

# Study on the Blended Teaching Mode in English Pedagogy

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**Abstract.** "English Curriculum Standards for Compulsory Education (2022 Edition)" puts forward new requirements for English teaching in compulsory education, which makes the training of English major normal students challenging. With the wide application of the online and offline blended teaching mode, its role in the teaching of the course "English Pedagogy" is prominent. In the process of constructing the "2+3+2" model (that is, two major sections of theoretical courses and practical courses + three links of pre-class, after-class teaching + online and offline methods), the subject teaching team of Kashi University solved the problems existing in teaching the course "English Pedagogy", such as, insufficient class hours, students' insufficient language ability, insufficient integration of theory and practice, and untimely and unscientific teaching evaluation. And the attempt of constructing this model provides a reference for the application of the blended teaching mode to various courses.

## 1 Introduction

"The English Curriculum Standards for Compulsory Education" (2022 Edition) (hereinafter referred to as "the Standards") emphasizes that "teachers are encouraged to make the most use of digital technology and online teaching platforms to carry out online and offline blended teaching to support students' personalized learning needs." [1] (2022) As one of the compulsory courses to cultivate English teaching skills for English major teacher-training students, the course burdens with theoretical and practical value, which requires students not only to have solid basic language skills, but also to master certain basic educational theories and teaching skills. How to use rich network resources to help students learn educational theories; how to use the network teaching platform as a carrier to realize the organic integration of online theoretical teaching and offline practice; how to better adapt to individual student differentiation, maximize the use of teaching resources and optimize the teaching effect, these are objective and realistic issues that deserve to be explored.

### 1.1 Overview of the Course "English Pedagogy"

The course "English Pedagogy" is a compulsory course for teacher-training students majoring in English, which needs to closely combine theoretical teaching and practical teaching, and is oriented by "the Standards". The course is divided into theoretical and practical classes. 2 hours of theoretical classes are held every week for 18 weeks, with a total of 36 hours; one practical class is held every two weeks, with a total of 18 hours. The course focuses on cultivating students' educational and teaching concepts, and training students' teaching skills, which is different from other courses that mainly focus on obtaining knowledge, and has its own special teaching

objectives and requirements. It is urgent to adapt to the new teaching requirements of the course with blended teaching mode.

### 1.2 Problems existing in the Course "English Pedagogy"

During the course implementation, some problems occurred. For instance, due to the lack of teaching hours, the integration of theoretical teaching and practical teaching is not sufficient; students' English proficiency does not meet the needs of English teaching; students do not study "the Standards" in depth, resulting in inaccurate grasp of the teaching objectives of teaching practice; teachers' evaluation of students' teaching practice is not immediate, which restricts the continuous improvement of students' teaching ability [2].

### 1.3 The Connotation and Advantages of Blended Teaching Mode

In China, Professor He Kekang of Beijing Normal University is the first person who proposed the concept of Blended Learning (BL). He emphasizes that the network online learning technology is not just an auxiliary teaching, by using network information technology to create an ideal teaching mode, to achieve efficient teaching effect [3]. Liu Xiaomei (2016) used a blended audio-visual teaching mode in college English to improve students' listening and speaking ability and independent learning ability [4]; Ganye (2017) found that live online blended teaching of college English could give full play to the main role of students' learning and maximize their learning efficiency [5]; Sun Youzhong (2017) experimented with online reading instruction, and the blended teaching model played a positive role in fostering

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students' interest and promoting learning outcomes[6]. It can be seen that the blended teaching mode has obvious advantages especially in stimulating students' interest and giving full play to students' initiative, and it is necessary to apply this method to the course of "English Pedagogy".

## 2 Research Methodology

### 2.1. Research Subjects

The subjects of this study are 32 English majors from Class 2111, School of Foreign Languages, Kashi University. According to the requirements of the curriculum syllabus, the students will have the course "English Pedagogy" in the first semester of the third year, with 4 class hours per week. This study conducted a total of 10 weeks of teaching experiment.

### 2.2 Research Questions

According to the requirements of the Ministry of Education of the People's Republic of China on the training standards for demonstration skills of Normal Education majors in ordinary colleges and universities, combined with the cultivation characteristics of English majors in our university, in order to verify the positive role of blended teaching mode in English teaching methods, reform the teaching methods of English subject teaching theory, improve the teaching quality, and build a comprehensive and whole-process curriculum evaluation system, this research intends to solve two research questions:

Can Blended Teaching Mode improve the learning effect of English Pedagogy?

Can Blended Teaching Mode improve students' satisfaction with English Pedagogy?

