

Transforming English Education: Blended Learning Strategies in Chinese Higher Education

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Abstract:

This study aims to understand the application of blended learning in English teaching in Chinese universities and provide practical insights for educational institutions to design more successful and sustainable blended learning environments. This study adopts a qualitative analysis method. It focuses on four research questions. This study conducts a thematic analysis through interviews with 13 teachers and students. The findings of this study provide valuable insights into the effectiveness of blended learning in English teaching in Chinese colleges and universities. This study explores how blended learning affects English teaching outcomes and teacher motivation and provides evidence-based conclusions. The results of the study elaborate on the key factors for the effective implementation of blended learning in the early stages of higher education and the challenges of implementing blended learning strategies in English teaching in Chinese colleges and universities, and provide suggestions for future research.

Key words: blended learning; college English teaching; Chinese higher education institutions; key factors; challenge

1. Introduction

Blended learning, which is an educational technique that blends online digital media with traditional classroom methods, has acquired great popularity all over the world, thereby altering the way educational content is given and consumed. Increasingly, this hybrid paradigm, which enables both synchronous and asynchronous learning, has been implemented in a variety of educational settings all over the world. It provides flexibility and a tailored learning experience for students (Graham, 2019). Blended learning has been recognised as a transformative instrument, particularly in the realm of higher education, with the potential to promote increased student involvement and improved learning outcomes (Means et al., 2010). It is important to note, however, that the

efficacy of this method and the manner in which it is implemented varies greatly across different countries and educational systems.

Notably in the wake of the COVID-19 pandemic, which mandated a change towards more digitally inclusive teaching techniques, the implementation of blended learning in higher education institutions in China has been quickly evolving. This is especially true in China (Huang et al., 2020). In an effort to enhance both the quality of education and its accessibility, educational institutions in China have been at the forefront in integrating technology with conventional teaching methods. In spite of these progressions, the implementation of blended learning in China is confronted with a variety of distinct problems. The differences in technology, the differing levels of digital literacy among students and teachers, and the cultural factors that influence the adoption of new teaching methods are some examples of these (Zhong et al., 2021).

There are a number of obstacles that must be overcome before blended learning may be considered effective, particularly in the setting of international higher education in China. There is a huge worry over the lack of faith that both students and teachers have regarding the success of the teaching method. This scepticism can be attributed to a number of different issues, such as a lack of experience with digital tools, a perception of flaws in the delivery of online content, and worries regarding the maintenance of student engagement in a non-traditional learning environment (Wang et al., 2015). As a consequence of this, there is an urgent requirement to investigate not only the efficacy of blended learning approaches in improving student performance, but also to identify the primary factors that influence the implementation of these strategies in Chinese educational institutions of higher learning.

One of the key objectives of this research is to investigate the impact that various blended learning strategies on college English have on the academic performance of students attending higher education institutions in China. This objective is extremely important because gaining an understanding of the efficacy of different blended learning models can provide insights into how educational content can be adjusted to enhance the learning results for students. According to research, the design and implementation of blended learning have a substantial impact on the performance of students, with approaches that are well-structured and student-centered producing superior results (Alammary et al., 2014).

Within the context of Chinese higher education institutions, another essential component of this study is to evaluate the relationship between student motivation and performance in college English learning in a blended learning environment. One of the most important aspects of learning is motivation, and the value of this aspect is magnified in the context of blended learning, which frequently calls for students to engage in self-directed learning (Ryan & Deci, 2020). It is possible to gain significant insights into how to build and administer these programmes in a more effective manner by gaining an understanding of the motivational elements that drive students in a blended learning environment.

In addition, it is of the utmost importance to determine the primary elements that have contributed to the effective implementation of blended learning in the higher education system of China. The technical infrastructure, the training of teachers, the design of the curriculum, and the provision of student support services are all examples of these aspects. According to research conducted by Zhao, Pinto Llorente, and Sánchez Gómez (2019), the effectiveness of blended learning initiatives

is strongly dependent on the aforementioned criteria, and the optimization of these factors can lead to enhanced educational outcomes.

In conclusion, it is essential to conduct an analysis of the difficulties that were experienced during the implementation of blended learning approaches and the effects that these difficulties had on the performance of students in Chinese higher education institutions. The success of blended learning can be greatly hindered by a variety of challenges, including reluctance to change, technological difficulties, and a lack of resources (Bao, 2020). For the purpose of designing solutions to overcome these problems and for the successful integration of blended learning in higher education, it is essential to have a sufficient understanding of the influence that these challenges have on student performance.

