Research on Online and Offline Mixed Learning Mode of College Student's English Learning Taking Xi'an Innovation College of Yan'an University as an Example

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Abstract: In the "Internet + education" era, blended learning is trending. This study explores an efficient, diverse post-pandemic English learning model for Xi'an Innovation College of Yan'an University, analyzing 141 valid questionnaires. It highlights the mode's strengths and weaknesses, identifies issues, and proposes improvement strategies to enhance students' learning experiences and outcomes.

1. Introduction

Zhou Xuefeng (2015) noted that with the advancement of technology, college students increasingly turn to the internet for solutions to academic challenges rather than consulting teachers. This trend underscores the importance of integrating online and offline teaching methods in college English education. Hu Wanyan and Cao Xinyu (2021), through a mixed-method study grounded in activity theory, explored the characteristics and similarities of peer-mediated approaches in both traditional and blended learning environments [1].

This paper aims to examine the implementation of online and offline blended learning in college English education, identify issues hindering its effectiveness, analyze underlying causes, highlight beneficial strategies, and propose targeted solutions. The research methodology encompasses offline questionnaire distribution, data collection and analysis, literature review, and synthesis of expert opinions to formulate recommendations.

The article is structured into four sections: an introductory framework; a comprehensive overview of blended learning applications, including definitions, global research trends, and the status quo among college students at Yan'an University's Xi'an Innovation College; an analysis of survey findings illustrating the strengths and weaknesses of blended learning for college students; and, ultimately, tailored solutions addressing identified deficiencies in enhancing the efficacy of blended learning for this demographic [2-3].

2. The application of online and offline blended learning

In this part, this paper introduces the concept of online and offline blended learning and the researches on blended learning at home and abroad. At the same time, it also covers the current situation of blended learning among college students and a investigation taking the English major of Xi' an Innovation College, Yan' an University as an example.

2.1 Definitions of online and offline blended learning

The concept of blended learning lacks a universally accepted definition, with scholars defining it from various perspectives. Foreign research initiated earlier; for example, the National Institute of Information Technology of India's 2002 White Paper describes it as involving face-to-face interactive learning, online interactive learning, and autonomous learning. Chinese scholar Liu (2020) proposed that blended learning combines traditional classroom and online learning to leverage their advantages. The author believes blended learning enhances teaching by combining

offline and online methods to optimize educational outcomes. It utilizes online platforms to share extensive materials, facilitating knowledge acquisition and increasing reserves. Additionally, it caters to personalized learning needs, enhancing student autonomy and self-directed learning abilities. Teachers can track and control learning progress effectively [4].

2.2 The researches on the situation of college English online and offline blended learning

The research on college English blended learning dates back to 2002 when foreign experts advocated combining face-to-face and online teaching. This model has since evolved with advanced network technologies abroad, promoting its development. CHIU T.K. (2021) advocated for a network-based blended teaching model integrating textbooks and classroom instruction. Although China's network technology development lagged initially, domestic scholars have recognized the benefits of blended learning, highlighting its ability to enhance teaching guidance and student access to renowned educational resources without increasing costs. However, limited mobile Internet technology has hindered the full integration and widespread adoption of this model in Chinese higher education institutions [5].

2.3 Present investigations on the application of online and offline blended learning in college students' English learning

This section introduces the investigation objects and methods, as well as the investigation results and analysis, through the investigation of the application of online and offline blended learning in college students' English learning, and finds out the existing problems through data investigation.

2.3.1 Objects and methods of the investigation

The study involved freshmen to juniors from Yan'an University's International Department, focusing on their English learning experiences. Utilizing offline questionnaires, 147 were distributed and collected, yielding 141 valid responses (96% validity). The sample included a gender ratio of 1:8, with 22.7% freshmen, 36.88% sophomores, and 40.43% juniors. The investigation aimed to identify issues in blended learning to propose solutions for efficient college student learning **[6]**.

2.3.2 Results and analysis of the investigation

The questionnaire investigation found that in the post pandemic era, there are the following problems in college students' English learning and teacher teaching. In this section, students are the main body, and the main focus is on identifying students' problems.

