

## Investigating the Potential of a Blended Format for the Academic Reading Module Course Redesign

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**Abstract :** This classroom action research is designed to explore the possibility of adding effective online content to supplement and add learning value to the current reading module. The aim of this research was two-fold, first to investigate students' acceptance of and interactivity with online components, chosen to orient students with the content, and to pave the way for more in-class activities and skill practice. Secondly, the instructor aimed to examine students' willingness to have the course contact hours remain the same with some online components to be done at home (flipped approach) or if students were open to turn the class into a blended format with two scenarios; either to have the current contact hours and apply the blended and in this case the face to face component will be less or keep the number of face to face classes the same and add more online structured classes as part of the course hours.

**Keywords :** blended learning, flipped classroom, graduate students, education

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