With the help of this study, we hope to achieve a full understanding of these obstacles, as well as the elements that contribute to the effective implementation of blended learning, and the relationship between blended learning methodologies and student performance. The insights that were gathered from this study have the potential to play a significant role in directing policymakers, educators, and academic institutions in China and around the world in the effective adoption and optimization of blended learning methodologies.

1.1 Research aim and objectives

The objectives of this research are as follows:

1. To determine the advantages of implementing the blended learning approach for English teaching in higher education institutions in China.
2. To investigate how has blended learning supported both teachers and students in higher education institutions in China to maintain motivation in English teaching.
3. To analyze the factors can encourage early adoption of blended learning implementation in China's education system.
4. To examine the potential challenges associated with implementing blended learning in English teaching within higher education institutions in China.

1.2 Significance of study

The first thing that will be accomplished by this research is that it will provide a comprehensive evaluation of the effectiveness of blended learning models. This evaluation will offer useful insights into how various approaches can improve student performance. The study will contribute to a deeper knowledge of the best conditions and practises that encourage student achievement in a digital era by systematically examining various blended learning strategies and their consequences. It is anticipated that the findings will be of assistance in determining the blended learning models that are the most effective, thereby assisting educational institutions in the implementation of strategies that have been demonstrated to improve student engagement, retention, and academic achievement.

The research will shed light on the primary elements that are responsible for the effective implementation of blended learning in higher education. The research will give educational institutions with practical insights by identifying these essential elements, which will enable them to

design blended learning environments that are more successful and sustainable. The proposals that could be included in this category include those concerning the technology infrastructure, pedagogical training for instructors, the development of curriculum, and student support services. There are two advantages to this situation: first, it helps educational institutions maximise the use of their resources for blended learning initiatives, and second, it guarantees that these programmes are created in a manner that results in the greatest possible educational impact.

2. Literature Review

In the past decade, blended learning has gained popularity in Chinese higher education institutions, facilitated by the government's funding for classroom technology, which has simplified the integration of online and traditional teaching methods (Cocquyt, 2019). The COVID-19 pandemic further accelerated the acceptance of blended learning, prompting schools to create plans for virtual teaching (Broadbent, 2018). Despite encountering obstacles like the digital divide and resistance to change, blended learning has shown promising outcomes in addressing educational inequalities and boosting student participation (Bates, 2019; Blicek et al., 2019). In today's world, innovative educators in both corporate learning and development as well as in the higher educational institutions are continuously improving learning with the help of technology (Turnbull, 2020). This aids the educational system in dealing with challenges that may occur because of technological advancements (Deng, 2019).

Blended learning is a prime example of how traditional educational ideas and contemporary technological advancements intersect within China's educational system. Blended learning offers greater flexibility than conventional classroom teaching, allowing students to access educational resources anywhere on the internet and participate in interactive learning experiences (Feijóo et al., 2021). This approach is in line with the educational reform goals of China, aiming to move away from rote memorization towards the development of critical thinking and problem-solving skills (T. M. S. Chan et al., 2022).

In the context of higher education, blended learning has become a crucial strategy for enhancing teaching and learning outcomes. It combines online elements with in-person activities, offering students greater flexibility and personalized learning experiences (Dziuban, 2018). Various models of blended learning exist, including the flipped classroom, where students interact with course content before class and engage in interactive activities during class with teacher supervision (Wut et al., 2022). Video-based instruction has become widely used in blended learning, acting as the main method for delivering course content and additional resources (Wang, 2019).

Blended learning in Chinese higher education reflects the interplay among technological progress, innovative teaching methods, and policy changes. Initially emphasizing traditional, teacher-centered methods, Chinese education has shifted towards incorporating technology to improve learning outcomes (Atuhurra & Kaffenberger, 2022). The adoption of blended learning is motivated by the belief that it combines traditional and modern teaching approaches, providing cost-effective services (Turnbull et al., 2020). China's higher education policy demonstrates a commitment to innovative and quality education by implementing blended learning, which is now a crucial part of the country's higher education system (Singh et al., 2021). As China continues to navigate the challenges and opportunities of the digital era, blended learning will remain a key focus of higher

education policy and practice, serving diverse student demographics and promoting inclusivity (Buraimoh et al., 2021).