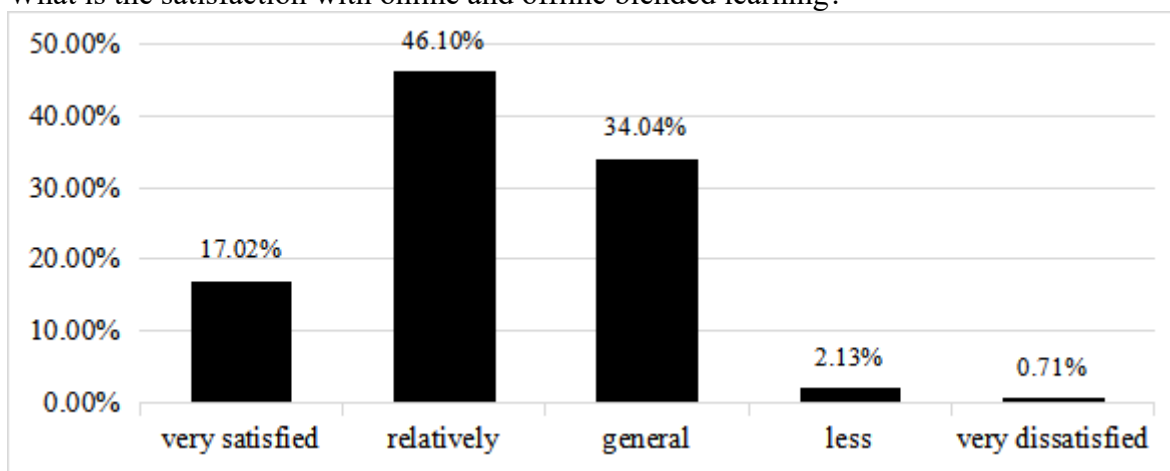What is the satisfaction with online and offline blended learning?

Figure 1. Student Satisfaction with Online and Offline Blended Learning

According to the first chart (See Figure 1), it is obviously see that most students are satisfied or generally satisfied with online and offline blended learning. 17.02% of the students are very satisfied with online and offline blended learning, and less than 3% of the students are dissatisfied

or very dissatisfied with the learning methods [7-8]. It can be seen that the combination of online and offline learning mode is commendable in the English learning and teaching of college students.

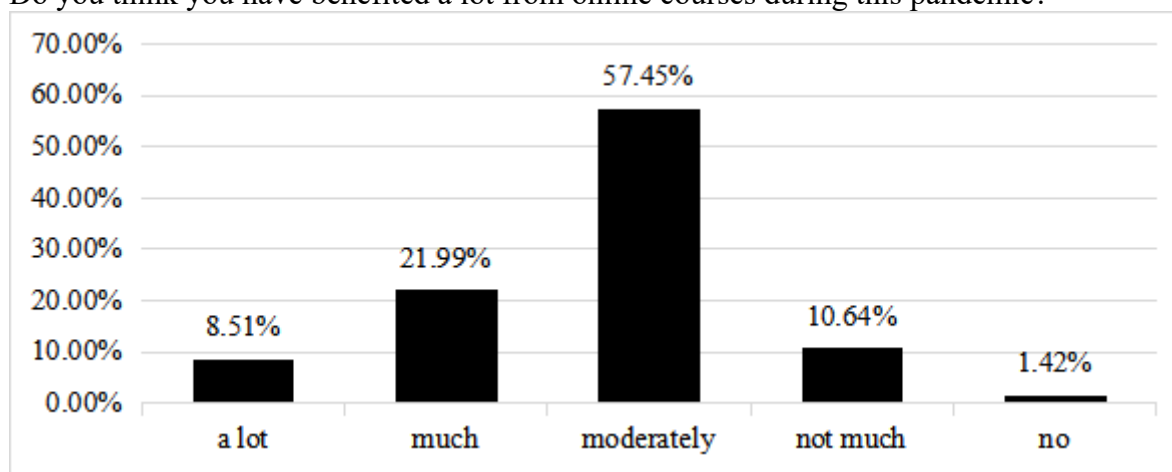Do you think you have benefited a lot from online courses during this pandemic?

