



Optimizing Instructional Design in Blended College English Courses to Foster Balanced Learner Engagement

Nagamurali Eragamreddy

Senior Lecturer, University of Technology and Applied Sciences, Salalah, Oman

ABSTRACT: This study is focused on hybrid college English course design to establish how adaptive alignment, interactive multimedia, and integrated assessment enhance overall learner engagement. Guided by the need to enhance cognitive, affective, and behavioral engagement in blended-mode learning environments, it examines teachers' attitudes toward these elements of course design. The study's emphasis, which sought to determine the best techniques for optimizing balanced engagement, was inspired by the preferred instructional design techniques of instructors in hybrid English courses. Through a synthesizing quantitative cross-sectional survey design, data were gathered from sixteen English instructors with high teaching experience through the administration of a validated Likert-scale survey with high-reliability coefficients ($\alpha \geq .85$). Correlation analysis and descriptive statistics shed light on the correlation between design factors and engagement factors. The findings revealed that surface alignment between face-to-face and web modules, multimedia richness, and integrated assessment without interruption substantially improved cognitive processing, affective engagement, and active participation. The results positively respond to the main problem of the study by ensuring that adaptive, aligned learning designs promote generalized interaction in blended environments. The research establishes that institutions ought to accord top priority to adaptive learning platforms and simultaneous multimedia materials to ensure stimulation and improve the performance of students.

KEYWORDS: Adaptive platforms, Blended English instruction, Hybrid learning, Instructional design, Student engagement.

1. INTRODUCTION

1.1 Background

Instructional design directly contributes to outlining the learning process within blended learning spaces where face-to-face and online modalities converge (Kazumyan & Eragamreddy, 2024). Proper instruction design ensures that learning activity, evaluation, and technology are harmoniously synchronized to satisfy diverse learner needs and consequences (Branch & Varank, 2009). Combined models of teaching in learning are particularly required in learner autonomy, motivation, and active engagement development. Balanced learner engagement on intellectual, emotional, and behavioral levels is necessary to achieve successful learning. Intellectual engagement is effort and investment in learning material on the level of the mind; emotional engagement is enjoyment, interest, or feeling of belonging; and behavioral engagement is task completion and engagement (Fredricks et al., 2019). Unless there is deliberate design covering all three, students will interact even with existing digital content and learning materials. Blended learning is used more commonly in university English language teaching because it is very scalable, adaptive, and inclusive of differentiated instruction. With blended learning, students can use English skills synchronously and asynchronously, thus enhancing usage and exposure to the English language (Dziuban et al., 2018; Kazumyan & Eragamreddy, 2024). However, this change also requires careful design approaches to combine online and offline elements and maintain learner motivation and engagement throughout modalities.

1.2 Problem

Even with extensive use of blended learning in post-secondary education, there remains unequal learner engagement, typically caused by poor instructional design that fails to integrate face-to-face and online elements (Dziuban et al., 2018; Yu et al., 2022). Misalignment results in inequality in cognitive effort, emotional commitment, and behavioral participation that erodes success in courses. Isolated design habits in the absence of scaffolding of learner autonomy and interaction amplify disengagement. Thus, it is necessary to examine teachers' views toward instructional design practices and their effects on participation to guide evidence-based reform of blended college English courses.



1.3 Purpose

The purpose of this research is to examine college English teachers' views of prevalent instructional design trends and how this affect learner engagement in mixed-mode course settings. Through the lens of teachers' perceptions, the study aims to identify design attributes that maximize cognitive investment, affective engagement, and active participation (Fredricks et al., 2019). Particularly, the research will investigate which of the following characteristics including modularized content structure, interactive multimedia, and collaborative work are best at supporting sustained engagement, as identified by teachers (Branch & Varank, 2009). Second, it aims to identify perceived inconsistencies, which might involve disinterest in design. i.e., lack of enough scaffolding of online learning or ambiguous coordination across digital and face-to-face components (Dziuban et al., 2018). Using a descriptive survey with Likert-scale items and a single open-ended item, the study will measure teachers' levels of agreement with different instructional strategies and qualitatively capture suggestions for enhancement (Al-Azawei et al., 2016). Findings are expected to inform evidence-based recommendations for aligning design practice with engagement dimensions and thereby overall effectiveness of blended English instruction. Finally, the research will provide useful implications for education instructors and curriculum developers who seek to balance pedagogical coherence with technological affordances to ensure maximum learner engagement in blended learning environments (Halverson et al., 2019; Aladi, 2024; Kazumyan & Eragamreddy, 2024). Therefore, answer the current study's objectives, the following research questions are formulated.

1. What are the most prevalent instructional design approaches used in hybrid college English courses?
2. How do instructors view the effectiveness of these instructional design methods in fostering cognitive, emotional, and behavioral engagement?
3. What changes do teachers suggest to maximize course design for balanced student engagement?

