



TEACHING PRESENCE AND ITS IMPACTS ON STUDENTS' ENGAGEMENT AND A SENSE OF COMMUNITY IN BLENDED BUSINESS ENGLISH

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APA Citation: Suharno., Musthafa, B., & Purnawarman, P. (2025). Teaching presence and its impacts on students' engagement and a sense of community in blended business English. *English Review: Journal of English Education*, 13(2), 653-664. <https://doi.org/10.25134/erjee.v13i2.11831>

Received: 21-02-2025

Accepted: 27-04-2025

Published: 30-06-2025

Abstract: This study emphasized the critical role of teaching presence in enhancing student engagement and fostering a sense of community in blended business English learning environments. As blended learning becomes increasingly popular, understanding how instructors' active participation, feedback, and facilitation impact student outcomes is essential. The research utilized a mixed-method approach, combining quantitative surveys with qualitative interviews among university-level business English students and their instructors. Key findings revealed that a strong teaching presence boosted student participation, while constructive feedback motivated improved performance. Additionally, effective facilitation by instructors helped create supportive communities, encouraging collaboration and teamwork among students. These insights underscore the importance of active instructor involvement in blended learning to maximize educational outcomes. Educators are advised to maintain high levels of teaching presence and leverage feedback to stimulate dynamic student interactions, thereby fostering an engaging and cohesive learning environment. This study contributes practical recommendations for optimizing business English instruction in mixed-mode settings. The sample size was the obvious limitation to address to yield a more reliable study result.

Keywords: *blended instruction; sense of community; students' engagement; teaching presence.*

INTRODUCTION

Blended learning has gained significant traction in higher education due to the growing use of technology and the demand for flexible learning environments. This approach combines online digital media with traditional face-to-face teaching, offering a more dynamic learning experience that can enhance student outcomes (Al-Mekhlafi et al., 2025; Mishra, Panda, & Misra, 2024)

In the context of Business English education, Ying (2022) reported that blended learning is especially valuable, as it helps students develop essential communication skills for the global business world, including business interaction, presentations, telephoning, customer service, meetings, and negotiation. These skills are crucial for professional success, requiring engaging and practical learning methods.

Yet, a large gap is present in the understanding of teaching presence, despite the fact that blended learning finds wide application in Business English education. Defined as the design, facilitation, and direction of cognitive and social processes for the purpose of realizing personally meaningful and educationally worthwhile learning outcomes, it is an inherent construct of the CoI framework in general (Martin, Wu, Wan, & Xie, 2022; Li, 2022). Previous research had centred on the importance of teaching presence in online and blended learning but it was not specifically centred on this in Business English courses in relation to student engagement, performance, motivation, and community building (Jin, 2025). Also, while there is an understanding of the general benefits of blended learning, there has been a lack of in-depth information about the type of help that instructor involvement, feedback, and

facilitation might be of benefit to Business English learners' outcomes (Huang, 2025). Such a gap is particularly crucial since Business English course makes peculiar demands upon learners as besides being conversant with the language itself, the individual should be able to use their knowledge in practical business-related contexts.

This paper looked into the critical area of potential contributions that teaching presence might make to student engagement, performance, motivation, and the development of a supportive learning community in a blended Business English course. More precisely, focusing on the instructors' involvement, feedback, and facilitation, this research sought to extend actionable insights for best practices in Business English education.

The current study focused on the inquiry regarding the complicated role of teaching presence within a blended Business English learning environment and included three main research objectives. First, it would be interesting to look into how teaching presence is related to student engagement in such courses. Engagement has been shown to be important in relation to a variety of measures of student success and satisfaction. Second, the research examined the impacts of instructor involvement, feedback, and facilitation on student performance and motivation. The focus, therefore, would shift to the specific teaching practices and how they directly impacted the ability of students to learn and apply Business English skills most effectively. Finally, in what ways does teaching presence assist in cultivating a supportive learning community in which students feel encouraged to engage with and cooperate? This is truly a question of what the social and community characteristics of learning are, which is more than important when thinking about an interesting and interactive experience in education. This is very relevant to current times because it will consider ways to improve outcomes in educational blended Business English courses.

