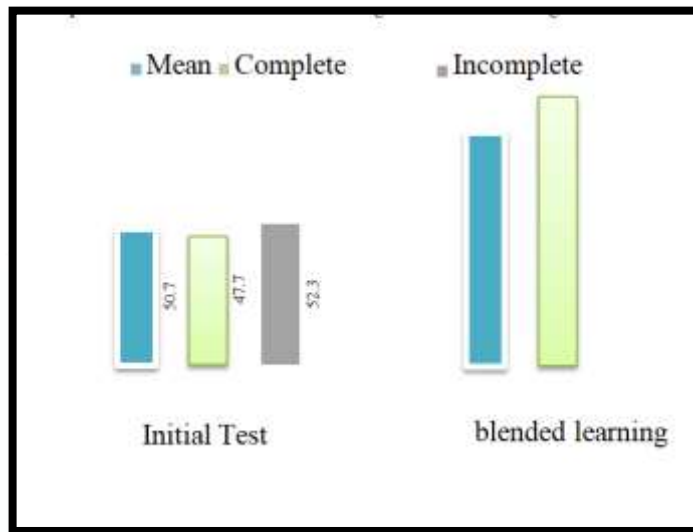

Figure 1: The first and last tests results

Table 4 : The teachers' proficiency in BL

	Lesson plan design	Google Classroom	Google Forms	YouTube	Overall (N=30)
Pre-test	53.4 (12.6)	52.7 (14.3)	48.7 (14.2)	39.7 (11.2)	48.6 (11.8)
Post-test	80.9 (16.7)	86.3 (15.5)	84.3 (16.8)	82.2 (16.5)	84.02 (15.7)
Information	complete	complete	complete	complete	complete

Source: The teacher's proficiency results in BL (2023).

Table 5: The contentment of the EFL teachers concerning BL model.

Aspect	Item	Scale (1 to 5)	
		Score	Average
Attractiveness	Engaging in online discourse is a fascinating activity.	3.88	3.98
	It's entertaining to complete practice questions online.	4.03	
	Online learning is a fascinating method for acquiring knowledge through instructional materials.	4.03	
	Overall, online classrooms utilizing Google Classroom enhance the attractiveness of lectures.	3.81	
	The blended learning model, combining a pre-online, face-to-face, and online learning method, is interesting to observe	4.16	
Easiness	Interacting with other students and instructors in a virtual environment can be done effortlessly.	3.83	3.25
	I am experienced in performing online education.	3.52	
	Learning resources such as online classes are readily accessible.	3.85	
	The online course's practice questions are simple to understand.	3.56	
	My ICT and internet abilities need to be improved to engage in online learning ur the blended learning approach.	3.38	
	All things considered, "pre-online learning - face-to-face - Online learning can be easily followed without any significant obstacles."	3.42	
Benefit	Implementing the blended learning technology enhanced my engagement in the lectures today.	3.66	3.77
	Engaging in online learning activities enhances my understanding and comprehension of concepts.	3.88	
	Engaging in problem-solving activities enhances my comprehension and mastery of subjects.	4.02	
	I was more driven to attend lectures when using the blended learning approach.	3.82	
	Utilizing my expertise, I want to give lectures using a blended learning methodology.	3.50	
	The blended learning strategy enhances my capacity to take initiative and direct my learning.	3.90	
	In overall, the blended education technique is more advantageous than traditional face-to-face learning.	3.62	

Table 4 displays teachers' proficiency in implementing the BL process through several platforms, resulting in a score of 84.02. This result indicates that the teachers can utilize several platforms during the BL procedure. Furthermore, Table 5 demonstrates that the teachers' satisfaction with BL is favorable. Among the three aspects, attractiveness is awarded the highest score.

The researcher observed that postgraduate students showed intense curiosity, interest, and full attention during discussions in class and other online and in-class personal activities. By accessing their teachers' online teaching resources,

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postgraduate students comprehended the lessons more effectively and actively participated in group collaborations and class presentations.

Moreover, students derived greater satisfaction from paired or group assignments and classroom activities than solitary tasks, indicating that collaborative learning opportunities are crucial for successful BL experiences. Furthermore, the author noted that BL settings can enhance engagement, cooperation, and academic achievement by cultivating community and facilitating peer-to-peer connections.

Moreover, the author observed that the postgraduate students displayed good cognitive behavior through their active engagement and discussions in the classroom, willingness to share their ideas and thoughts, propensity to ask questions, and responsiveness to their peers' comments. The students were also driven to understand their reading materials.

In BL, students showed commendable mastery of inference-making and major concept identification procedures, resulting in a substantial improvement in their reading comprehension abilities. The students were highly content with their teacher's instructional materials incorporating the BL approach. They felt great satisfaction interacting with their peers and teachers during their BL experience. They showed exceptional aptitude for utilizing technology to acquire educational materials, communicate with classmates and instructors, and fulfill academic tasks. Table 6 presents the students' outcomes in four elements of English reading comprehension, as well as their level of satisfaction with BL.