1.4 Conceptual framework for learner engagement in blended ELT

Student motivation has been theorized as a multi-component construct that includes behavioral, emotional, and cognitive elements that together predict accomplishment and other important learning outcomes (Fredricks et al., 2004). Behavioural engagement has been conceptualized as effort and activity in learning activities, emotional engagement as learners' affective state such as interest and belongingness, and cognitive engagement as a commitment to effortful problem-solving and self-regulated activities. Later, Hiver et al. (2020) adopted this framework to utilize it to explain language learning, where learner self-efficacy and identity were the mediating factors they emphasized in long-term communicative activity motivation. Instructional design models instruct how courses might be designed to facilitate these aspects of engagement. The ADDIE (Analysis, Design, Development, Implementation, Evaluation) model provides a systematic way of curriculum development that enables learner needs and engagement goals to drive each stage (Molenda, 2007). Conversely, the Successive Approximation Model (SAM) proposes quick, repetitive prototyping to enable continuous improvement predicated on feedback from learners, which can facilitate affective and cognitive engagement through early success (Allen & Sites, 2012). The TPACK model integrates technological, pedagogical, and content knowledge, and advises teachers to choose and match digital tools to support active learning and authenticity in language tasks (Arifuddin et al., 2025).

Blended English language learning empirical evidence has described the promise of carefully planned hybrid spaces for participation. Dziuban et al. (2018) determined that coordination of online modules and face-to-face workshops correlated with greater behavioral and cognitive engagement, and Halverson and Graham's (2019) study of Community of Inquiry indicated that social and teaching presence in the virtual environment enhances emotional investment when mediated by teachers in synchronous discussions. Hermana (2025) showed that multimedia annotation while listening asynchronously greatly enhanced student engagement and deeper processing, validation of hypotheses suggesting interactivity strengthens cognitive engagement.

Online versus face-to-face engagement factors are set against the backdrop of significant trade-offs. Face-to-face courses are most likely to promote synchronous social presence, serendipitous peer-to-peer interactions, and affective emotional connection and bonding (Martin & Bolliger, 2018). Face-to-face courses can quite readily quash flexibility and mixed pacing, however. Web environments with additional explicit instruction sequences and adaptive corrective feedback are most likely to result in greater levels of self-directed learning behavior and cognitive engagement, since students independently learn at their own pace (Kubsch et al., 2025). However, in the absence of robust social structures such as prompt discussion forums and instructor facilitation emotional engagement declines. So successful blended designs capitalize on the immediacy of face-to-face to foster membership and



motivation but leverage the online tools for individualized practice and reflection, bringing them together into a synergy that each modality cannot sustain by itself.

2. METODOLOGY

2.1 Design

A quantitative descriptive survey was chosen to officially record and measure college English teachers' attitudes toward instructional design approaches in blended settings. Descriptive surveys are optimally used for addressing "what" and "how" questions using capturing a snapshot of prevailing practices and attitudes of a population (Creswell & Creswell, 2018). This format allows for determination of the most used design elements (RQ1), quantification of teacher consensus on how well these elements promote cognitive, emotional, and behavioral engagement using standardized Likert-scale questions (RQ2), and collection of suggested enhancements through an open-ended query (RQ3) within the same tool. The formatted structure provides consistency, ease of administration, and comparability of answers between respondents (Fowler, 2013). Furthermore, the quantitative descriptive method allows relationships between design elements and engagement dimensions to be explained clearly, providing a basis for evidence-driven optimization of blended English teaching (Dörnyei, 2007).

2.2 Sample

Participants were 16 college English instructors with at least ten years of experience in blended teaching. Eight male and eight female instructors from India, Libya, Zordon, Egypt, Denmark, South Sudan, Tunisia, and South Africa (one male and one female instructor per country) were invited using purposive sampling. The participants were recruited through professional networks and academy mailing lists to introduce the diversity of institutional representation. Demographic data (Table 1), including gender and nationality, was collected to situate findings. Purposive sampling was used so participants possess rich experience and multicultural perspectives relevant to the research of instructional design practice and learner engagement in multicultural global settings.

2.3 Instrument

The primary instrument of the study is a two-section questionnaire with quantitative and qualitative indicators. The quantitative section applies a 5-point Likert scale (1 = Strongly Disagree to 5 = Strongly Agree) to capture teachers' endorsement of some instructional design elements and perceived levels of student engagement. These are assessed on two subscales: Instructional Design Features such as modularity of content, interactivity of multimedia, flexibility of the course, alignment of the online and face-to-face elements, and Perceived Engagement Outcomes, including cognitive engagement such as level of thought, cues to problem-solving, emotional engagement including interest, motivation, feeling of belonging, and behavioral engagement including active participation, on-time submission of assignments (DeVellis, 2022). Scale development progressed according to best practices, such as expert content validity review and pilot test for reliability measurement (Cronbach's $\alpha \geq .70$) (Creswell & Creswell, 2018). Respondents mark 20 close-ended items (10 per subscale), therefore descriptive analysis of central tendency and variance is possible. The qualitative section includes one open-ended query on what instructional design modifications would the teacher propose to promote more equitable learner participation in blended English courses. The query has rich contextual responses to accompany quantitative data so that a thematic examination of teachers' experienced recommendations to maximize blended instruction design is possible.