Figure 2. Student Perceptions of the Benefits of Online Courses

According to the second chart (See Figure 2), it is clear that although students are satisfied with blended learning, many students think that the benefits of online courses are not great, which is as high as 57.45%. 8.51% and 21.99% of students believe that the benefits are significant. Nevertheless, 10.64% and 1.42% of students believe that online courses have almost no benefits. From this, it can be seen that most students are not satisfied with the benefits of online courses [9]. The platforms where you usually study online.
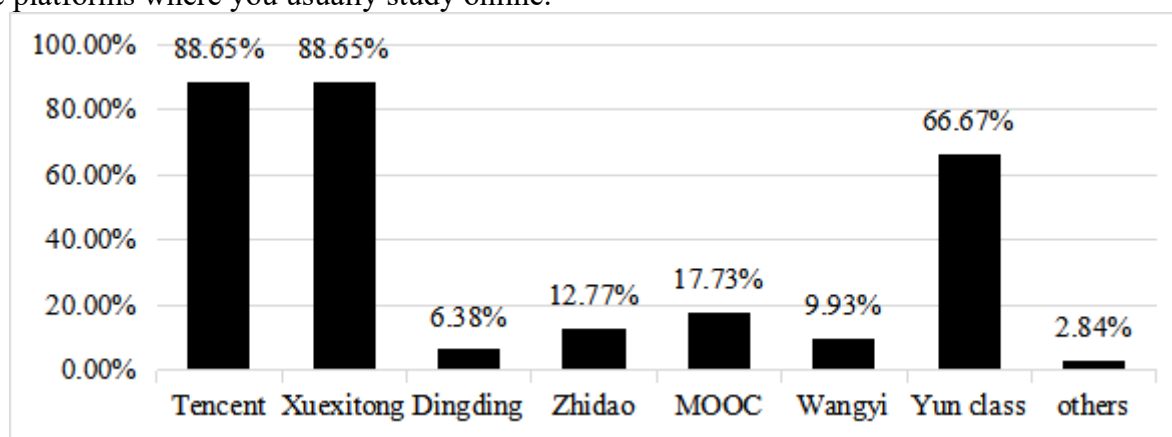

Figure 3. Online Learning Platforms Used by Students

It is not difficult to see from chart 3 that the majority of students' online learning platforms are Tencent Conference (See Figure 3), Xuexitong, and Cloud Classroom. In addition, a small number of students use other online learning platforms such as Dingding, Zhidao, and MOOC. Some of these platforms are recommended by teachers, while others are found by students themselves. Through the selection of various platforms, students can explore more suitable learning platforms to improve the effectiveness of online learning [10].

What is your online class status?

Table 1. Student Engagement and Behavior During Online Classes

Attend class on time, listen carefully,etc	Attend class and browsing website at the same time	Only cares about other thing	It is hard to clock in on time and waste time	Just hung up online and play game	others
64.41%	31.91%	2.84%	2.13%	0.00%	0.71%

According to Table 1, it is easy to see that 62.41% of students still attend classes on time, listen attentively, and take notes, while less than half of students do things unrelated to their studies. 31.91% of students will spend half of their time browsing the website during online classes, 2.84% and 2.13% of students will focus on logging in, and 0.71% of students will choose to do other things. From it, it can be seen that although most students are attending classes seriously, there are also students who do not pay attention to class [11].

