Exploring Effective Teaching Practices of Blended Learning during English Reading Classes

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Abstract
This study aims to investigate effective teaching practices in blended English reading classes. Through qualitative methods, the researcher collected data through observations and interviews and analyzed these data from multiple perspectives. The research findings indicate that the following effective teaching practices play a crucial role in enhancing students' reading abilities in blended learning English reading environments: delivering knowledge clearly, actively promoting critical thinking, igniting interest and motivation, encouraging interactive communication, and providing personalized guidance. By exploring effective blended learning teaching strategies used in English reading classrooms, this study intends to advance the field of education and aid both students and teachers in their quest for better learning results.
Keywords: Blended Learning, English Reading, Effective Teaching Practices

Introduction
With the continuous development of technology, blended learning has become a popular and widely applied educational model in various fields. In the field of English as a foreign language, especially in reading, many teachers have started to combine traditional classroom instruction with online resources for blended learning. However, there is still an important question when implementing blended learning in English reading: which specific effective teaching practices can maximize students' improvement in reading abilities? Therefore, this study aims to fill this research gap by delving into the effective teaching practices in blended English reading classes.For the purpose of improving English reading abilities, maximizing learning outcomes, addressing a variety of learning requirements, utilizing technology, and guiding pedagogical approaches, investigating successful blended learning teaching techniques is essential. Teachers can design interactive and interesting learning settings, adapt their lessons to the needs of each student, use technology, and improve their teaching techniques by researching and recognizing effective solutions. In blended learning environments, this research can help advance the teaching of the English language and students' reading skills.

Literature Review

By searching relevant databases such as Google Scholar and ERIC using the keywords "English reading," "blended learning," and "effective teaching practices," literature that met the following criteria was selected: (1) articles related to blended learning in English reading; (2) papers discussing factors related to effective teaching practices; (3) articles published between 2013 and 2023. Based on the collected references, the following conclusions can be drawn: The flipped classroom model has been widely researched and applied in blended learning English reading classes (Akbari & Tavako, 2022; Lai & Hwang, 2021). By pre-reading course materials and engaging in discussions and question-answering during class, students can better understand and apply their learned knowledge. The use of digital support tools also plays an important role in blended learning English reading (Alamri，2021；Wu & Wang, 2022). For example, online practice exercises, e-books can help students consolidate their reading skills and enhance their independent learning levels. Collaborative learning is another effective teaching practice（Mu et.al, 2023). Through group discussions, cooperative projects, peer interaction and communication can be promoted, stimulating interest and enhancing comprehension abilities. However, there are still some gaps that need to be filled in the current literature: Firstly, although many quantitative studies have explored the impact of different effective teaching practices on English reading performance (Lin et al., 2020), there is a lack of deep understanding behind the mechanisms of these behaviors. Qualitative research methods such as observations and interviews can reveal the factors involved in implementing effective teaching practices and associated processes. Secondly, most studies focus on higher education or adult populations while lacking comparative research targeting different age groups of students (Wu & Wang, 2022). Qualitative research can explore how students across different age groups perceive and cognize effective teaching practices, along with their adaptability within various groups. Additionally, the relationship between effective teaching practices and learner motivation requires further exploration within blended learning environments for English reading instruction. Qualitative research through observation and interviews could provide insights into student perspectives and experiences regarding motivational factors behind different teaching practices.

There are rich but still incomplete gaps in the field of blended learning for English reading. Future qualitative research could comprehensively understand the mechanisms through which effective teaching practices impact English reading performance while considering factors such as age groups and cultural backgrounds that may influence these practices' effectiveness. Furthermore, exploring the interaction between effective teaching practices and learner motivation would provide practical and valuable recommendations.

There is a lack of studies particularly looking at effective teaching methods in the context of English reading classes, despite the fact that research on blended learning and its efficacy in language education is already available. This research gap emphasizes the need to investigate the precise techniques and approaches that instructors might use to improve student learning outcomes in blended learning settings. Even while blended learning has become more common in language instruction, there is still a dearth of concrete evidence to support its efficacy in raising English reading proficiency. The effects of particular blended learning strategies, like the incorporation of internet resources, interactive activities, and learner feedback, on students' reading comprehension, vocabulary development, and general language competency require further study.

There is a research gap when it comes to examining the experiences and perspectives of students in blended English reading classes, as many studies concentrate on analyzing the

success of blended learning from a teacher's perspective. Understanding students' attitudes, motives, and preferences regarding blended learning can help educators better understand how to create instructional strategies that meet each student's needs, increase engagement, and improve learning results. Western educational contexts have dominated research on integrated learning in language instruction. More research is required to determine how well blended learning strategies perform in various cultural and educational contexts. The results of this study can be used to pinpoint contextualized best practices and address the particular difficulties faced by educators in various settings.

In summary, these research gaps indicate the need for additional study into effective blended learning teaching strategies for English reading classes. For educators, curriculum designers, and policymakers, conducting research in these areas might offer helpful insights on how to improve the standard of English language instruction and students' reading abilities in blended learning situations.

Research Method

This study utilizes a qualitative approach for data collection and analysis. The researcher selected several English reading classrooms as observation sites and recorded various teaching behaviors exhibited by the teachers during class. Additionally, face-to-face interviews with students and teachers were conducted to gather more information about teacher intentions, strategies, and outcomes.

Results

Through the comprehensive analysis of observation and interview data, researchers have found that the following effective teaching behaviors play an important role in English reading blended learning:

Table
Effective teaching behaviors themes

Themes	Description
Clear knowledge transmission	Teachers are able to introduce new concepts and background knowledge to students in a concise and understandable manner, providing clear and organized guidance.
Active thinking guidance	Teachers encourage students to actively think about problems, analyze texts, and develop their own insights.
Sparking interest and motivation	By using interesting and relevant materials, introducing real-life situations, or posing challenging questions, teachers can inspire students' interest in reading and motivate them.