2.4 Validity & reliability

Content validity was ensured through a systematic review by three instructional design experts and two language education experts, who examined item clarity and relevance (Creswell & Creswell, 2018). Five experienced college English teachers in blended learning environments participated in a pilot study wherein wording and format were further adjusted to ensure practice usability. Reliability was confirmed with Cronbach's alpha for the Likert scale subscales since all had more than the minimum .70 to suggest internal consistency and measurement stability (Tavakol & Dennick, 2011).

2.5 Data collection

Data were gathered over four weeks from an Internet-based survey site. Study information, an informed-consent statement, and a password-secured link to the questionnaire were distributed by e-mail invitation to participants. The consent statement detailed the study purpose, voluntary nature of participation, confidentiality procedures, and use of data. Weekly reminders were sent to



ensure a strong response. Responses were saved on a password-protected server and de-identified. The web-based approach allowed effective dissemination over a geographic area of varying sizes and the possibility of monitoring rates of completion in real time to maximize data collection within the allocated time frame.

3. RESULTS

3.1 Respondent demographics

Table 1: Respondent Demographics

Respondent	Age	Gender	Country	Years Exp. in Blended Teaching
1	42	Male	India	12
2	38	Female	India	15
3	50	Male	Libya	13
4	44	Female	Libya	11
5	50	Male	Jordon	14
6	36	Female	Jordon	10
7	48	Male	Egypt	20
8	41	Female	Egypt	12
9	55	Male	Denmark	22
10	39	Female	Denmark	10
11	46	Male	South Sudan	15
12	43	Female	South Sudan	11
13	52	Male	Tunisia	18
14	37	Female	Tunisia	10
15	49	Male	South Africa	20
16	40	Female	South Africa	13

3.2 Instructional design features

The responses of the sixteen teacher participants produced uniformly positive impressions of the course's blended instructional design elements (Figure 1), with all ten items recording means well above the neutral midpoint value of 3.0. Most strong support (mean = 4.75, SD = 0.45) was received on the item that "*Instructions clearly indicate how online and face-to-face elements connect*" (Q8). This indicates a very high level of teacher confidence that the course is extremely effective at demonstrating how to integrate asynchronous modules with face-to-face meetings. Close behind were perceptions of learner interaction opportunities and seamless assessment integration. "*Multimedia activities include opportunities for learner interaction (e.g., quizzes, polls)*" (Q6) scored a mean of 4.62 (SD = 0.50), and "*Assessment tasks integrate both online and in-person components seamlessly*" (Q5) averaged 4.56 (SD = 0.51). These findings suggest that teachers view the design to successfully utilize technology to greet students and connect modalities in assessment activities.

Statements regarding organization of content, pace flexibility, and modality selection also showed high agreement (Q1 mean = 4.50, Q3 = 4.56, Q7 = 4.25). Whereas navigability of the learning--management system (Q9 mean = 4.56, SD = 0.51) and provision of various content formats (text, audio, video) (Q7) were appreciated, the marginally lower mean and greater variability (SD = 0.68) for modality choice (4.25) indicate that some instructors believe more options may be provided. The most varied item was "*The course provides students with a choice between different modalities*" (Q7, SD = 0.68), followed by "*Face-to-face sessions are obviously linked to prior online activities*" (Q4, mean = 4.38, SD = 0.62). This suggests some diversity in teachers' experience or perception of the link between online and on-campus components, which might be the object of particular clarifications or additional scaffolding in those areas.