How do you deal with the problems you don't understand after online learning?
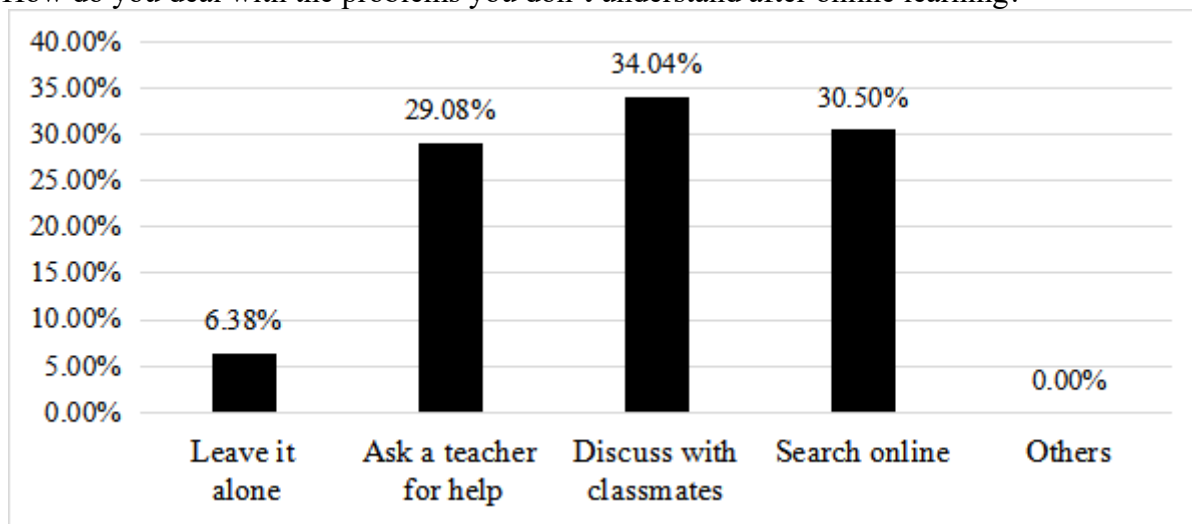

Figure 4. Student Approaches to Solving Learning Difficulties in Online Classes

From Figure 4, it can be seen that 29.08% of students choose to ignore this issue, while 29.08% choose to seek help from teachers, 34.04% of students will discuss and solve problems with classmates, and 30.05% of students will search for answers online. From it, it can be seen that most students try to solve problems, but they still choose to ignore online problems. It is obvious that online learning can lead to some students having learning difficulties that cannot be solved in a timely manner.

Table 2. How do you think of the effect of online learning

Terrible	General	Good	The same as the offline
7.8%	54.64%	32.62%	4.96%

According to Table 2, the effectiveness of online learning for college students can be clearly seen. 7.8% of students believe that online learning is terrible and do not recognize the effectiveness of online learning. 54.61% of students believe that the effectiveness of online learning is average, 32.62% of students believe that the news of online learning is good, and only 4.96% of students believe that there is no difference in the effectiveness of online and offline classes. These data indicate that students generally believe that the effectiveness of online learning is poor.

Table 3. The advantages and disadvantages of online learning

Advantage	Percentage	Disadvantage	Percentage
The time and place are flexible and convenient	88.65%	No classroom atmosphere, lack of communication	65.25%
Be more efficient in class and dare to answer question	34.75%	Lack of self control, can not learn timely	71.63%
Study courses that school does not arrange	39.72%	The internet is tempting	63.83%
Listen the content that don not understand again	75.89%	Knowledge is hard to understand	21.99%
others	0.71%	others	0.71%

As can be seen from Table 3, online learning has both advantages and disadvantages. In terms of the advantages of online learning, 88.65% of students think that online learning is flexible in class time and place, 34.75% of students think that the class is more efficient and students dare to answer questions, 39.72% of students think that they can learn the courses not available in school, 75.89% of students think that they can repeatedly listen to the content that they cannot understand. Most students think online learning is more convenient for their study. From the shortcomings of online learning, more than 60% of the students think that the online learning does not have the classroom atmosphere and communication. At the same time, students are always distracted by the Internet. A small number of students find online learning too hard to understand.