Through the identification of effective strategies in teaching presence, the study thus may help teachers devise and implement courses that maximize the engagement of students. Such applied recommendations for educators on how they can engage, provide feedback, and foster effective learning within blended settings will finally translate to improved practices for teaching. Moreover, through the current research process, it will be understood how teaching presence supports a learning community that is

engaging and through which students work collaboratively, take actions to reflect on ideas, and learn effectively and professionally in Business English. This study also filled an existing research gap by providing empirical evidence on the specific impacts of teaching presence in blended Business English courses. Thereby, it adds to the growing body of educational research and blended learning practices.

As an increasingly popular modality in higher education due to its flexibility and potential for creating greater learning opportunities, blended learning combines traditional face-to-face instruction with online learning. The framework developed by Garrison, Anderson, and Archer in 2000 to articulate the pedagogical underpinnings of successful blended learning environments became known as the Community of Inquiry, or CoI. Teaching presence represents the design, facilitation, and direction of cognitive and social processes to facilitate meaningful and effective learning. Researchers have proven through research that a strong teaching presence helps achieve high rate of student engagement, satisfaction, and improved results in favor of students (Zhong et al, 2022; Su et al., 2023; Li & Wang, 2024).

A wealth of research literature has cited the role of teaching presence in achieving higher rates of student engagement within blended environments. For example, Shea et al (2010) and Suson, (2024) reported that teaching presence could significantly predict students' perceived learning and satisfaction. Similarly, Suharno, Suherdi, & Gunawan (2023) showed that greater teaching presence was associated with an improvement in both cognitive and social presence and, consequently, learning outcomes. These studies have enriched the pool of literature on the ways that teaching presence enhances student learning and engagement. However, they usually do not deal with Business English courses because the practical application of language skills in professional contexts involves very different teaching strategies.

Teaching presence encompasses how instructors are present in the online course; it directly impacts student performance and motivation. (Maphalala & Bailey, 2023) further continue to focus on well-facilitated discourse and direct instructions used to help in keeping the learners participating while achieving the outcomes set to be achieved. Chen, Sun, & Wang (2022) and (Swan & Richardson, 2023) affirm

this with their previous research and focus on the fact that timely constructive feedback improves students' learning experiences and results. However, very little research has investigated how these factors impact Business English learners, whose needs can be entirely different from those in general education courses because of the professional and applied focus of the material.

The construction of a supportive learning community is another crucial element of teaching presence. Li (2022) and Cintamulya et. al (2024) go on to say that such a strong sense of community permits collaboration, critical thinking, and deep learning. Particularly in Business English courses, therefore, the collaborative activities are mainly role-plays, presentations, or group discussions important for the development of practical language skills. On the other hand, works by (Rovai, 2018) and Fiock (2020) pointed out the success of building communities in online and blended classes but omitted the detailed description of the methods and ways the community can be built on the basis of the Business English teaching where more emphasis is put on practice and the professional communicative skills in particular.

While the current literature is quite extensive with respect to teaching presence in the context of blended learning environments, there are many gaps in understanding how it specifically applies to Business English education. Most of the available studies merely present a general positive light on teaching presence without discussing the specific challenges and requirements of Business English learners. There is a need for future research that may probe into how teaching presence can be further individualized through instructor involvement, feedback, and facilitation to achieve better student engagement, performance, and the development of a support community in Business English courses.

The proposed research would therefore try to fill these gaps by focusing on a more specific area like Business English in providing detailed insights on how best to optimize teaching presence for an attempt to meet the unique needs of these learners. Further, it would also make a contribution to the general field of educational research by providing practical recommendations for educators, thereby enhancing the quality and effectiveness of the delivery of blended Business English instruction.

METHOD

The present study applied an explanatory sequential mixed-methods design to research the impacts of teaching presence on student engagement, performance, motivation, and the supportive learning community in business blended English courses. In this regard, the study will answer the following questions: (1) How does teaching presence influence student engagement in the Business English blended learning environment? (2) What effect does instructor engagement, feedback, and facilitation have on student performance and motivation in the study of Business English? (3) How does teaching presence support the creation of a community of inquiry in which interaction among participants fosters active participation and collaboration of students in a blended Business English course? This mixed-methods approach integrates quantitative and qualitative data by first collecting and analyzing numerical data and then using qualitative insights to explain and elaborate on the findings of phenomena (Creswell & Plano Clark, 2018).