While blended learning was initially being created in China, it was mostly driven by technology developments rather than pedagogical considerations. This was the case when blended learning was first being developed. When the process of integration was only being started, this was the condition that existed. During the same period as the internet and several other digital technologies were being used in educational institutions, students were given access to new chances for learning and teaching. On the other hand, Chinese educational institutions have been conducting experiments using online platforms and digital resources with the purpose of augmenting the traditional classroom instruction that is already being delivered. During this time period, there was a great emphasis placed on the building of infrastructure, and during this time period, significant investments were made in the process of equipping educational institutions with the technological tools and resources that were required that were necessary (Muric et al., 2021). Teachers are always pushed to enhance instruction to match the learning requirements of kids in today's classrooms, which are full of students from all backgrounds (Philipsen, 2019). The increase of technology as well as globalisation over the last few decades or so have highlighted the topic of how information as well as communication technologies (ICTs) might be used to improve teaching and learning methods in a variety of settings. By combining theory and practise, well-informed and carefully designed ICT integration offers enormous potential to assist students and instructors in becoming constructive creators of knowledge.

Blended learning is a concept that mixes face-to-face and online educational activities. It was developed and is now used in universities all over the world. It makes use of ICTs. Blended learning is a concept that has brought together face-to-face with online educational activities. It was developed and is now used in universities all over the world. It makes use of ICTs to make teaching and learning more entertaining while also improving learning results. Blended learning in China has made significant progress thanks to factors like video-based teaching, in-person communication, feedback systems, and student drive. At first, these changes were mainly influenced by technological progress instead of educational reasons (Muric et al., 2021). Video instruction is widespread in blended learning settings, providing students with interactive and engaging learning materials. Teachers often use video lectures alongside in-person teaching to offer students extra resources for enhancing their understanding (Wang et al., 2019). Video lectures can involve screen recordings, webcam recordings, or demonstrations, accommodating various learning styles and improving understanding (Wang et al., 2019). Technology's development, which has been a vital aspect in this sector, has had a big impact on the landscape of blended learning, which has been significantly touched by it. This is because technology has been an essential factor in this field. As a result of the proliferation of sophisticated digital tools and platforms, educators now can create learning environments that are more interactive and interesting for their students. The field of education has significantly advanced because of this development. The advancement of technology has not only led to an improvement in the quality of the components of online learning, but it has also served to make these components more accessible to a larger audience (Baidoo-Anu & Ansah, 2023).

In-person interactions are still a crucial aspect of blended learning, allowing students to engage directly with teachers and classmates. Although online features provide flexibility and accessibility, in-person meetings allow for more in-depth conversations, teamwork, and instant responses (Philipsen, 2019). Feedback mechanisms are essential in blended learning settings as they give

students timely assessments and guidance on their progress. Weitzel (2021) stated that teachers can track student progress and offer individualized feedback through online forums, quizzes, and interactive assignments. This loop of feedback assists students in recognizing areas needing improvement and remaining motivated during their learning process. According to a study, nearly 75% of internet users in China claimed that rather than speaking in person, they prefer to connect digitally via: email, social media and text message. The outcomes might indicate that blended learning, which emphasises technology, reaches kids more successfully than traditional approaches (Weitzel, 2021). Online forums can link instructors and students more successfully by catering to a student's chosen form of communication.

Motivation plays a crucial role in the success of blended learning, especially in China, where students are familiar with interactive technology (Weitzel, 2021). Philipsen (2019) highlights that blended learning utilizes different tactics like gamification, rewards, and recognition to maintain student engagement and motivation. Educators utilize both in-person discussions and digital resources to craft engaging educational activities tailored to students' likes and choices. To sum up, the development of blended learning in China has been influenced by factors like video lessons, in-person communication, feedback systems, and student drive. These components collaborate to develop interactive, customized, and efficient learning opportunities that cater to the various requirements of students in contemporary educational environments. As technology advances, blended learning methods are expected to evolve and improve to enhance educational results.