### 2.3 Instrument

#### 2.3.1 Test

In order to find out the influence of the Blended Teaching Mode on the learning effect of the course, an independent sample T test was conducted on the final scores of these 32 students and the students of Class 1903(they have had this course last year) to compare whether there is a significant difference in the scores and verify whether the learning effect can be improved.

#### 2.3.2 Questionnaire

##### The Dimension Setting of the Questionnaire

The earliest research on satisfaction was to solve customer problems and improve product sales, and then it was introduced into the field of education, which first emerged in the United States. American scholar Noel Levit developed the SSI (Student Satisfaction Inventory) scale based on the characteristics of higher education. Zhou Haiyin (2015) explored students' satisfaction from five dimensions: curriculum objectives, curriculum content, curriculum implementation, curriculum resources, and curriculum

evaluation[7]. Sun Jian, Mao Mingming (2015) studied teaching resources, teaching level, and students' course cognition as the three major factors to study course satisfaction, and found that course cognition is the most important factor affecting course satisfaction[8]. Liu Xianwei, Ma Xing (2015) explored the relationship between academic self-efficacy and course satisfaction and found that academic efficacy can directly affect course satisfaction, and improving students' efficacy plays an important role in improving course satisfaction in colleges and universities[9].

Based on the above research findings, among the many factors that affect course satisfaction, five factors, course content, course implementation, course resources, course evaluation methods, and course effects, have great impacts on course satisfaction. So the questionnaire was set in five dimensions: course content, implementation of blended teaching, blended evaluation, academic efficacy, course recognition by referring to the American College Student Satisfaction Inventory (Student Satisfaction Inventory), and the University Course Satisfaction Scale (UCSS) compiled by Zhou Haiyin. The questionnaire is a 5-point Likert scale, that is, 5 points for strongly agree, 4 points for agree, 3 points for neutral, 2 points for disagree, and 1 point for strongly disagree. The higher the score is, the higher degree of satisfaction with the course will be. The questionnaires were distributed to the 84 students from three classes of English majors in the 17th, 18th and 19th grades who enrolled "English Pedagogy" to analyze reliability and validity.

### Reliability of the Questionnaire

The questionnaire was sent to 84 students to check reliability of it. By introducing the results of these 84 questionnaires into SPSS26.0 software for reliability analysis, the results are as follows:

**Table 1.** Reliability Statistics of Questionnaire

Reliability Statistics of Questionnaire		
Cronbach Alpha	Cronbach Alpha Based on Standardized Items	Number of Terms
.970	.934	5

According to this table, the Cronbach alpha value is 0.970 which is between 0.8 and 1, indicating that the questionnaire is reliable.

**Table 2.** Item Total Statistics of Questionnaire

Item Total Statistics of Questionnaire					
	the mean value of the scale for which the item has been deleted	the scale variance of the item that has been deleted.	total correlation of corrected items	square of multiple correlation	the Cronbach Alpha value of the item that has been deleted
Course Content	66.1000	363.197	.868	.794	.894
Implementation of the Blended Teaching	71.9333	430.754	.881	.740	.907
Blended Evaluation	65.7333	424.478	.896	.660	.916
Academic Efficacy	77.7333	522.823	.906	.716	.949
Course Recognition	54.9000	289.197	.892	.772	.931

From Table 2, it can be seen that deleting any of the above dimensions will affect the Cronbach Alpha value of the questionnaire. According to the statistical table, it can be seen that the deleted Cronbach Alpha values of the five dimensions of the questionnaire are lower than the Cronbach Alpha value 0.970, which means that the problem setting of these five dimensions is reasonable.

**Validity of the Questionnaire**

The degree of consistency and closeness decides level of validity. The data sample uses KMO and Bartlett sample measure to test whether the data is suitable for doing factor analysis, and to test the validity of the data. The closer the KMO is to 1, the more suitable the data is for factor analysis. Below 0.5, it is not appropriate to do factor analysis.

**Table 3.** KMO and Bartlett's Test of Questionnaire

KMO and Bartlett's Test of Questionnaire			
Kaiser-Meyer-Olkin Measure of Sampling Adequacy			.924
Bartlett's Test of Sphericity	Approx. Chi-Square		1024.442
	df		231
	Sig.		.000

From Table 3, the coefficient of KMO's test is 0.924 and the coefficient is higher than 0.5 which means it is suitable for factor analysis. Besides, the value of Chi-Square is 1024.442 and Df is 231, the significant coefficient of Bartlett's Test is 0.000 (Sig<0.05), which indicates validity of the questionnaire reaches the significant level and is suitable for factor analysis.