Table 6: The English reading comprehension scores of the students and their level of contentment with BL

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No	Measured variables (N=67)			
	Learning Outcome	**Score**	**Satisfaction**	**Score**
1.	Identifying details	68.4 (15.4)	Attractiveness	4.21
2.	Drawing conclusions	58.7 (16.6)	Easiness	4.03
3.	Recognizing the main idea	47.2 (16.2)	Benefit	4.13
4	Basic knowledge recognition	47.0(16.0)	Benefit	4.12
	Average	58.1 (16.7)		4.12

Source: The English reading comprehension scores of the students and their level of satisfaction with BL (2023)

5.Discussion

5. 1 The Proficiency of Teachers and their *contentment* in adopting BL

This study has uncovered the proficiency of teachers at Utara University in implementing the blended learning approach. *BL* is an educational approach that integrates traditional in-person instruction with online learning. Therefore, BL is deemed appropriate for English or post-English courses. The findings demonstrated that, after the COVID-19 epidemic, instructors' proficiency with BL had grown. During the focus group discussion, the teachers responded favorably to utilizing several blended learning platforms for both teachers and learning design. The average knowledge score achieved by the teachers on the initial test is 50.7, while on the final test, it is 86.8. Regarding integrated learning skills, the teachers scored 48.6 on the initial and 84.02 on the final tests. This result shows a substantial enhancement in teachers' understanding and proficiency in the BL methodology.

Despite encountering internet connection-related challenges, the participants rated the attractiveness, convenience of use, and benefits of the learning design and contents as "good" (3.78). The study uncovers a direct relationship between the proficiency and expertise of teachers in the BL approach and their contentment with implementation in the educational process. The attractiveness factor has a higher score than the other two criteria. The results also suggest that teachers' performance and contentment

with a blended learning platform improve when issues are resolved through the Internet. This discovery aligns with the rise in students' English reading comprehension proficiency since Chen and Yao (2016) asserted that the extent to which students perceive satisfaction with blended learning plays a crucial role in its efficacy. This finding aligns with earlier research, which indicates that blended learning is more efficacious in enhancing students' learning outcomes (Suana et al., 2017). Teachers are advised to address problems in their areas of expertise by incorporating lecture formats, such as problem-based and project-based learning, into a BL system.

5.2 The students' level of expertise and their level of contentment in utilizing the blended learning approach

After completing their training, teachers were instructed to introduce online learning to their students. However, all departments unanimously used the blended learning technique during lectures. Data on student achievement and satisfaction were collected from 55 participants, resulting in satisfactory results. The teachers' embrace of the Internet in learning is driven by their satisfaction with its attractiveness, ease of use, and educational advantages.

The design and materials were deemed to be of high quality. Gunes (2019) found that university students had a preference for and positively responded to the integrated learning approach. This discovery supports the claim stated by ICT experts that integrating technology into education is advantageous since technology plays a vital role in changing both classroom environments and entire institutions. This outcome results from promoting outcome-focused learning (Bwalya, 2019). Consequently, educational authorities and national policies have tried to include Information and Communication Technology in the educational process (Passey, 2011).

5.3.The postgraduate students' level of expertise and their level of contentment in utilizing the blended learning approach

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This study specifically examined students' reading comprehension skills, including their ability to identify details, draw conclusions, recognize the central theme, and demonstrate essential knowledge recognition. This study indicates that the student's skill in Identifying details (68.4) is more vital compared to their abilities in Concluding (58.7), Recognizing the primary concept (47.2), and Basic knowledge recognition (47.0). The average score of students in reading comprehension exams is moderate and low, with a score of 58.0. The teachers' views indicated that students were delighted with integrated learning. The students demonstrated positive cognitive behavior through their active participation in class discussions, where they contributed their opinions, asked questions, and responded to their classmates. The students were driven to assimilate reading content, enhancing their capacity to discern specific information. Students enthusiastically sought feedback from teachers and classmates to improve their comprehension. Students made substantial progress in identifying specific details. During reading sessions, the teacher assisted students in recognizing essential phrases and keywords to address Wh-questions. The 2013 curriculum emphasizes enhancing students' ability to tackle the difficulties they face in their everyday lives successfully. Acquiring comprehension is an essential skill for students to gain other English skills, according to *Anthony* (2022). The importance of this ability to understand English is highlighted in the *Anthony*

(2022) publication. The primary objective of English classes is to ensure that students thoroughly understand the subjects they are taught. In order for a student to be deemed effective in reading comprehension, they must possess comprehensive comprehension and expertise in the four fundamental components of English reading comprehension.

6.Limitations

The study was limited to Malaysia and involved EFL teachers and postgraduate students. Future studies may examine other learning institutions and student groups to confirm or dispute existing findings. Second, the quantitative study may limit its investigation of teachers' proficiency in using BL and students' reading comprehension outcomes in the BL environment. A qualitative further study concerning the perspectives of students with blended learning would provide a new understanding of this method of teaching reading.

7. Conclusion

The results indicated that the BL program helped enhance teachers' proficiency and positively impacted This study shows that BL can improve EFL students' English reading comprehension. Moreover, both the teachers and students express a positive level of contentment with the BL paradigm. Nevertheless, student contentment with the BL paradigm needs to align with their scores in comprehension, writing, and listening abilities. This result indicates that their level of contentment falls within the excellent range, while their three English abilities are categorized as medium and poor. The researchers aim to encourage students from different colleges to adopt the BL model as a contemporary instructional approach to complement the existing curriculum. This BL activity can be regularly sustained to engage students' enthusiasm for learning in the English course.

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