The data collected for this study derived from surveys, interviews, focus group discussions, and observations. For example, questionnaires containing a structured questionnaire supported by validated scales were given out at the end of the semester to the respondents through the online Community of Inquiry (CoI) survey to measure teaching presence, social presence, and cognitive presence in an online environment by Arbaugh et al (2008). Semi-structured interviews were used to collect data from a purposive sample of students and teachers based on initial survey information to probe deeper into the subject areas of instructor involvement, feedback, and facilitation (Kvale & Brinkmann, 2015). In facilitating focus groups, 6-8 students discussed the collaboration experiences and the role of teaching presence in building a community of inquiry. In doing this, a structured discussion guide was used to assist the discussion (Krueger & Casey, 2014). Real-time interactions and engagement in blended Business English classes were observed using an observation checklist based on indicators of teaching presence and community building (Merriam & Tisdell, 2015).

The target population for the study included students undertaking blended Business English courses at the university level and their respective instructors. Stratified random sampling was used so as to allow increased diversity in different classes and demographic groups, increasing the

generalizability of the findings (Fowler, 2014). It was selected for this task because it could account for differences in multiple subgroups of the population, hence reducing sampling bias. Potential biases such as non-response and self-selection were mitigated by making the whole survey anonymous and confidential so the participants could feel free to respond honestly.

The data were analyzed using quantitative and qualitative techniques. Descriptive statistics that include means, standard deviations, and frequencies of the variables were used to describe the survey data. Multiple regression analysis to measure the relationship between teaching presence and student engagement, performance, and motivation were also carry out during the study (Tabachnick & Fidell, 2019). Thematic analysis was employed to code and categorize data from the interviews and focus group discussions, identifying recurring themes in relation to teaching presence and community development. The observation notes were content-analyzed to show key behaviors and interactions that qualify as part of teaching presence and collaboration.

Ethical considerations in the study will imply obtaining informed consent from all participants, keeping the privacy and confidentiality of their information, and adhering to guidelines provided by the American Psychological Association (APA, 2017). All participants will be made aware of detailed information as to what is expected of them with regard to the study and procedure that will be followed as part of this study. Their identity will remain anonymous through anonymization of data, and the data secured for privacy protection.

Thus, to ensure the validity and reliability of the results, triangulation was carried out on data from all the sources of information through questionnaires, interviews, focus groups, and observations to affirm the findings and further boost the internal validity of findings (Denzin, 2017, p. 30). This was conducted through stratified random sampling and inclusion of various participant groups in a bid to enhance the external validity of the findings (Creswell, 2014). The use of validated tools ensures that, within the data collection tools, there is a high degree of reliability with consistent measurements of the intended constructs for instruments such as the CoI survey (Arbaugh et al., 2008). Methods applied in conducting surveys, interviews, focus groups, and observations were standardized across

this study to ensure reliability and consistency in data collection methods (Yin, 2018).

RESULTS AND DISCUSSION

Teaching presence and student engagement

Descriptive Statistics: The mean scores for items related to teaching presence and student engagement were calculated. The overall mean score for teaching presence was 4.2 (SD = 0.7), indicating that students generally perceived a high level of teaching presence in their courses. The mean score for student engagement was 4.1 (SD = 0.8), suggesting that students were generally engaged in the learning activities.

Inferential statistics. Multiple regression analysis was conducted to determine the extent to which teaching presence predicts student engagement. The regression model was statistically significant, $F(3, 196) = 45.76, p < .001$, with an R^2 of .41. This indicates that approximately 41% of the variance in student engagement can be explained by teaching presence.

The regression coefficients revealed that all three components of teaching presence (design and organization, facilitation, and direct instruction) were significant predictors of student engagement: 1). Design and organization ($\beta = .35, p < .001$); 2). Facilitation ($\beta = .28, p < .01$); 3). Direct instruction ($\beta = .22, p < .05$)

Qualitative Data Analysis: Thematic analysis of the interview and focus group data provided deeper insights into how teaching presence influences student engagement. Several key themes emerged and their relationship is visualized in the diagram and discussed below.