**Table 4.** Total Variance Explained Rate

Total Variance Explained Rate				
Principal components	Initial eigenvalues		Extractive quadratic sum	
	Accumulative variance ratio	Amounts	Variance ratio	Accumulative variance ratio
1	68.230	17.845	68.230	68.230
2	70.561	8.262	22.331	70.561
3	86.352	5.842	15.790	86.352
4	92.421	2.246	6.069	92.421
5	96.103	1.362	3.682	96.103

From Table 4, it can be seen that accumulative variance ratio are all above 50%, which indicates these 5 factors can well present the results of the research.

**Table 5.** Item of each factor and load after rotation

Item of each factor and load after rotation									
Course Content	Implementation of the Blended Teaching		Blended Evaluation		Academic Efficacy		Course Recognition		
	Item	Load	Item	Load	Item	Load	Item	Load	
A1	0.894	A6	0.865	A13	0.930	A22	0.810	A26	0.924
A2	0.935	A7	0.965	A15	0.958	A23	0.800	A27	0.923

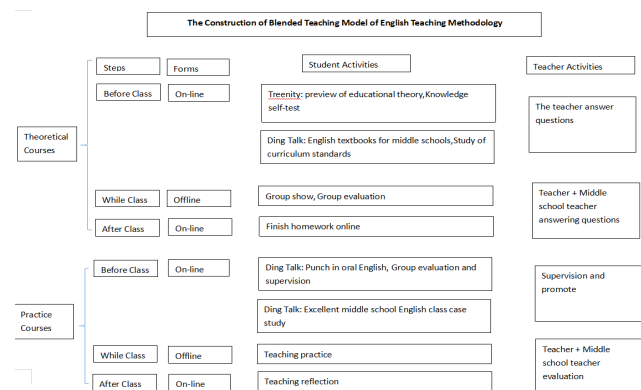
A3	0.938	A9	0.864	A17	0.960	A24	0.807	A30	0.926
A4	0.843	A10	0.856	A18	0.943	A25	0.941	A31	0.956
A5	0.930	A14	0.963	A19	0.950	A28	0.945	A32	0.963
A8	0.945	A16	0.958			A29	0.950	A33	0.967
A11	0.936	A20	0.939						
A12	0.941	A21	0.957						

From Table 5, it can be seen that factor loading are all above 0.4, which indicates factors are closely related. According to all these Tables, they show that this questionnaire has good validity.

**3 Implementation of Blended Teaching**

Based on the "Treenity" platform and Ding Talk as the main tool of online courses, the mixed teaching mode of the English major's "English Pedagogy" course can be summarized as a "2+3+2" model (ie: theoretical courses and practical courses) Two major sections + three links of pre-class, in-class and after-class teaching + online and offline methods).

**Table 6.** The construction of blending teaching model of English methodology



**Table 7.** Blended Evaluation

Formative Evaluation (50%)				Summative Evaluation (50%)			
Item	Content	Ratio	Form	Item	Content	Ratio	Form
pre-class tasks	the outcome of on-line learning	15%	online	mid-semester assessment	theoretical knowledge understanding	15%	online
while-class tasks	presentation	20%	offline	final assessment	theoretical knowledge and lesson plan	20%	offline
post-class tasks	teaching reflection	15%	online	homework evaluation	group work	15%	online

The course mainly adopts the combination of formative evaluation and summative evaluation, pays more attention to the diversity of evaluation, and strengthens the process evaluation. Formative evaluation occupies 50% and summative evaluation occupies 50%. Pre-class tasks and post-class tasks mainly adopt on-line evaluation and while-class tasks mainly adopt off-line evaluation.

## 4 Result Analysis

### 4.1. Result of Test

**Table 8.** Group Statistics

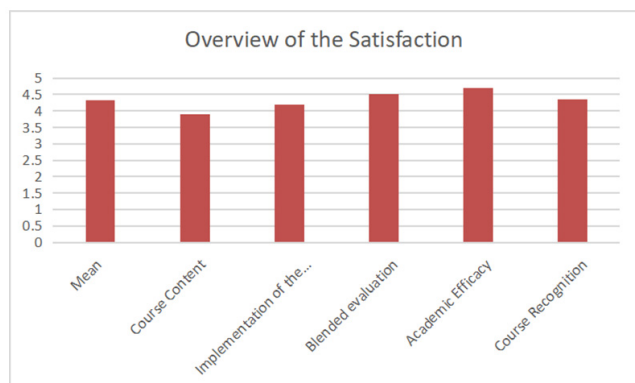
Group Statistics					
	Class	N	Mean	Standard Deviation	Standard Error Mean
Score	1.00	50	80.6000	4.91976	.69576
	2.00	48	88.4583	3.73573	.53921

**Table 9.** Independent Sample Test of 1903 and 2111

Independent Sample Test of 1903 and 2111							
	Levene Variance Equality Test		Mean Equality T-Test				
	F	Sig.	t	Df	Sig. (2-tailed)		
Score	Assume Equal Variances	1.234	.269	-8.878	96	.000	
	Assume Unequal Variances			-8.927	91.227	.000	

The average score of Class 1903 is 80.60, while the average score of Class 2111 is 88.46, and there is a gap of 7.86 points between the two classes. The value of Sig. (2-tailed) is 0.000 ( $P < 0.05$ ), it can be concluded there were significant differences between Class 1903 and Class 2111.