Encouraging interactive communication	Teachers create a positive learning atmosphere, encourage cooperation and discussions among students, and provide appropriate feedback and guidance.
Personalized guidance	Teachers flexibly adjust teaching strategies based on the different needs and abilities of students, providing individualized support for them.

The above is a table of effective teaching behaviors identified in blended English reading education that will play a crucial role in enhancing English reading abilities.

The researcher chose a number of English reading classes as observation sites, and while there, it noted different instructional strategies used by the instructors. To learn more about the aims, tactics, and results of teachers, face-to-face interviews were also done. The specific finding using the coded key is as follows:

Clear Knowledge Transmission

In English reading blended learning, delivering knowledge clearly is an effective teaching behavior. Suppose a teacher is guiding students to read an article about environmental protection. When introducing new concepts and background knowledge, the teacher can convey relevant information to students in a concise and understandable manner. For example, the teacher may start by explaining the cause of Epidemic and how it affect Human health. To ensure clarity and organization, the teacher can organize content in logical order during the introduction process and use visual tools such as charts and diagrams to assist with explanations. Additionally, the teacher can provide real-life examples or vivid stories to make abstract concepts easier to understand.

By adopting these methods, teachers are able to transform complex concepts into easily digestible forms and ensure that students accurately grasp the required knowledge. This not only promotes students' deep understanding of reading materials but also enhances their foundational knowledge for independent reading in subsequent stages.

Active Thinking Guidance

In classrooms, teachers implement active guided thinking by encouraging students to think critically, analyze texts, and form their own opinions. This teaching behavior sparks students' interest and curiosity in what they read while fostering their critical thinking skills. In class, teachers can employ a range of strategies to stimulate students' critical thinking abilities. Firstly, teachers encourage them to ask questions and seek answers. They design relevant questions or challenging tasks that require students to gather information from multiple perspectives and resources and present their own viewpoints and interpretations. This interactive process encourages deeper analysis of text among students and develops their ability to question, reason, and evaluate. Secondly, teachers organize group discussions and cooperative activities. through sharing opinions and ideas with peers. Students gain feedback and views from different angles, strengthening communication and cooperation between each other. These collaborative learning approaches help expand students' thinking space and cultivate their ability to form independent insights and opinions during the reading process. Finally, teachers provide appropriate feedback and guidance. They encourage

students to express their own views and help them further refine and develop ideas by guiding questions, stimulating thinking, or providing examples. This personalized feedback prompts students to think more deeply and analyze texts, enhancing their ability to apply critical thinking skills to English reading. Under active guided thinking, students demonstrate higher levels of critical thinking abilities, analytical skills, and creative expression. They also enhance understanding and respect for different viewpoints and cultural backgrounds.

Sparking Interest and Motivation
Teachers can select relevant and appealing topics or themes that are connected to students, such as pop culture, social issues, or personal interest areas, and present these materials using multimedia resources and online interactive activities. Additionally, teachers can design tasks that require students to apply their learned knowledge to solve real-world problems while encouraging them to share their views and experiences. In a positively engaging and relevant learning environment like this, students show increased engagement, actively participate in discussions, and display a stronger intrinsic motivation to understand and enjoy the reading process. This teaching method that stimulates interest and motivation helps improve students' English reading abilities and learning outcomes.

Encouraging Interactive Communication
In classrooms, teachers can utilize online collaboration tools and social media platforms. or virtual group discussions encourage students to share viewpoints. explain texts. and collaboratively solve problems. At the same time, the teacher plays the role of a guide and instructor, providing timely feedback and support during group discussion. Teachers can stimulate thinking, facilitate dialogue, and ensure every student participates in interactive communication. This interactive teaching method helps cultivate students' critical thinking abilities, enhance their comprehension skills, and prompt them to form their own opinions. Through encouraging interactive communication, students establish positive cooperative relationships, better engagement, and better learning outcomes. They gain awareness and understanding of multiple viewpoints in interactive discussions and are able to apply this knowledge to improve their reading skills and language expression abilities.

Personalized Guidance
In classrooms, teachers can use online assessment tools or adaptive learning systems as technological means to conduct preliminary assessments of students and develop corresponding teaching plans based on the results. For students who require additional support or challenge, teachers can arrange individual tutoring sessions to provide more precise guidance in a one-on-one or small group format. This personalized guidance includes tailored reading materials, special exercises, and feedback mechanisms for each student. By focusing on the characteristics and needs of each student, teachers can better address their reading development needs and inspire them to make progress in the reading process. Personalized guidance helps improve students' confidence and motivation. Students' express satisfaction with being able to choose readings based on their own interests and ability levels, and they demonstrate improved reading comprehension and analytical skills in personalized tuition.

Discussion

The findings of this study have important implications for blended English reading instruction. Effective teaching behaviors play a crucial role in the classroom and are essential for improving students' reading abilities. By engaging in clear knowledge transmission, actively guiding thinking, sparking interest and motivation, encouraging interactive communication, and providing personalized guidance, teachers can enhance students' performance in English reading. However, in the practical application process, teachers need to continue exploring and improving these effective teaching behaviors. Additionally, future research can further investigate other factors, such as technological support and assessment methods, that may impact the effectiveness of blended English reading instruction more comprehensively.

Conclusion

This study has revealed a series of effective teaching behaviors in blended English reading education that play an important role in improving students' reading abilities. By implementing these teaching behaviors, teachers can create a positive learning environment and facilitate better outcomes for students in English reading. Additionally, this study expands our understanding of the field of blended education and provides new research perspectives and directions for future studies.

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