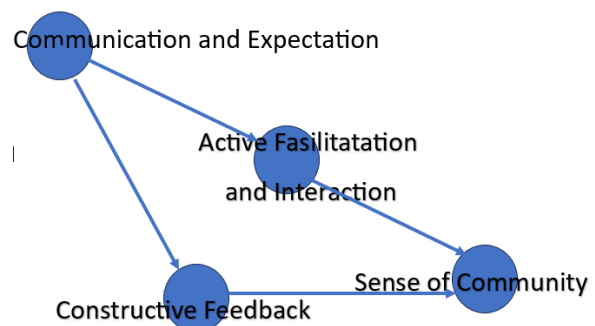


Figure 1. Relationship between themes in teaching presence

Clear Communication and Expectations influence both Active Facilitation and Interaction and Constructive Feedback. Students consistently highlighted the importance of clear communication and well-structured course design which aligned with findings by Garrison et al.

(2000) They appreciated when instructors clearly outlined course topics, goals, and participation requirements. This clarity helped students feel more confident and engaged in their learning activities.

Both Active Facilitation and Interaction and Constructive Feedback contribute to building a Sense of Community. In line with Jia, Hew, Jiahui, & Liuyufeng, (2023), students reported that instructors who actively facilitated discussions and encouraged participation made them feel more involved and motivated. The presence of the instructor in online forums and during live sessions was crucial for maintaining student interest and engagement. Timely and constructive feedback was identified as a critical factor in keeping students engaged. This finding is consistent with Hattie & Hattie (2022). Feedback that was specific and actionable helped students understand their progress and areas for improvement, thereby enhancing their motivation to participate actively in the course.

Clear Communication and Expectations also directly influence on developing a Sense of Community. Students felt more engaged when instructors fostered a supportive learning environment where they could interact and collaborate with their peers, similar to the findings by (Rovai, 2018). This sense of belonging and mutual support was facilitated by the instructor's efforts to create group activities and discussions.

The results indicate that teaching presence significantly influences student engagement in blended Business English learning environments. Specifically, the components of teaching presence—design and organization, facilitation, and direct instruction—each play a crucial role in enhancing student engagement. This is consistent with the existing literature which shows that a well-established teaching presence is crucial for online and blended learning success (Maphalala & Bailey, 2023).

Design and organization

Clear course structure and communication of expectations are foundational for student engagement. When students understand what is expected of them and how to navigate the course, they are more likely to participate actively and confidently.

Facilitation

Active facilitation by the instructor, including fostering discussions and encouraging student participation, directly impacts student

engagement. Instructors who are present and interactive help maintain student interest and motivation.

Direct instruction

Providing direct instruction and constructive feedback helps students stay engaged by offering them the guidance and support they need to succeed. Specific, timely feedback allows students to recognize their progress and understand how to improve, thus enhancing their motivation and engagement.

Sense of community:

Building a supportive learning community is essential for student engagement. When students feel connected to their peers and the instructor, they are more likely to participate actively and collaborate, leading to a more engaging and effective learning experience.

These findings underscore the importance of a strong teaching presence in blended Business English courses. Instructors should focus on clear communication, active facilitation, constructive feedback, and community building to maximize student engagement and learning outcomes.

Instructor involvement, feedback, and facilitation on student performance and motivation

Descriptive Statistics: The mean scores for items related to instructor involvement, feedback, facilitation, student performance, and motivation were calculated. The overall mean score for instructor involvement was 4.3 (SD = 0.6), for feedback was 4.2 (SD = 0.7), and for facilitation was 4.4 (SD = 0.6). The mean score for student performance was 4.1 (SD = 0.8) and for motivation was 4.0 (SD = 0.9), indicating generally high levels of perceived instructor involvement, feedback, facilitation, and student outcomes.

Inferential Statistics: Multiple regression analysis was conducted to determine the extent to which instructor involvement, feedback, and facilitation predict student performance and motivation. The regression model for student performance was statistically significant, $F(3, 196) = 39.24, p < .001$, with an R^2 of .37. The regression model for student motivation was also statistically significant, $F(3, 196) = 33.45, p < .001$, with an R^2 of .34. This indicates that approximately 37% of the variance in student performance and 34% of the variance in student motivation can be explained by instructor involvement, feedback, and facilitation. The

student performance and motivation impacted by instructor involvement, feedback, and facilitation are highlighted in the bar graph below.