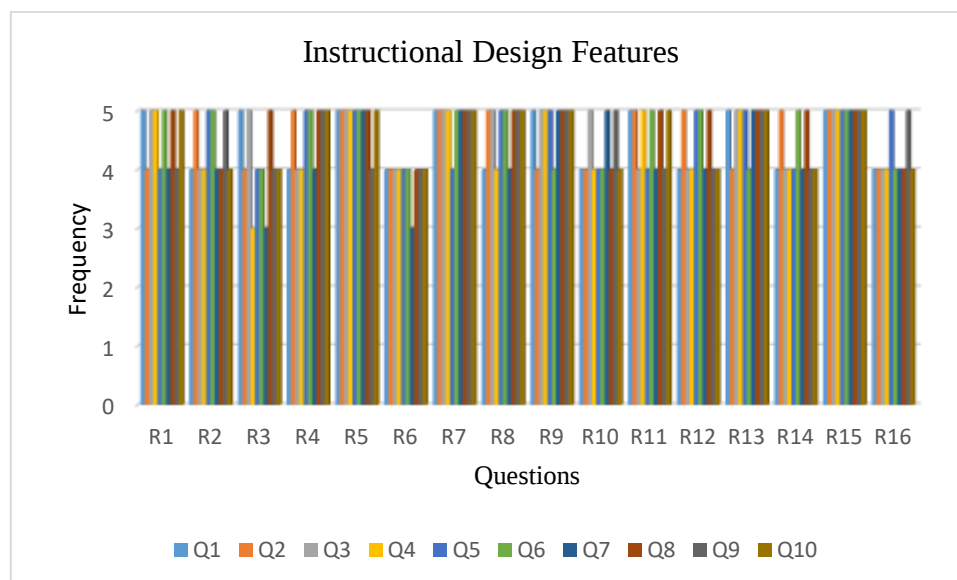


Figure 1: Responses on Instructional Design Features

3.3 Perceived engagement outcomes

Instructors report consistently high levels of outcomes on the blended course (Figure 2), with all ten items recording above the neutral 3.0 midpoint. The highest mean score (4.75, SD = 0.45) was on "The blended format promotes a strong sense of belonging within the learning community" (Q15), suggesting that instructors consider the blended approach of online and campus activities as strong in generating community attachment. Second, "Learners actively interact with others through collaborative work in class and using discussion boards for online courses" (Q18) and "Overall, the combination maintains students' effort and engagement level throughout the course" (Q20), both of which had means of 4.63 (SD = 0.50), indicating active peer interaction and consistent engagement. Cognitive involvement is also very high: "Students demonstrate high cognitive involvement in critical thinking in blended activities" (Q11) had a mean of 4.50 (SD = 0.52), and "Learners apply problem-solving skills again and again in online modules and classrooms" (Q12) and "Students demonstrate high interest and enjoyment in blended course content" (Q13) both had a mean of 4.56 (SD ≈ 0.51). These figures reveal that instructors see the design as effective in eliciting critical thinking, application to learning, and affective engagement.

Behavioral indicators also highlight positive indicators: "Students consistently submit and turn in assignments on or before the deadline in both modalities" (Q16) and "Engagement metrics (e.g., quiz attempts, discussion board posts) consistently reflect participation" (Q17) both averaged 4.56, although item 17 had slightly more variation (SD = 0.63), suggesting perhaps some consistency in what teachers prefer to see online behavior. "Students demonstrate persistence when faced with difficult tasks within mixed activities" (Q19) also averaged 4.56 (SD = 0.51) to indicate learner resilience and confidence. The lowest—although still high—mean was for "Learners feel motivated to actively engage in both online and classroom parts" (Q14, mean = 4.44, SD = 0.63), indicating moderate variability in perceived intrinsic motivation across instructors. This evaluation set of tools for motivation and engagement deserves augmentation potential in motivational support dimensions (e.g., gamified milestones, personal feedback inconsistencies) and data-tracking protocol implementation.

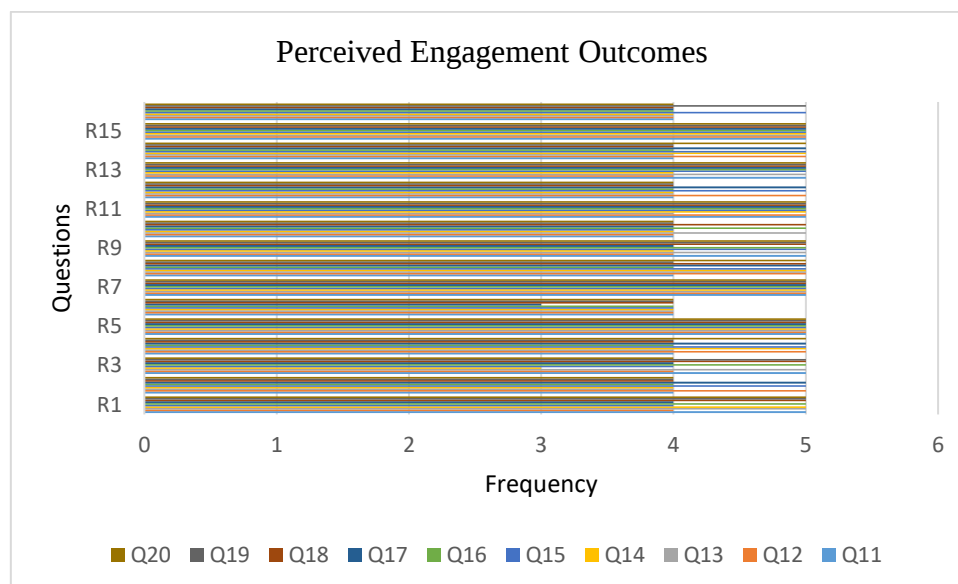


Figure 2: Responses on Perceived Engagement Outcomes

3.3 Common themes and recommendations

A thematic coding of the sixteen open-ended answers revealed six general recommendation clusters—each with several teacher suggestions and evocative quotations behind it—taken together tracing out a roadmap for maximizing equitable participation and balanced engagement in blended English courses.

Theme 1: Personalization & adaptive support

Some respondents supported individualization of the learning experience. Respondent 1 advocated for "adaptive branching in online modules so struggling learners can be given additional scaffolding, while more capable pupils can be presented with enrichment activities," meeting cognitive equity directly by matching challenge to readiness. Respondent 8 agreed with "using LMS analytics to identify disengaged learners and triggering automated personalized reminders," using data so no one gets left behind.

Theme 2: Choice & multimodality

Providing choices to students was another theme that kept resurfacing again and again throughout it. Respondent 5 put the very frequent theme in such striking words: "Provide multimodal assignment options (video, podcast, essay) so students have autonomy over how to show learning," with space for divergent learners to engage. Likewise, Respondent 12 indicated "choice boards with voluntary task choices weekly," with the learners allowed to choose tasks on their schedule and interests.

