

An Integrated Blended Teaching Mode for Enhanced English Language Instruction: An Empirical Analysis

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Abstract

This research aimed to improve the Integrated English blended teaching through analyzing the implementation of Integrated English blended teaching mode and students' proficiency at Guangzhou Institute of Science and Technology. The participants of the study were 275 students who were enrolled in Integrated English course, and 11 teachers who teach this course. The study revealed that the extent of the implementation of the Integrated English blended teaching in terms of objectives, content, strategies, resources and assessment is very high as assessed by both the teacher and student participants. Besides, student participants perceived significant proficiency after taking Integrated English blended mode, as their English proficiency level in terms of vocabulary test, inflection test, cloze test, reading comprehension, Chinese-English test and English-Chinese test was assessed to be good. This indicates that Integrated English blended teaching is a very effective and practical teaching mode. However, challenges and problems encountered by students were information overload, insufficient learning motivation, and fast teaching speed. Therefore, a plan of action was proposed to improve the teaching of Integrated English through blended mode.

Keywords

Integrated English Blended Teaching; Learning Effectiveness; Students' Proficiency.

1. Introduction

In the era of digital transformation, the landscape of education is undergoing profound changes, driven by advancements in technology and evolving pedagogical theories. As institutions of higher learning strive to equip students with the skills necessary for the future workforce, traditional teaching methodologies are increasingly being supplemented or replaced by innovative instructional approaches. Among these, blended learning, which seamlessly blends face-to-face instruction with online learning elements, has emerged as a promising paradigm, offering flexibility, personalization, and enhanced engagement for learners.

At Guangzhou Institute of Science and Technology (GIST), a premier institution renowned for its commitment to fostering innovation and excellence in education, the adoption of integrated blended teaching represents a strategic shift towards modernizing its educational practices. This paper delves into the implementation and impact of integrated blended teaching at GIST, exploring how this innovative approach aligns with the institute's mission to nurture future-ready professionals who can thrive in a rapidly evolving global landscape.

Background and Context

The rise of blended learning can be attributed to several factors, including the increasing accessibility of high-speed internet, advancements in learning management systems (LMS), and the recognition of the need for more flexible and student-centered learning environments. By combining the strengths of traditional classroom instruction, such as direct teacher-student

interaction and immediate feedback, with the convenience and scalability of online resources, blended learning creates an immersive and dynamic learning experience.

GIST, situated in the vibrant city of Guangzhou, China, is well-positioned to harness the potential of blended learning. Its robust infrastructure, including state-of-the-art facilities and a technologically adept faculty, provides a solid foundation for integrating technology into teaching and learning. Furthermore, the institute's diverse student body, comprising both domestic and international students, necessitates innovative teaching strategies that cater to different learning styles and preferences.

Research Objectives

The primary objective of this study is to analyze the integration of blended teaching practices at GIST, focusing on the following aspects:

Design and Implementation: To examine the frameworks, strategies, and technologies employed in designing and implementing integrated blended courses at GIST.

Faculty and Student Perspectives: To explore the perspectives of both faculty members and students on the benefits, challenges, and barriers associated with blended learning.

Impact and Outcomes: To assess the impact of integrated blended teaching on student learning outcomes, engagement, and satisfaction, as well as its effect on teaching efficiency and effectiveness.

Best Practices and Recommendations: To identify best practices in implementing blended learning at GIST and offer recommendations for further improvement and scalability.

Significance and Contributions

This research is significant in several ways. Firstly, it contributes to the growing body of knowledge on blended learning in higher education, particularly in the context of Chinese institutions. Secondly, by focusing on GIST as a case study, it provides valuable insights into the successful integration of blended teaching practices within a specific institutional setting, offering practical guidance for other institutions considering similar initiatives. Lastly, it highlights the potential of blended learning to enhance student learning experiences and prepare graduates for the demands of the 21st-century workplace.

Theoretical and practical discussions have promoted the in-depth development of English curriculum research and construction. For example, the Production Oriented Approach(Wen, 2018) theoretical system has been applied to the practice of integrated English teaching. Based on this, in order to change the current situation and difficulties in teaching, this paper aims to shed light on the implementation and impact of integrated blended teaching at Guangzhou Institute of Science and Technology, illuminating its role in shaping the future of education and fostering the development of skilled and adaptable graduates.

Statement of the Problem

This study shall assess the extent of implementation of the Integrated English using blended teaching mode at Guangzhou Institute of Science and Technology with an end goal of proposing a plan of action for the enhancement of the implementation of the said course.

Specifically, this study shall answer the following questions:

- 1) What is the extent of implementation of Integrated English blended teaching in Guangzhou Institute of Science and Technology?
- 2) What is the level of students' proficiency in Integrated English?