As blended learning gained popularity, the Chinese government recognized its potential to transform higher education and enacted legislative measures to facilitate its adoption. These policies aimed to promote innovative educational approaches and elevate the quality of higher education (Sá & Serpa, 2020). Government support played a crucial role in accelerating the integration of blended learning across China's higher education institutions (N. Wang et al., 2021). The government's emphasis on quality and innovation in higher education policy enabled the successful implementation of blended learning. Institutions received support in creating and executing blended learning models through a range of programs and funding options (Lo & Li, 2023). These programs were created to boost international competitiveness and develop a more innovative and capable labour force.

Furthermore, the government's strategies promoted a change to student-focused education, departing from conventional memorization-focused approaches. Blended learning, which emphasizes active learning and critical thinking, appeared as a possible alternative (Rossi et al., 2021). Warner et al. (2021) offered teachers training programs and incentives to integrate technology into their teaching methods successfully. Regional strategies were also customized to address the varying requirements of different regions, guaranteeing the effectiveness of blended learning efforts in different settings (Ashraf et al., 2021). Furthermore, global cooperation helped in sharing ideas and experiences, leading to the incorporation of worldwide trends and innovations in blended learning (Anthony et al., 2022).

Moreover, the COVID-19 outbreak additionally hastened the development of blended learning within China's higher education strategy. The pandemic highlighted the importance of adaptable and robust educational systems, resulting in a rapid transition to online learning (Bhaumik & Priyadarshini, 2021). This emphasized the significance of rules that cover not only the technical aspect, but also the educational and practical challenges of introducing blended learning.

3. Methodology

The research adopts qualitative analysis method. This is because the research analysis method can provide a deeper and more comprehensive understanding and analysis of the research problem. The qualitative approaches make it possible to conduct a more in-depth investigation of the perspectives and experiences of individuals. When it comes to educational research, where it is just as crucial to understand the intricacies of human behaviour and attitudes as it is to measure objective outcomes like student achievement, so it is particularly beneficial.

Interview is a qualitative technique used to gain deeper insights into the experiences and perspectives of individuals within a group. These semi-structured interviews allow participants to share personal anecdotes and discuss the benefits and difficulties of blended learning. The purpose of these interviews is to investigate topics such as the perceived influence of blended learning on student engagement and performance, the success of different methodologies, and the difficulties experienced during implementation. Thematic analysis is used to examine the qualitative data, identifying and interpreting recurring themes, patterns, and narratives. This analysis provides a detailed understanding of the subjective components of blended learning, including motivating variables, personal problems, and the overall learning experience.

The population for this study encompasses both teachers and students within higher education institutions in China, specifically those who are engaged in blended learning environments. The student population includes individuals from various academic disciplines and levels of study, who have studied or are currently studying College English, offering diverse insights into student experiences and performance outcomes. Similarly, the teacher population comprises educators with varying levels of experience in blended learning, providing a broad understanding of instructional strategies and challenges in English teaching. This diverse population ensures a well-rounded analysis of the effectiveness and implementation of blended learning in English teaching in Chinese higher education context.

4. Results

RQ1: What are the advantages of implementing the blended learning approach for English teaching in higher education institutions in China?

Blended learning is a flexible and personalized approach to education that allows students to tailor their English learning experiences according to their individual needs and preferences. This approach allows students to progress through course materials at their own pace, promoting autonomy and flexibility. It also allows for the choice of learning environments, allowing students to choose between online and offline components of the course.

The combination of online and offline communication is another key aspect of blended learning. In traditional classroom settings, face-to-face interactions are limited due to time and space limitations, but online platforms offer a host of asynchronous communication tools that extend beyond the physical classroom. Instructors can leverage online platforms to supplement classroom instruction with multimedia resources, interactive activities, and self-paced tutorials, catering to diverse learning styles and preferences.

The variety of learning methods employed in blended learning enhances interest and understanding by providing multiple pathways to engage with course materials and deepen their understanding of key concepts. By catering to diverse learning styles and preferences, blended learning creates a dynamic and inclusive learning environment that promotes active participation, deepens comprehension, and fosters a lifelong love of learning.

Blended learning also offers students access to a wealth of resources and personalized learning paths tailored to their individual needs, interests, and learning styles. This includes multimedia resources, online tutorials, interactive simulations, and educational apps. These resources offer students opportunities to engage with course materials in diverse formats, catering to different learning preferences and abilities.

In summary, blended learning is a dynamic and versatile approach to education that offers students the freedom to customize their learning experiences, enhance engagement, motivation, and academic achievement, and provide a more personalized and empowering learning experience.