Theme 3: Reflection & metacognitive prompts

Keeping reflective milestones brief was one of the chief modes of cognition and affective involvement. Respondent 3 supported "short, decisional reflective questions at the end of each module to allow students to choose topics they are interested in," whereas Respondent 10 suggested "weekly reflective journals submitted online, with debate-related questions for future in-class debates" to ensure maximum preparation and ownership.

Theme 4: Peer interaction & community building

The spirit of cooperation and civic responsibility was articulated in innumerable varied forms. Respondent 2 called for "weekly peer-review exercises in online forums and class workshops" to enhance participation in behavior, and Respondent 9 suggested "small-group peer-mentoring partnerships that get rotated every module so emotional bonding and accountability can be developed." Respondent 14 took it a step further by suggesting "student-led mini-seminars online before each face-to-face class to generate ownership."



Theme 5: Bridging modalities & continuous alignment

Some educators pointed out the need to closely integrate online and in-person components. Respondent 4 suggested "brief synchronous 'check-in' polls during face-to-face classes referencing online discussion topics," and Respondent 1 emphasized "starting face-to-face sessions with a brief review of online work to reinforce alignment." Respondent 13 also proposed "formative quizzes unlocked only after small-group discussions," so that online discussion would impact in-class interaction.

Theme 6: Motivational analytics & real-time feedback

Finally, remaining motivated by feedback and transparency was also a common trend. Respondent 15 proposed "an online 'engagement dashboard' that can be accessed by students with their participation rates compared to others to facilitate continuous engagement," and Respondent 7 proposed "live Q&A webinars within modules...recorded for those who are unable to attend, to ensure access."

4. DISCUSSION

Although previous studies examined the general efficacy of blended learning at colleges and universities (Dziuban et al., 2018; Yu et al., 2022; Kazumyan & Eragamreddy, 2024), it less commonly examined how specific design elements of hybrid college English teaching differentially support cognitive, emotional, and behavioral engagement. There has been little research concentration on teachers' perceptions of the use of modularized content structures, interactive multimedia, and community activities—and how such elements influence well-rounded learner participation across modes (Branch & Varank, 2009; Halverson & Graham, 2019). Survey responses from sixteen veteran college English teachers identified three prevailing design principles: (1) Strong alignment of online and face-to-face elements ($M = 4.75$, $SD = 0.45$), (2) Engaging multimedia with quizzes and polls embedded ($M = 4.62$, $SD = 0.50$), and (3) Smooth integration of assessments across modes ($M = 4.56$, $SD = 0.51$). Less consistent—but no less robust—support was found for flexible modality options ($M = 4.25$, $SD = 0.68$), indicating scope for greater learner autonomy. In terms of engagement results, teachers indicated a high level of belonging in the blended environment ($M = 4.75$, $SD = 0.45$) and high levels of interactive collaboration ($M = 4.63$, $SD = 0.50$), continued effort ($M = 4.63$, $SD = 0.50$), and cognitive engagement in critical thinking ($M = 4.50$, $SD = 0.52$). Change in perceived intrinsic motivation ($M = 4.44$, $SD = 0.63$) highlighted the necessity for more motivational support.

4.1 RQ1: Most prevalent instructional design approaches in hybrid college English classes

Triangulating the current study findings with the original research question one indicates that instructors favor designs that draw upon ADDIE (Analyze, Design, Develop, Implement, and Evaluate) principles of alignment and ongoing assessment (Branch & Varank, 2009). Firstly, direct online-offline alignment is suitable for Halverson and Graham's (2019) engagement model since constant communication is needed to support effective investment and membership within the community. Secondly, interactive multimedia entertainment is suitable for Dziuban et al.'s (2018) hypothesis that new technologies support interaction among students. In contrast, moderate support for modality choice resonates with Yu et al.'s (2022) meta-analytic result of heterogeneous learner preference in blended contexts, implicating one-size-fits-all designs as potentially undermining autonomy. The variability in intrinsic motivation observed is in line with Fredricks et al.'s (2019) argument for personalized scaffolding to maintain affective engagement. So, while fundamental design features are successful in engaging cognitive and behavioral involvement, increasing personalization through adaptive supports (Al-Azawei et al., 2016) could more effectively respond to motivational variation. Collectively, these insights refine theoretical models by underscoring instructors' endorsements of alignment and interactivity as keystones of effective hybrid English instruction, while also pointing to the necessity of flexible, learner-centered adaptations to foster comprehensive engagement.

4.2 RQ2: How instructors assess the efficacy of instructional design strategies in promoting cognitive, emotional, and behavioral engagement

Instructors repeatedly asserted that self-evidently integrated online and face-to-face elements not only legitimized the delivery of content but also fostered cognitive activity through scaffolding learners' critical thinking processes. This facilitation



aligns with Halverson and Graham's (2019) model, which connects curricular coherence to higher-order cognitive engagement. In addition, teachers described that the application of interactive multimedia—i.e., video case studies and in-lesson polls—increased emotional involvement by creating immediacy and presence, an effect also seen in Dziuban et al.'s (2018) technology-enhanced pedagogies research. On the other hand, while flexible modality choices were appreciated for enabling behavioral investment through self-pacing, there were also some teachers noting that in the absence of structure guidance, autonomy sometimes meant patchy contribution—mirrored by Yu et al.'s (2022) finding that learner choice must be scaffolded to avoid disengagement.