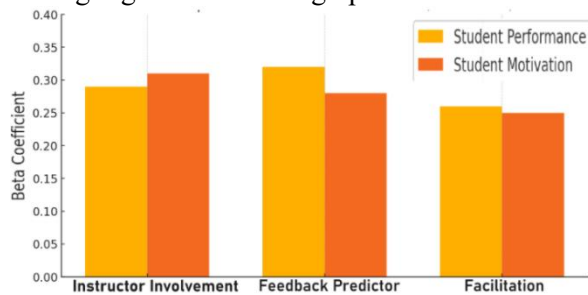


Figure 2. Impact of instructor involvement, feedback, and facilitation

The regression coefficients revealed that 1) Instructor involvement ($\beta = .29, p < .01$) and feedback ($\beta = .32, p < .01$) were significant predictors of student performance. 2) Facilitation ($\beta = .26, p < .05$) was a significant predictor of student performance. 3) Instructor involvement ($\beta = .31, p < .01$), feedback ($\beta = .28, p < .01$), and facilitation ($\beta = .25, p < .05$) were significant predictors of student motivation.

Thematic analysis of the interview and focus group data provided deeper insights into how instructor involvement, feedback, and facilitation impact student performance and motivation. Several key themes emerged: 1). *Instructor Availability and Support*: Students emphasized the importance of instructor availability and support. They reported feeling more motivated and performing better when instructors were readily available to answer questions and provide guidance. The perceived presence and accessibility of the instructor were crucial for their academic success. This finding is aligned with Chang (2016) that instructor presence elevates student satisfaction and perceived learning. 2). *Timely and Constructive Feedback*: Students consistently highlighted the role of timely and constructive feedback in improving their performance which is relevant to Greene (2020). They valued feedback that was specific, actionable, and provided promptly after assignments. Such feedback helped them understand their strengths and weaknesses and motivated them to improve. 3). *Active Facilitation and Engagement*: Students noted that, as in Aurel (2024), active facilitation by the instructor, including fostering discussions, encouraging participation, and creating interactive activities, significantly enhanced their motivation and performance. Instructors who facilitated engaging learning environments helped students stay focused and interested in the course content.

4) *Personalized Instruction*: Personalized instruction, where instructors tailored their teaching methods and feedback to individual student needs, was also identified as a key factor. Students appreciated when instructors took the time to understand their unique challenges and provided customized support, which positively impacted their performance and motivation. This finding is in line with the principles of differentiated instruction by Tomlinson (2017).

Table 1. Thematic analysis key themes for research question 2

No	Theme	Key Points
1	Instructor Availability and Support	Students value instructor availability and support, which enhances motivation and performance
2	Timely and Constructive Feedback	Feedback that is specific, actionable, and timely improves student performance and motivation
3	Active Facilitation and Engagement	Active facilitation creates engaging learning environments, enhancing student focus and interest
4	Personalized Instruction	Personalized instruction tailored to individual needs positively impacts student performance and motivation

The results indicate that instructor involvement, feedback, and facilitation significantly influence student performance and motivation in Business English courses. Specifically, the components of teaching presence—availability and support, timely and constructive feedback, active facilitation, and personalized instruction—each play a crucial role in enhancing student outcomes.

Instructor Involvement: The availability and support of the instructor are foundational for student performance and motivation. When students perceive that their instructor is accessible and supportive, they are more likely to feel confident, motivated, and capable of performing well in the course.

Feedback: Timely and constructive feedback is critical for student performance. Feedback that is specific and actionable helps students understand how to improve and motivates them to make the necessary changes to enhance their learning.

Facilitation: Active facilitation by the instructor, including creating engaging and

interactive learning environments, directly impacts student motivation. Instructors who actively engage students and foster participation help maintain student interest and motivation throughout the course.

Personalized Instruction: Providing personalized instruction tailored to individual student needs further enhances student performance and motivation. When instructors recognize and address the unique challenges faced by students, it leads to improved outcomes and a more positive learning experience.

These findings underscore the importance of a strong teaching presence characterized by active instructor involvement, timely and constructive feedback, effective facilitation, and personalized instruction in blended Business English courses. By focusing on these aspects, instructors can significantly enhance student performance and motivation, leading to better learning outcomes and higher levels of student satisfaction (Freeman et al., 2014; Zhong et al., 2022; Adam et al., 2025).

