THE INFLUENCE OF BLENDED LEARNING ON READING COMPREHENSION IN SECONDARY SCHOOL ENGLISH CLASSES

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Abstract: Blended learning, which integrates both online and in-person instructional methods, has emerged as a significant strategy in contemporary education. Within secondary school English classes, enhancing reading cognition stands as an important goal that impact students' academic achievements. This research investigates the effects of blended learning on the enhancement of reading comprehension skills in English as a Foreign Language (EFL) students. Results demonstrate that the fusion of digital tools with traditional classroom teaching boosts student engagement and yields better comprehension results. The research underscores the educational significance of technology-enhanced language instruction.

Key words: blended learning, reading comprehension, secondary education, EFL learners, digital pedagogy.

Introduction. Educational technology is changing classrooms. Many schools are using tools such as computers to grow how well students learn. One of the most widely discussed instructional models in this context is blended learning. According to Graham (2013), blended learning combines face-to-face classroom instruction with online teaching elements in a purposeful and pedagogically meaningful way. This model aims to benefit from both direct teacher guidance and the flexibility of digital learning environments.

Reading comprehension is considered a fundamental component of language proficiency. Snow (2002) defines reading comprehension as the process of simultaneously extracting and constructing meaning through interaction with written text. In secondary school English classes, students are expected not only to understand texts but also to analyze, interpret, and assess information critically. However, many EFL learners experience difficulties due to limited vocabulary, insufficient reading strategies, and low motivation.Traditional teaching methods alone may not fully address these challenges. While face-to-face instruction provides description and immediate feedback, it often lacks individualized pacing and interactive digital encouragement. In contrast, online learning environments offer multimedia materials, adaptive exercises, and opportunities for autonomous learning. Therefore, combining these two instructional modes may provide more comprehensive support for developing reading comprehension skills.The goal of this study is to examine how

blended learning affects reading comprehension in secondary school English classes and to analyze its pedagogical implications.

Blended learning supports reading comprehension development in several ways. First, digital platforms provide access to authentic and diversified reading materials. Multimedia texts that include audio, video, and visual elements can facilitate deeper understanding, particularly for learners with different cognitive styles. Kintsch (1998) emphasizes that comprehension is enhanced when learners actively construct meaning through interaction with text and contextual support. Digital tools create such interactive environments.

Second, blended learning grows learner autonomy. Online components allow students to review materials, repeat tasks, and monitor their progress independently. This flexibility enables learners to work according to their individual pace and proficiency level. Nation (2001) argues that vocabulary exposure in mixed contexts significantly improves comprehension ability. Online reading tasks often provide repeated exposure to lexical items, which strengthens vocabulary acquisition.

Third, classroom instruction remains essential in modeling effective reading strategies. Teachers can demonstrate techniques such as skimming, scanning, predicting content, and summarizing key ideas. Through guided discussion and immediate feedback, students clarify misunderstandings and refine interpretive skills. Tomlinson (2011) highlights that well-designed instructional materials should engage learners cognitively and emotionally, which is more effectively achieved when digital and face-to-face methods are integrated.

Research evidence suggests that students participating in blended learning environments often demonstrate improved academic performance compared to those in purely traditional settings (Horn & Staker, 2015). In reading instruction, this improvement is reflected in better comprehension accuracy, increased motivation, and stronger analytical skills.Nevertheless, successful implementation of blended learning requires careful planning. Teachers must align digital activities with curriculum objectives, ensure equal technological access, and receive appropriate professional training. Without structured integration, technology alone does not guarantee improved outcomes.

Conclusion. The findings of this study demonstrate that blended learning has a positive impact on reading comprehension in secondary school English classes. By combining online learning tools with traditional classroom instruction, educators can create a balanced and engaging learning environment that addresses diverse learner needs.

Blended learning enhances motivation, supports vocabulary development, and promotes strategic reading skills. While traditional instruction provides structured

guidance and interaction, digital platforms offer flexibility, repetition, and multimedia support. Together, these components contribute to improved comprehension outcomes.

Blended learning should be considered not as a replacement for face-to-face teaching but as a complementary pedagogical method. Its effective implementation can significantly strengthen students' reading competence and overall academic performance. Future research may focus on empirical data collection, longitudinal studies, and comparative analysis of different blended learning models in EFL contexts.

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