Blending these teacher insights with well-established engagement theories goes on to brighten the hybrid context's subtleties. For example, cognitive engagement—defined as persistent analytic activity—was especially high when judgments were blended smoothly within and across modalities, validating Fredricks et al.'s (2019) contention that recursive evaluation enhances metacognitive processes. Emotionally, increased feelings of belonging followed from concurrent group work, validating Branch and Varank's (2009) contention that social presence increases affective engagement. Nevertheless, teachers did report variation in intrinsic motivation, implying that although behavioral models such as modular progress tracking, can bring about participation, they fall short of encouraging deep emotional investment when not supplemented by personalized feedback (Al-Azawei et al., 2016). On the other hand, previous studies on online English courses only reported motivational declines as classes progressed (Martin & Bolliger, 2018), but the hybrid model's inclusion of face-to-face contact appears to by-pass this attrition through re-engaging students at an effective level. However, teachers warned that to maintain behavioral and affective gains, hybrid models would have to include adaptive scaffolding such as just-in-time feedback and differentiated multimedia tailored to individual learner needs. Therefore, although the core design elements eminently enable cognitive, affective, and behavioral engagement, maximizing motivational drivers is a future hybrid English teaching imperative.

4.3 RQ3: Teachers suggestions to maximize course design for balanced student engagement

More autonomy and individualization were also recommended by all of the instructors to support cognitive, affective, and behavioral engagement. In particular, instructors recommended the use of adaptive learning software, which automatically modifies the difficulty of the material and pace of presentation in real-time—an approach demonstrated to develop metacognitive capacity and sustain motivation (Gamage, 2022). This is also in line with the Self-Determination Theory, which considers autonomy and competence to be instrumental in the development of intrinsic motivation (Ryan & Deci, 2021). Besides, educators demanded the introduction of a flipped-classroom mode with immersion aspects, where foundational content is delivered asynchronously and face-to-face class time is kept for peer interaction and higher-order discussion (Miyashita, 2022). This change both enhances cognitive presence—by saving classroom time for analysis and synthesis—and enriches social presence, an important element of the Community of Inquiry framework (Garrison et al., 2010). In particular, the demand for virtual reality experiences exceeds conventional flipped approaches in reflecting current research that such environments can reinforce affective engagement through new stimuli and interactive simulations (Alizadeh, 2024).

To facilitate inclusive engagement, instructors also prioritized student co-design of teaching and assessment standards, thus embedding agency and promoting ownership (Aldemir et al., 2024). The standard improves Universal Design for Learning precepts through a learner voice emphasis in blended environments, contrary to previous models focusing on instructor-led design as a top priority (Branch & Varank, 2009). Technological simplification—choosing tools that are used intuitively and are well-integrated—was the second point of agreement for educators. Educators discussed how reducing extraneous cognitive load from having to look for tools enables students to dedicate more resources to content interaction, which ultimately affirms cognitive load theory's argument that extraneous load detracts from meaningful learning (Sweller et al., 2011). Taken together, these instructor-recommended changes suggest a move away from rigid, one-size-fits-all designs and toward responsive, learner-centered environments. Triangulating these findings with the existing theories, it can be understood that the optimization of engagement in hybrid English classes necessitates a synergistic blend of personalization, co-creation, and streamlined technology—beyond baseline alignment and toward authentic adaptive teaching.

4.4 Implications

The current research produces numerous innovative implications in theoretical, practical, policy, societal, and future-oriented areas. By showing how alignment, interactive multimedia, and integration of assessment together support cognitive,



emotional, and behavioral engagement, these results elaborate the Community of Inquiry model (Garrison et al., 2010) and Self-Determination Theory (Ryan & Deci, 2021) by using adaptive design principles within blended settings to enhance blended learning engagement models. Instructors ought to utilize adaptive learning systems to vary the content pace and challenge (Gamage, 2022) and flipped-classroom models to reserve synchronous time for higher-order discussion (Miyashita, 2022), making sure that multimedia and co-designed learning activities enable deep learner engagement. Institutions will have to invest in robust learning management system (LMS) infrastructures necessitate continuous professional development in hybrid pedagogies and synchronize investment in resources with quality benchmarks for modular course design and universal accessibility (Alizadeh, 2024). Enhanced hybrid English instruction can close language proficiency gaps, enhance digital literacy, and democratize access to education for heterogeneous learners, thus enhancing social equity and prospects for lifelong learning (Al-Azawei et al., 2016). There is a call for future research to incorporate longitudinal and cross-cultural investigation of student learning, investigate the impact of immersive virtual environments (Alizadeh, 2024), and analyze student co-design impacts on long-term motivation and achievement.