### 4.2 Result of Questionnaire

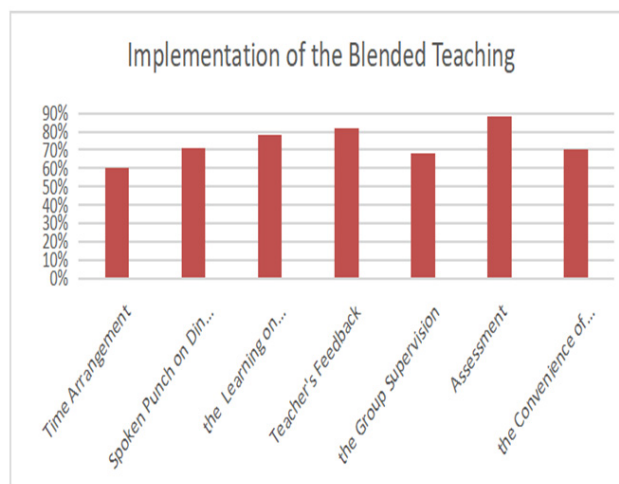


**Fig. 1.** Overview of the Satisfaction

To verify whether blended teaching mode can improve students' satisfaction with the course, the questionnaire was sent to Class 1903 who had classes without blended teaching mode and was sent to Class 2111 who had classes with blended teaching mode. As the students in Class 1903 didn't accept blended teaching, they just finished the questions

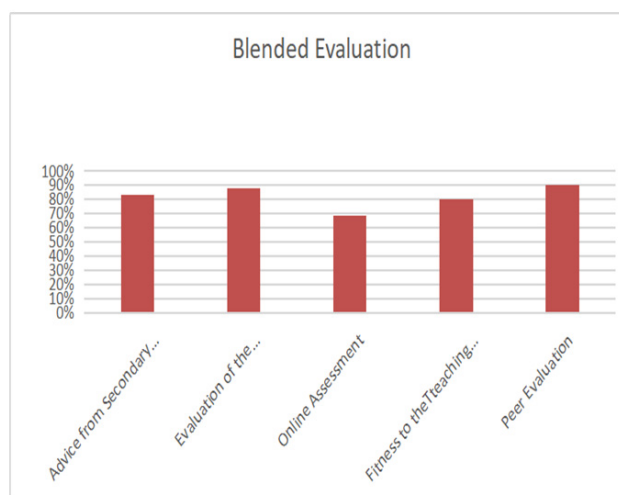
about course content and academic efficacy, the students of Class 2111 only finish a questionnaire with all the questions in five dimensions.

This figure shows the overall satisfaction of the Class of 2111 with the course. It can be seen that the average score of the satisfaction of the course is higher than 4.0. Among the five dimensions, the score of academic efficacy is the highest, it indicates academic efficacy is closely related to the students' satisfaction of a course. And following is blended evaluation, students are highly satisfied with this new evaluating method.



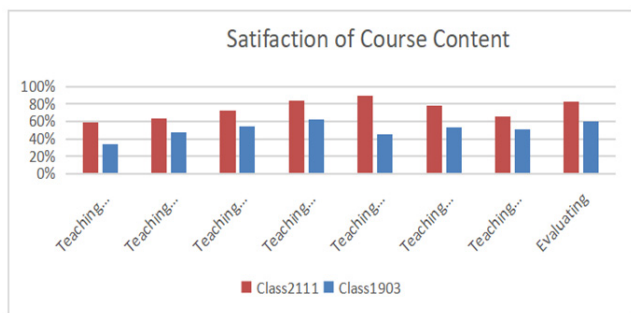
**Fig. 2.** Implantation of the blended teaching

From this chart, it can be seen that the ratio of satisfaction of implementation of the blended teaching is higher than 60%, especially the satisfaction of assessment and teacher's feedback are higher than 80%. It indicates students have a good recognition of implementation of the blended teaching.