Teaching presence and the creation of a supportive learning community

Descriptive Statistics: The mean scores for items related to teaching presence, sense of community, active participation, and collaboration were calculated. The overall mean score for teaching presence was 4.3 (SD = 0.7), indicating that students generally perceived a high level of teaching presence in their courses. The mean score for the sense of community was 4.2 (SD = 0.8), for active participation was 4.1 (SD = 0.8), and for collaboration was 4.0 (SD = 0.9), suggesting that students felt a strong sense of community and were actively participating and collaborating.

Inferential Statistics: Multiple regression analysis was conducted to determine the extent to which teaching presence predicts the sense of community, active participation, and collaboration. The regression model for the sense of community was statistically significant, $F(3, 196) = 42.33, p < .001$, with an R^2 of .39. The regression model for active participation was also statistically significant, $F(3, 196) = 38.12, p < .001$, with an R^2 of .36. The regression model for collaboration was statistically significant, $F(3, 196) = 35.78, p < .001$, with an R^2 of .35. This indicates that approximately 39% of the variance in the sense of community, 36% of the variance in active participation, and 35% of the variance in

collaboration can be explained by teaching presence.

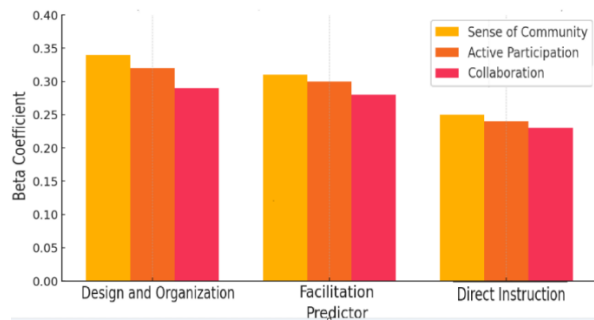


Figure 3. *Impact of teaching presence of community, participation, and collaboration*

The regression coefficients revealed that all three components of teaching presence (design and organization, facilitation, and direct instruction) were significant predictors: 1). For the sense of community: design and organization ($\beta = .34, p < .001$), facilitation ($\beta = .31, p < .01$), and direct instruction ($\beta = .25, p < .05$). 2). For active participation: design and organization ($\beta = .32, p < .01$), facilitation ($\beta = .30, p < .01$), and direct instruction ($\beta = .24, p < .05$). 3). For collaboration: design and organization ($\beta = .29, p < .01$), facilitation ($\beta = .28, p < .05$), and direct instruction ($\beta = .23, p < .05$).

Thematic analysis of the interview and focus group data provided deeper insights into how teaching presence contributes to the development of a supportive learning community, supporting Zhong et al (2022) and Li's (2022) findings on the matter. Several key themes emerged: 1). **Structured and Organized Learning Environment:** Students emphasized the importance of a well-structured and organized learning environment. Clear course design and organization helped them understand the course flow and encouraged them to participate and collaborate. When students knew what to expect and how to navigate the course, they felt more confident and engaged. 2). **Active Facilitation and Encouragement:** Students noted that active facilitation by the instructor played a crucial role in fostering a sense of community. Instructors who actively encouraged participation, asked thought-provoking questions, and facilitated discussions helped students feel more connected to their peers and more willing to engage in collaborative activities (Eden et al, 2024; Ryan, 2024; and Reyes et al., 2025). 3). **Constructive and Timely Feedback:** The role of constructive and timely feedback was also highlighted. Feedback that acknowledged student contributions and provided guidance for improvement helped build trust and a sense of

belonging (Carless & Young, 2024, p. 1). Students felt valued and supported, which encouraged them to participate more actively and collaborate with others, aligned with Bayraktar (2025). *Creating Opportunities for Interaction:* Instructors who created opportunities for interaction, such as group projects, discussion forums, and peer review activities, significantly contributed to building a supportive learning community. These interactions helped students form relationships, share ideas, and work together, enhancing their collaborative skills, similar to Alsayer & Lowenthal (2024) and Nur & Vega, (2023), accentuating the significance of social presence in online education (Swan & Richardson, 2023). 2). *Modelling Collaborative Behavior:* Students appreciate it when instructors modeled collaborative behavior by being approachable, responsive, and collaborative themselves (Li, 2025). This behavior set the tone for the course and encouraged students to adopt similar attitudes towards collaboration and community building.