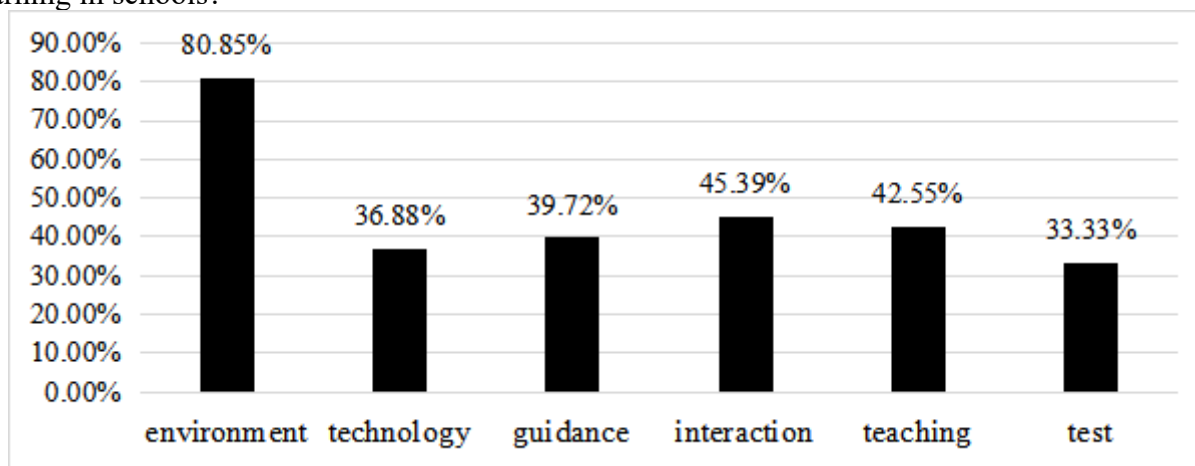What do you think needs to be improved about the current combination of online and offline learning?

Figure 5. Areas for Improvement in Blended Learning According to Students

According to Figure 5, it is easy see the areas where students think blended learning needs to be improved. As many as 80.85% of the students hoped to optimize the campus network environment, 36.88% hoped to increase the training of teachers and students on online learning information technology, and 39.72% hoped that the teachers would give more guidance on students' pre-class online learning. 45.39% of the students hope that online teaching can strengthen the interaction between teachers and students, 42.55% of the students hope that online teaching content can be further optimized, and 33.33% hope to adopt various teaching effect detection methods beyond the paper. It can be seen from the above data that schools should improve campus network, teachers, classroom effects and other dimensions to improve students' learning needs.

3. The advantages and disadvantages of online and offline blended learning

This section details the advantages and disadvantages of online and offline blended learning, and gives corresponding solutions to the problems.

3.1 Advantages of online and offline blended learning

Online and offline blended learning can not only provide rich and interesting learning resources for students and teachers, but also clarify the dominant position of students in college English teaching and the leading role of teachers in teaching.

3.1.1 Providing students with rich online learning resources

With the advancement of network and electronic information technologies in higher education, students' learning platforms have expanded significantly. Various online learning platforms like MOOCs and e-learning are now widely used across disciplines. Students can access subject knowledge through mobile devices and apps, providing rich resources for College English learning. Teachers can leverage these platforms for targeted teaching activities, allowing real-time interaction and differentiated guidance, enhancing teaching pertinence. This blended approach overcomes

space and time constraints, positively impacting student learning quality.

3.1.2 Making clear the principal position of students in college English teaching

The online-offline blended teaching mode, a new approach in the Internet era, emphasizes students' central role in learning. Utilizing university platforms and required software, students can independently learn English, boosting their enthusiasm and initiative. Teachers provide guidance, interact in real-time, and address difficulties promptly, enhancing students＇ ability to apply English knowledge. Unlike traditional indoctrination, this model shifts focus from teacher-led instruction to student-centered active learning, fostering independent learning skills and lifelong learning habits.

3.1.3 Meeting the requirements of personalized college English teaching

The online-offline blended teaching model emphasizes students' dominance and teachers' guidance, leveraging big data to tailor learning plans. Teachers initiate lessons with questions or homework, allowing students to learn independently according to their habits and traits. This approach expands knowledge fields efficiently, meeting personalized English learning needs. However, despite its benefits, blended learning also faces challenges.