2. Methodology

2.1. Research Design

This study employed mixed research design utilizing quantitative and qualitative methods. Quantitative approach was used to determine the profile and extent of implementation of Integrated English blended teaching mode and the level of students' proficiency in Integrated English. Moreover, descriptive inferential analysis was employed to determine significant difference in the extent of implementation of Integrated English blended teaching as assessed by the two groups of participants. Furthermore, descriptive-correlational technique was used to determine whether there are significant relationships among the extent of implementation of Integrated English and students' proficiency in Integrated English. On the other hand, qualitative technique was used to analyze the problems encountered by the participants in the teaching/learning of Integrated English using blended modal by using thematic analysis.

2.2. Participants of the Study

Two groups of participants were involved in the study, namely, the student participants and the teacher participants from Guangzhou Institute of Science and Technology during the first and second grade, academic year 2021-2022 and 2022-2023, detailed below:

Table 1. Participants of the Study

Participants	Number of participants
Students	275
Teachers	11
Total	286

There are 275 student-participants who are enrolled in the Integrated English course. The teacher participants include the population of Integrated English teachers for the first and second grade. There were eleven (11) teachers who were involved in the study. Total enumeration was employed in determining the participant population.

2.3. Instrumentation

The instrumentation is a survey questionnaire consisted of six parts with the goal of proposing a plan of action for the enhancement of the implementation of blended teaching in Integrated English course at Guangzhou Institute of Science and Technology. In this research, the questionnaires were adopted from Lyu (2023), and the data were collected by means of Wenjuanxing (an online questionnaire platform).

Part 1 obtained information on the profile of the student-participants such as gender and year level.

Part 2 gained data on the profile of the teacher participants such as age, highest educational attainment, length of teaching experience and professional title.

Part 3 gathered information on the extent of implementation of Integrated English blended teaching at Guangzhou Institute of Science and Technology.

Part 4 gathered the data on the assessment of students' proficiency in Integrated English class during blended teaching.

Part 5 gathered information on the problems and problems encountered by the participants during blended Integrated English class and suggestions to improve teaching and learning blended Integrated English class.

2.4. Data Analysis

The data collected will be tallied and treated using the following analytic tools:

Frequency and Percentage. These will be used to describe the profile of the participants.

Mean. This will be used to determine the extent of implementation of Integrated English blended teaching in Guangzhou Institute of Science and Technology, and the level of students' proficiency in Integrated English.

To interpret the means, the following scales were used:

Table 2. Scale for Interpreting the Extent of Implementation of Integrated English Blended Teaching

Mean Range	Course Objectives	Content	Strategies	Resources	Assessment
3.25 - 4.00	Very High	Very High	Very High	Very High	Very High
2.50 - 3.24	High	High	High	High	High
1.75 - 2.49	Low	Low	Low	Low	Low
1.00 - 1.74	Very Low	Very Low	Very Low	Very Low	Very Low

Table 3. Scale for Interpreting Students' Proficiency

15 items	10 items	20 items	30 items	100 items	DI
13--15	9--10	17--20	25--30	81--100	very good
10--12	7--8	13--16	19--24	61--80	good
7--9	5--6	9--12	13--18	41--60	fair
4--6	3--4	5--8	7--12	21--40	poor
0--3	0--2	0--4	0--6	0--20	very poor

One-way ANOVA. This will be used to determine the significant difference in the extent of implementation of Integrated English blended teaching in Guangzhou Institute of Science and Technology as assessed by the two groups of participants, and significant difference in the level of students' proficiency in Integrated English when they are grouped according to their profile variables.

Correlation and Regression Analysis. This will be used to determine the pair-wise correlation among the extent of implementation of Integrated English, and students' proficiency in Integrated English.

3. Results and Discussion

3.1. Extent of Implementation of Integrated English Blended Teaching in Guangzhou Institute of Science and Technology

3.1.1. Objectives

Table 4 shows the participants' assessment of the implementation of the Integrated English blended teaching in terms of objectives. According to the table, both the student and teacher participants rated the extent of implementation to a very high extent as evidenced by the overall category mean 3.52.

The mean assessment of the student-participants in the implementation of the Integrated English blended teaching in terms of objectives ranges from 3.40 to 3.53, while the means assessment of the teacher-participants ranges from 3.08 to 3.91. The item that was rated highest by both the student and teacher participants is "Mastering essential vocabulary and commonly used collocations" with the resulting mean of 3.53 and 3.91 respectively, and thus is characterized as very high. However, the item that was rated lowest by the both the student

and teacher participants is “Correctly distinguishing and using standardized English pronunciation and intonation” with the resulting mean of 3.40 and 3.08 which is also characterized as very high and high respectively.