RQ2: How has blended learning supported both teachers and students in higher education institutions in China to maintain motivation in English teaching?

Blended learning has been instrumental in motivating students in higher education institutions in China in English teaching. It focuses on tailoring personalized learning plans, catering to the unique needs and preferences of each student. This approach acknowledges that no two students are alike, and by accommodating these differences, educators can create more engaging, relevant, and effective learning experiences.

Blended learning offers educators various tools and strategies for tailoring personalized learning plans, such as adaptive learning technologies that analyze student performance and provide personalized recommendations for instruction and practice. This allows students to progress through course materials at their own pace and receive targeted support in areas where they may be struggling. Additionally, educators can leverage technology to provide students with access to a wide range of resources and materials that align with their interests and learning styles.

Continuous encouragement is another key aspect of blended learning. In traditional settings, verbal praise or positive reinforcement from teachers and peers is often limited by time and space constraints. Blended learning addresses this limitation by leveraging technology to provide continuous encouragement and support throughout the learning journey. Tools like gamification elements, personalized feedback, and personalized quotes can incentivize students to engage with course materials and track their progress over time.

Blended learning also fosters a culture of resilience and growth mindset among students. By emphasizing the importance of effort, perseverance, and resilience in the face of challenges, blended learning encourages students to view setbacks as opportunities for learning and growth. This mindset shift empowers students to approach their educational journey with confidence, optimism, and determination, ultimately leading to greater success and achievement.

RQ3: What factors can encourage early adoption of blended learning implementation in China's education system?

The blended learning approach in China is based on three key factors: personalized learning experience, diverse learning modes and abundant resources, and timely identification and resolution of learning problems. Personalized learning experiences are essential for the success of the blended learning approach, as they empower educators to meet the diverse needs of their students and foster a sense of ownership and empowerment over their own learning.

Diversified learning modes and abundant resources are key components of the blended learning approach, offering students a variety of pathways to engage with course materials and deepen their understanding of key concepts. Traditional educational settings often deliver instruction through limited modalities, such as lectures, readings, and written assignments. Blended learning addresses this limitation by integrating a diverse array of instructional methods, including multimedia resources, interactive simulations, hands-on activities, and collaborative projects. Technology plays a central role in providing students with access to a wealth of resources and materials that support their learning journey.

Timely identification and resolution of learning problems are critical aspects of the blended learning approach in English teaching, enabling educators to provide targeted support and interventions to students as they navigate their educational journey. Blended learning allows educators to leverage technology to collect and analyze data on student performance in real time, allowing them to track student progress, identify patterns of strengths and weaknesses, and provide targeted interventions to support struggling students.

Furthermore, blended learning fosters a culture of collaboration and communication among students, educators, and parents, enabling stakeholders to work together to identify and address learning problems. This collaborative approach ensures that all students receive the holistic support they need to succeed academically and personally.

RQ4: What are the potential challenges associated with implementing blended learning in English teaching within higher education institutions in China?

The implementation of blended learning in English teaching within higher education institutions in China faces several challenges, including hardware limitations, the need for improved teacher training and teaching abilities, and student self-discipline. Hardware limitations are particularly significant in regions with limited access to technology and digital resources, such as rural and underserved areas. These limitations can hinder students' ability to engage fully in online learning activities and impact educators' ability to deliver instruction effectively.

Addressing hardware limitations requires investing in infrastructure, providing access to affordable technology, and ensuring equitable distribution of resources. Governments, educational institutions, and community organizations must work together to bridge the digital divide and ensure all students have access to the necessary hardware and connectivity. This may involve initiatives such as providing subsidies for technology purchases, expanding broadband access in underserved areas, and offering training and support for educators and students.

Improving teacher training and teaching abilities is crucial for the successful implementation of blended learning initiatives. Many educators may lack the necessary training, skills, and confidence to effectively integrate technology into their teaching and design engaging, interactive blended learning experiences. The rapid pace of technological innovation and the ever-evolving landscape of digital tools and resources can pose challenges for educators seeking to stay abreast of best practices and emerging trends in blended learning.

Student self-discipline is a key determinant of success in blended learning environments, where students are required to take greater responsibility for managing their own learning and staying motivated and focused in virtual settings. Distractions and temptations can interfere with learning, and the asynchronous nature of many online learning activities in blended learning environments requires students to be self-motivated and self-regulated.