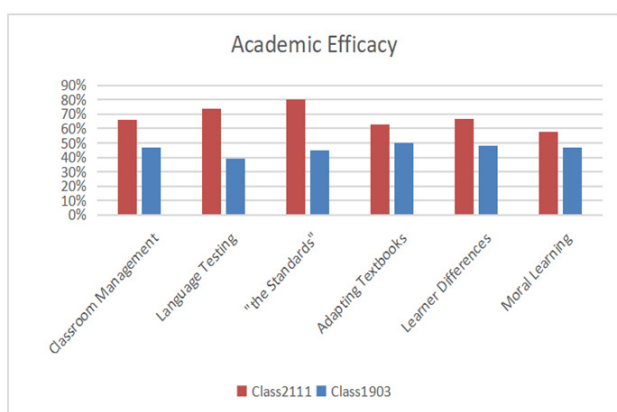
**Fig. 3.** Blended evaluation

According to the chart, among the five dimensions, the score of peer evaluation is the highest, and following are evaluation of the learning process and the fitness to the teaching content. The results of this chart is consist with the overview of the satisfaction, students value the blended evaluation most.



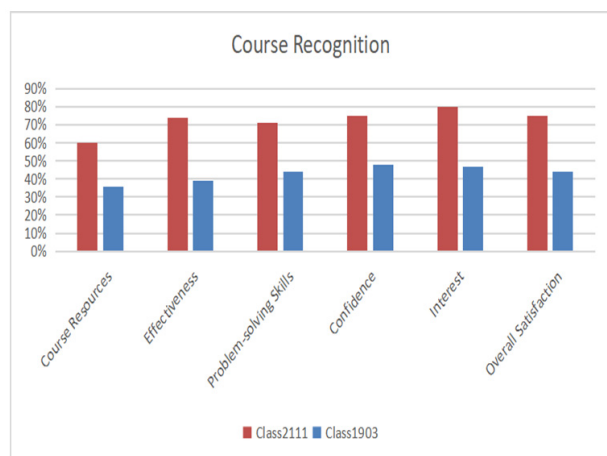
**Fig. 4.** Satisfaction of course content

The students in Class 1903 also finish the questionnaire of the problem about satisfaction of course content. From the chart, comparing the value of Class 1903 and Class 2111, it can be seen that students' satisfaction of course content is improving. And the satisfaction degree of teaching vocabulary improves most.



**Fig. 5.** Academic efficacy

From Chart 4-6, comparing the value of Class 1903 and Class 2111, it can be seen that students' satisfaction of academic efficacy is improving. The satisfaction of language test and the knowledge of "the Standards" improve nearly double of the satisfaction of Class 1903. It indicates it is useful and meaningful to let students learn the "the Standards" and do the language test online before the class.



**Fig. 6.** Course recognition

From this figure, over 60% students in Class 2111 are satisfied with the course, only nearly 40% students are satisfied with the course in Class 1903. It can be concluded that Class 2111's course recognition improves a lot with the implementation of blended teaching comparing with that of Class 1903.

## 5 Conclusion

Blended Teaching Mode can improve the learning effect of English Pedagogy.

Blended Teaching Mode can improve students' satisfaction with English Pedagogy.

Students are satisfied with blended evaluation most, correspondingly, to the implementation of blended teaching, students value the way of assessment and teacher's feedback most.

When students learn more during the implementation on blended teaching, the more academic efficacy they will acquire, correspondingly, their satisfaction of the course improves.

The blended teaching model is applied to the "English Pedagogy" course, and a "2+3+2" model is constructed to address the problems of insufficient class hours, insufficient language ability of students, insufficient integration of theory and practice, and untimely teaching evaluation. Of course, there are still some problems in the application of the blended teaching model, mainly due to the lack of teachers' ability to apply network platforms and online resources, and the lack of students' ability to learn independently, which affects the application of the blended teaching mode to a certain extent. However, after theoretical research and practical tests, it has been proved that the effect of achieving teaching objectives and improving course satisfaction is obvious. It is necessary and practical to apply the mixed teaching mode to the course of "English Pedagogy".

## 6. Implications

**The blended teaching mode is conducive to optimizing the teaching process.**

Whether the teaching process is optimal is also crucial to the course teaching effect. The blended teaching mode optimizes the teaching process mainly from two aspects. First, the teaching process can be extended to pre-class and post-class activities.

**The blended teaching mode is conducive to adopt process evaluation.**

The blended teaching model naturally gave birth to a blended evaluation mode. The "one-click" online evaluation makes the formative evaluation timely and efficient, and the group supervision and teacher feedback based on the online evaluation are highly targeted. This mode guides students to focus more on learning rather than test scores.



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