3.2 Problems faced by blended teaching

The questionnaire reveals that some students have a low evaluation of online learning, highlighting the need to identify issues in blended teaching. Despite its prevalence in English education, teachers' information teaching skills have improved slowly with severe polarization. Blended teaching reforms involve not just environmental changes but also shifts in teaching concepts, structures, and methods, requiring significant effort and technological literacy from teachers. Some shy away from these challenges, limiting their engagement with this model superficially. Issues include outdated courseware, underutilization of information technology in enriching content, lack of mixed classroom design, absence of synchronous test banks and databases, inadequate platform application skills, and failure to solve simple problems effectively. These challenges hinder effective implementation of online-offline teaching modes.

3.2.1 Adapting to the online and offline blended teaching mode difficultly

The online-offline blended teaching method transforms traditional lecturing, aiming to expand students' resources, optimize learning aspects, and enhance educational quality. It promotes comprehensive development beyond mere knowledge acquisition, requiring students to shift from passive to active, dependent to independent, reception to inquiry, and unified to personalized learning. This poses a serious challenge to students, especially those with learning difficulties or weak self-discipline.

3.2.2 Developing the online and offline blended teaching further

Achieving perfect integration of online and offline blended teaching is critical. Online teaching expands resource influence but has drawbacks like over-reliance on student autonomy, lack of timely feedback, and insufficient interactivity. Effective combination can complement each other and enhance teaching quality. Deep integration of both modes needs exploration. Setting appropriate weights and integration methods are urgent issues for teachers.

3.2.3 Optimizing teaching management and evaluation

Blended online-offline teaching is still a relatively new approach, with universities actively adapting. There are significant shortcomings in teaching management and evaluation systems. Teachers conduct blended teaching based on personal understanding, lacking a comprehensive classroom management system. This mode differs significantly from traditional teaching, necessitating a comprehensive management system with clear requirements for teachers and students. Network teaching resources are underdeveloped, requiring strengthened construction and inspection. The current teaching quality evaluation system is incomplete, with content and timelines needing redesign. Frequent evaluations increase student burdens, making genuine feedback

challenging to obtain. The content of evaluations is not comprehensive enough, requiring multi-linkage and multi-dimensional monitoring. A closed-loop management system for identifying, analyzing, solving, and continuously tracking problems has not been implemented. Student enthusiasm for evaluations needs improvement, as their understanding of the process is not comprehensive enough.

It can be seen that optimizing teaching evaluation and management is essential. The following sections will propose corresponding solutions to the above issues.

3.3 Improvement strategies

This part examines practical strategies for teachers and students to address challenges in the new English learning model of online and offline integration post-pandemic. In teacher education, "Internet plus education" should be implemented to transform teaching ideas. Schools must break traditional models, promote "Internet plus education", and prepare for systemic changes. Teachers need training to adapt psychologically and understand online learning's advantages and disadvantages, guiding students in independent inquiry. They should provide resource guides to help students navigate complex online information, fostering analytical skills. For individual learning, students must enhance independent learning awareness and actively engage outside class. They should shift from passive to active learning, using online resources judiciously to build confidence and interest in English. The pandemic's online teaching has offered new educational reform opportunities. The 2035 China Education Modernization aims to address key issues in education, including accelerating information age reforms, building intelligent campuses, and integrating smart teaching platforms. Bridging the gap between online and offline teaching is crucial for future English education. Exploring this blended model holds significant value for post-pandemic education, laying a foundation for high-quality talent development and promoting educational transformation and reform.

4. Conclusion

The study analyzes post-pandemic blended learning challenges at Xi'an Innovation College, highlighting issues like excessive focus on class attendance. It suggests strategies for teachers to optimize online resources and monitor offline engagement through innovative methods and communication. Students are encouraged to enhance independent learning, resist distractions, and actively participate both before and after classes. However, the statistical conclusions may be biased due to psychological factors, suggesting these findings serve as guidelines rather than definitive solutions.

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