To address student self-discipline, educators can provide clear expectations, goals, deadlines, regular feedback, and teach strategies for managing distractions, staying organized, and maintaining a healthy work-life balance in online learning environments. By fostering intrinsic motivation, accountability, and self-regulation among students, educators can empower them to succeed in blended learning environments and achieve their academic goals.

The findings suggest that blended learning in English teaching can increase student engagement, improve academic achievement, and provide a more inclusive and flexible learning environment. The combination of online and traditional activities encourages active learning, providing personalized experiences for students. Blended learning also positively impacts students' academic achievement by providing additional learning opportunities and resources. Both students and teachers consider blended learning an effective strategy, as it encourages participation in their own learning and develops critical thinking skills. However, technical challenges such as poor infrastructure and limited internet connectivity hinder the successful implementation of blended learning. Institutions should investigate adopting and promoting blended learning methodologies, but significant consideration should be given to infrastructure investments, technical support, and teacher training programs. Future research should continue to analyze the long-term consequences of blended learning and explore other solutions to address implementation problems.

5. Conclusion

Based on the findings of this study, which was conducted at Chinese universities specializing in English language teaching, blended learning is characterized by its adaptability and variety. The research was conducted with the aim of investigating blended learning. The idea of blended learning has grown into a potent tool for enhancing educational experiences and results. Blended learning has the potential to enhance educational results. The combination of online and more conventional classroom techniques is what sets blended learning apart from other types of formal education. This is the main distinction between traditional classroom settings and blended learning environments. In light of these findings, blended learning is an excellent strategy for creating a classroom that caters to the unique needs of each student by making the material more accessible, interactive, and personalized.

In addition, the study elucidates the many strategies employed by Chinese higher education institutions to maintain student motivation within the context of blended learning. Blended learning gives kids the opportunity to develop traits like adaptability and originality. Strategies that

incorporate these characteristics, such as gamification, personalized learning routes, and interactive web tools, are exemplified by their application. These innovations are happening more often, and it's a sign that students are starting to get it: they want their education to be more personalized to their interests, needs, and goals for the future.

Furthermore, there are substantial advantages for both students and the educational system overall from the early adoption of blended learning in China's educational system. Not only might these benefits accrue to the children, but to everyone. This could lead to more equitable access to high-quality education, which is vital in a nation where there are large regional and socioeconomic gaps. Because of this, a very attractive opportunity has been created. Blended learning has the ability to increase the number of people who have access to education and to promote the development of skills that are crucial in the modern world. If we want our kids to be ready to face the difficulties of an increasingly digital and globalized world, we must ensure that they have these skills, which are of the highest importance and necessity.

Contrarily, there is always the chance that problems may arise during the process of implementing blended learning. A lot of problems have been exposed because of the study. Problems arise when trying to address issues like technology inequality, cultural barriers, financial constraints, and how to keep students actively involved in their learning. This is by no means an exhaustive list of the issues that have come to light. Please keep in mind that we are not ignoring any of these difficulties in any way. Policymakers, educators, and administrators should keep these issues in mind as vital components to consider when working toward the goal of efficiently embracing blended learning. Consequently, it is critical to exert a focused effort to appropriately handle these obstacles in the necessary way. The success of this endeavor depends on a number of factors, including access to funding and technology, as well as a change in educational culture and current practises. Only when it happens can that effort be considered a success.

There are many more areas that could use more investigation, such as the dynamic character of technology, the unique needs of different student populations, and the long-term effects of blended learning. Research in these areas has the potential to yield important findings that can guide efforts to improve and maximize blended learning in the future.

Considering the research findings in their entirety, it is evident that this study adds significantly to the existing literature on blended learning in higher education English teaching. In particular, it emphasizes the promise of blended learning as a revolutionary educational paradigm with the ability to raise the bar for educational quality and expand educational opportunity across China. There is hope that blended learning can enhance these two areas. Having said that, it also highlights the complexity of its implementation, highlighting the need to choose a strategy that is nuanced and adaptable to the current situation. The results of this study can be used as a guide for educators, politicians, and academics who are constantly trying to figure out how to make blended learning work for the betterment of education in the future. The reason behind this is because educational trends come and go, and the study's findings might help them adapt to these changes. The current state of affairs is a direct result of this.

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