Design and organization. A well-structured and organized learning environment is foundational for building a sense of community. Clear course design helps students understand what is expected of them, making them more likely to engage and collaborate (Laubscher & Bosch, 2025).

Facilitation. Active facilitation by the instructor is critical for fostering a supportive learning community. Instructors who encourage participation, facilitate discussions, and ask engaging questions help students feel connected and willing to participate (Kim & Lee, 2024; and Eden et.al, 2024)

Direct Instruction. Providing constructive and timely feedback helps students feel valued and supported, which enhances their willingness to engage and collaborate. Instructors who create opportunities for interaction and model collaborative behavior set the stage for a collaborative learning environment (Zou, Xie, & Wang, 2022).

These findings underscore the importance of a strong teaching presence characterized by clear design and organization, active facilitation, and constructive feedback in blended Business English courses. By focusing on these aspects, instructors can significantly enhance the development of a supportive learning community, leading to higher levels of student participation and collaboration.

Table 2. *Thematic analysis key themes for research question 3*

No	Theme	Key Points
1	Structured and Organized Learning Environment	A clear and organized course structure helps foster a sense of community and engagement.
2	Active Facilitation and Encouragement	Active facilitation by instructors encourages participation and builds community
3	Constructive and Timely Feedback	Feedback that acknowledges contributions helps build trust and a sense of belonging
4	Creating Opportunities for Interaction	Opportunities for interaction enhance collaboration and community building
5	Modeling Collaborative Behavior	Instructors modeling collaborative behavior set a positive tone for collaboration

The results indicate that teaching presence significantly contributes to the development of a supportive learning community that encourages active participation and collaboration among students in blended Business English courses, as also emphasized in Chen and Chen (2024). Specifically, as reported by Lestrade et al (2025) the components of teaching presence—design and organization, facilitation, and direct instruction—each play a crucial role in fostering a sense of community, active participation, and collaboration.

CONCLUSION

This study aimed to investigate the impact of teaching presence on student engagement, performance, motivation, and the development of a supportive learning community in blended Business English courses. By employing an explanatory sequential mixed-methods design, the research addressed three critical questions: how teaching presence influences student engagement, the impact of instructor involvement, feedback, and facilitation on student performance and motivation, and the ways teaching presence contributes to a supportive learning community. The key findings of this research are compelling. Firstly, teaching presence significantly enhances student engagement in blended Business English courses. The components of teaching presence—design and organization, facilitation, and direct instruction—were all found to be significant predictors of engagement. A well-structured course design, active facilitation by the instructor, and timely, constructive feedback were crucial in

maintaining high levels of student interest and participation.

Secondly, instructor involvement, feedback, and facilitation were shown to have a profound impact on student performance and motivation. The availability and support of the instructor, the provision of specific and actionable feedback, and the creation of engaging learning environments were all identified as critical factors. These elements not only improved student performance but also enhanced their motivation to engage actively in the course.

Thirdly, the study revealed that teaching presence plays a vital role in developing a supportive learning community that fosters active participation and collaboration. Clear course organization, active facilitation, and constructive feedback were essential in creating a sense of community. Instructors who encouraged participation, facilitated discussions, and provided opportunities for interaction helped students feel connected and willing to collaborate.

These findings underscore the importance of a robust teaching presence in blended Business English courses. Instructors should focus on clear communication, active facilitation, constructive feedback, and community-building strategies to maximize student engagement, performance, motivation, and collaboration.

Future research should explore the long-term effects of teaching presence on student outcomes in various educational contexts and disciplines. Additionally, investigating the impact of different technological tools and platforms on enhancing teaching presence in blended learning environments would provide valuable insights. Further studies could also examine the specific challenges faced by instructors and students in implementing effective teaching presence and how these challenges can be mitigated.

In conclusion, this research contributes significantly to the understanding of teaching presence in blended Business English courses. By highlighting the critical role of instructor involvement, feedback, and facilitation, the study offers practical recommendations for educators to enhance their teaching practices and create more engaging and supportive learning environments. The implications of these findings extend beyond Business English, offering valuable insights for blended learning across various educational settings.

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