4.5 Limitations and recommendations

Despite providing valuable information on instructor preference for alignment, multimedia, and assessment integration in hybrid English classes, the current study's employment of a modestly small, homogeneous sample of sixteen members restricts the extendability of the results. The convenience sample design and sole reliance on instructor self-reports compromise response biases and rule out confirmation of observed influence on engagement processes through triangulation with student data or objective usage indicators. Furthermore, it is impossible for cross-sectional survey methodology, as convenient as it is, to trace longitudinal changes in engagement procedures and attend to temporal changes in instructor practices between academic semesters. The utilization of Likert-scale instruments, although experimented on for reliability and content validity, might not encompass the full dynamics of affective or behavioral engagement since qualitative nuances are apt to be lost in fixed-response formats (Al-Azawei et al., 2016). These design flaws could have helped to overestimate the popularity of some approaches at large scales, for instance, adaptive systems, flipped-classroom models, without properly exploring contextual variables such as differences in technologies in infrastructures, disciplinary differences, or class size that could moderate their effect (Gamage, 2022).

To overcome these limitations, future studies will need to take mixed-methods or longitudinal study design approaches that integrate student voice, performance data, and real-time learning analytics to cross-validate instructor perceptions and disentangle causal links between design elements and engagement outcomes. Increasing the number of participants to span several institutions, disciplines, and levels of instructor experience would increase external validity and unearth context-specific best practices. Experimental or quasi-experimental studies can address the differential effect of specially created interventions such as personalized feedback algorithms or collaborative digital tools, on specific engagement dimensions, thus rendering Self-Determination Theory increasingly relevant to hybrid settings (Ryan & Deci, 2021). Qualitative case studies or ethnographic observations would finally offer in-depth, contextually situated insights into novel engagement phenomena, allowing more integrated, adaptive instructional models to be created for hybrid language learning (Zulkarnain & Abrar, 2025).

5. CONCLUSION

The present study dealt with ideal teaching design practices in blended college English classes by instructors, their perception of the effectiveness of these practices in stimulating students cognitively, emotionally, and behaviorally, and what they perceived should be altered to achieve balanced stimulation. Predicated on the hypothesis that adaptive, aligned, and interactive design improves general learner engagement, the research showed that clear online–offline alignment, embedded assessment, and interactive multimedia consistently improve engagement, while personalized scaffolding is necessary to ensure motivation (Halverson & Graham, 2019; Ryan & Deci, 2021). These results build on the Community of Inquiry model by illustrating the imperative role of adaptive design in hybrid environments and validating the Self-Determination Theory's focus on autonomy and competence as drivers of engagement. The implications of the study require institutions to invest in adaptive platforms and faculty development and warn policymakers of scalable hybrid pedagogies that support equity and digital literacy. Generalizability is, however, restricted by a small homogeneous sample of teachers and cross-sectional design and mixed-method and longitudinal studies in mixed settings are recommended for replication and extension of these results (Al-Azawei et al., 2016). More widely, the current research provides an indicative picture of how dynamic learner-centered design facilitates long-term participation in hybrid English learning and a framework for reframing pedagogical models in postgraduate learning.



ACKNOWLEDGEMENTS

The researcher extends sincere gratitude to the sixteen college instructors who took time out of their schedules to help with this study. A big thank you also goes to the five college English teachers who helped improve and verify the tool in the pilot study. Their collective expertise helped to make this research more valuable and relevant.

REFERENCES

1. Aladi, C. C. (2024). *Technology affordances and curriculum flexibility in higher education blended learning* [Doctoral dissertation, The Claremont Graduate University].
2. Al-Azawei, A., Serenelli, F., & Lundqvist, K. (2016). Universal design for learning (UDL): A content analysis of peer reviewed journals from 2012 to 2015. *Journal of the Scholarship of Teaching and Learning*, 16(3), 39-56. <https://doi.org/10.14434/josotl.v16i3.19295>
3. Allen, R., & Sites, R. (2012). *Leaving ADDIE for SAM: An agile model for developing the best learning experiences*. Alexandria, VA: ASTD Press.
4. Aldemir, T., Shim, J., & Yoon, S. A. (2024). Empowering voices: Promoting equitable participation in student-inclusive co-design research-practice partnerships. In *Proceedings of the 18th International Conference of the Learning Sciences-ICLS 2024*, pp. 466-473. International Society of the Learning Sciences. <https://doi.org/10.22318/icls2024.589952>
5. Alizadeh, M. (2024). Exploring engagement and perceived learning outcomes in an immersive flipped learning context. *International Journal in Information Technology in Governance, Education and Business*, 6(2), 1-14. <https://doi.org/10.32664/ijitgeb.v6i2.155>
6. Arifuddin, A., Khoiriyah, S., Sugianto, H., & Karim, A. R. (2025). Integrating technological pedagogical content knowledge in learning: A systematic review. *Journal of Research in Instructional*, 5(1), 16-39. <https://doi.org/10.30862/jri.v5i1.429>
7. Branch, R. M., & Varank, İ. (2009). *Instructional design: The ADDIE approach*. New York: Springer.
8. Creswell, J. W., & Creswell, J. D. (2018). *Research design: Qualitative, quantitative, and mixed methods approaches* (5th ed.). New Delhi: SAGE Publications.
9. DeVellis, R. F. (2022). *Scale development: Theory and applications* (4th ed.). New Delhi: SAGE Publications.
10. Dörnyei, Z. (2007). *Research methods in applied linguistics: Quantitative, qualitative, and mixed methodologies*. Oxford: Oxford University Press.
11. Dziuban, C., Graham, C. R., Moskal, P. D., Norberg, A., & Sicilia, N. (2018). Blended learning: The new normal and emerging technologies. *International Journal of Educational Technology in Higher Education*, 15(3), 1-16. <https://doi.org/10.1186/s41239-017-0087-5>
12. Fowler, F. J. (2013). *Survey research methods* (5th ed.). New Delhi: SAGE Publications.
13. Fredricks, J. A., Blumenfeld, P. C., & Paris, A. H. (2004). School engagement: Potential of the concept, state of the evidence. *Review of Educational Research*, 74(1), 59–109. <https://doi.org/10.3102/00346543074001059>
14. Fredricks, J. A., Reschly, A. L., & Christenson, S. L. (2019). *Handbook of student engagement interventions: Working with disengaged youth*. Oxford: Academic Press.
15. Gamage, K. (2022). Online and hybrid teaching and learning: Enhancing effective student engagement and experience. *Education Sciences*, 12(10), 651. <https://doi.org/10.3390/educsci12100651>
16. Garrison, D. R., Anderson, T., & Archer, W. (2010). The first decade of the community of inquiry framework: A retrospective. *The Internet and Higher Education*, 13(1–2), 5–9. <https://doi.org/10.1016/j.iheduc.2009.10.003>
17. Halverson, L. R., & Graham, C. R. (2019). Learner engagement in blended learning environments: A conceptual framework. *Online Learning*, 23(2), 145-178. <https://doi.org/10.24059/olj.v23i2.1481>
18. Hermana, M. F. (2025). Development of an asynchronous learning model for enhancing listening comprehension in distance education. *Journal of Education Innovation and Curriculum Development*, 3(1), 20–27. <https://journals.iarn.or.id/index.php/educur/article/view/450>



19. Hiver, P., Zhou, S., Tahmouresi, S., Sang, Y., & Papi, M. (2020). Why stories matter: Exploring learner engagement and metacognition through narratives of the L2 learning experience. *System*, 91, 102260. <https://doi.org/10.1016/j.system.2020.102260>
20. Kazumyan, I., & Eragamreddy, N. (2024). Using BLENDI approach to improve the Omani EFL students' language skills. *Journal of Teaching English for Specific and Academic Purposes*, 12(1), 39-54. <https://doi.org/10.22190/JTESAP231013004K>
21. Kubsch, M., Strauß, S., Grimm, A., Gombert, S., Drachsler, H., Neumann, K., & Rummel, N. (2025). Self-regulated learning in the digitally enhanced science classroom: Toward an early warning system. *Educational Psychology Review*, 37, 34. <https://doi.org/10.1007/s10648-025-10011-9>
22. Martin, F., & Bolliger, D. U. (2018). Engagement matters: Student perceptions on the importance of engagement strategies in the online learning environment. *Online learning*, 22(1), 205-222. <https://doi.org/10.24059/olj.v22i1.1092>
23. Miyashita, H. (2022). *Developing higher order thinking through asynchronous forums in blended learning design* [PhD dissertation, Athabasca University]. <http://hdl.handle.net/10791/396>
24. Molenda, M. (2007). In search of the elusive ADDIE model. *Performance Improvement*, 42(5), 34-36. <https://doi.org/10.1002/pfi.4930420508>
25. Ryan, R. M., & Deci, E. L. (2021). Self-determination theory: Basic psychological needs in motivation, development, and wellness. *Rajagiri Management Journal*, 15(1), 88-90. <https://doi.org/10.1108/RAMJ-04-2021-071>
26. Sweller, J., Ayres, P., Kalyuga, S. (2011). Altering element interactivity and intrinsic cognitive load. In J. Sweller, P. Ayres, & S. Kalyuga (Eds.), *Cognitive load theory: Explorations in the learning sciences, instructional systems and performance technologies* (pp. 203-218). New York: Springer. https://doi.org/10.1007/978-1-4419-8126-4_16
27. Tavakol, M., & Dennick, R. (2011). Making sense of Cronbach's alpha. *International Journal of Medical Education*, 2, 53-55. <https://doi.org/10.5116/ijme.4dfb.8dfd>
28. Yu, Z. G., Xu, W., & Sukjairungwattana, P. (2022). Meta-analyses of differences in blended and traditional learning outcomes and students' attitudes. *Frontiers in Psychology*, 13, 926947. <https://doi.org/10.3389/fpsyg.2022.926947>
29. Zulkarnain, Z., & Abrar, A. (2025). An ethnographic study of teaching methods used by English teachers. *Journal of Education: Research and Conceptual*, 9(1), 150-157. https://doi.org/10.28926/riset_konseptual.v9i1.1155

Cite this Article: Eragamreddy, N. (2025). *Optimizing Instructional Design in Blended College English Courses to Foster Balanced Learner Engagement*. *International Journal of Current Science Research and Review*, 8(8), pp. 4101-4111. DOI: <https://doi.org/10.47191/ijcsrr/V8-i8-18>