Table 4. Participants’ Assessment of the Implementation of the Integrated English Blended Teaching in terms of Objectives

Objectives	Students		Teachers		Overall	
	Mean	DI	Mean	DI	Mean	DI
1. Teaching basic knowledge of English language, literature, and culture	3.49	VGE	3.64	VGE	3.57	VGE
2. Correctly distinguishing and using standardized English pronunciation and intonation	3.40	VGE	3.08	GE	3.24	GE
3. Mastering essential vocabulary and commonly used collocations	3.53	VGE	3.91	VGE	3.72	VGE
Category Mean	3.47	VGE	3.56	VGE	3.52	VGE

This is supported by the study of Chen (2020), who believes that blended teaching mode can improve teaching efficiency and achieve teaching objectives. Due to the introduction of information technology such as electronic devices and internet platforms into the classroom, teachers can achieve the teaching objectives of listening, speaking, reading, writing, and translation through the platform. Students can engage in comprehensive exercises through the platform, such as human-machine dialogue exercises, listening training, interpretation training, etc., which not only saves classroom time, but also stimulate students' interest in learning and improve the quality of English classroom teaching.

3.1.2. Content

Table 5. Participants’ Assessment of the Implementation of the Integrated English Blended Teaching in terms of Content

Content	Students		Teachers		Overall	
	Mean	DI	Mean	DI	Mean	DI
1. Language, literature, translation, and cultural knowledge	3.44	VGE	3.82	VGE	3.63	VGE
2. Listening, speaking, reading, writing, and translation skills	3.47	VGE	3.53	VGE	3.50	VGE
3. History and culture of English-speaking countries	3.41	VGE	3.36	VGE	3.39	VGE
4. English language knowledge and skills as well as language communication skills	3.47	VGE	3.55	VGE	3.51	VGE
Category Mean	3.45	VGE	3.57	VGE	3.51	VGE

Table 5 shows the participants’ assessment of the implementation of the Integrated English blended teaching in terms of content. According to the table, both the student and teacher participants rated the extent of implementation to a very high extent as evidenced by the overall category mean 3.51.

The mean assessment of the student-participants in the implementation of the Integrated English blended teaching in terms of content ranges from 3.41 to 3.47, while the means assessment of the teacher-participants ranges from 3.36 to 3.82. The item that was rated

highest by the student-participants is “listening, speaking, reading, writing, and translation skills” and “English language knowledge and skills as well as language communication skills” with the resulting mean of 3.47, and thus is characterized as very high, while the highest item rated by the teacher-participants is “language, literature, translation, and cultural knowledge” with the resulting mean of 3.82 which is characterized as very high. However, the item that was rated lowest by the both the student and teacher participants is “history and culture of English-speaking countries” with the resulting mean of 3.41 and 3.36 respectively which is also characterized as very high.

This is consistent with the survey results of Feng (2021). The survey shows that 60.5% of students hope to improve their listening and speaking abilities. The basic English courses offered by universities for freshmen and sophomores focus on improving students' basic skills in listening, speaking, reading, writing, and translation. Therefore, blended English teaching content meets students' basic learning needs.

3.1.3. Strategies

Table 6. Participants' Assessment of the Implementation of the Integrated English Blended Teaching in terms of Strategies

Strategies	Students		Teachers		Overall	
	Mean	DI	Mean	DI	Mean	DI
1. My teacher allows her students to ask questions about the lesson and how their suggestions to improve the blended delivery of the lessons.	3.50	VGE	3.82	VGE	3.66	VGE
2. My teacher integrates online and offline activities in the lessons to attract student attention and to enhance student learning.	3.43	VGE	3.55	VGE	3.49	VGE
3. My teacher makes her students work in groups or in teams using online chat and/or virtual conferences for them to learn more effectively.	3.40	VGE	3.45	VGE	3.43	VGE
4. My teacher provides differentiated instruction to address students' individual differences.	3.32	VGE	3.37	VGE	3.35	VGE
5. My teacher innovates strategies in her blended Integrated English classes so that students can learn in various ways.	3.40	VGE	3.45	VGE	3.43	VGE
6. My teacher delivers blended lessons based on major concepts and generalizations.	3.41	VGE	3.36	VGE	3.39	VGE
7. My teacher demonstrates critical thinking skills based on the integrated knowledge to solve Integrated English-related problems.	3.44	VGE	3.64	VGE	3.54	VGE
8. My teacher uses inquiry-based learning in her online and offline classroom.	3.40	VGE	3.45	VGE	3.43	VGE
9. My teacher actively looks for opportunities to build inquiry into the course curriculum.	3.47	VGE	3.55	VGE	3.51	VGE
10. My teacher innovates strategies in her blended Integrated English classes so that students can learn in various ways.	3.44	VGE	3.45	VGE	3.45	VGE
Category Mean	3.42	VGE	3.51	VGE	3.47	VGE

Table 6 shows the participants' assessment of the implementation of the Integrated English blended teaching in terms of strategies. According to the table, both the student and teacher

participants rated the extent of implementation to a very high extent as evidenced by the overall category mean 3.47.

The mean assessment of the student-participants in the implementation of the Integrated English blended teaching in terms of strategies ranges from 3.32 to 3.50, while the means assessment of the teacher-participants ranges from 3.36 to 3.82. The item that was rated highest by both the student and teacher participants is “My teacher allows her students to ask questions about the lesson and how their suggestions to improve the blended delivery of the lessons.” with the resulting mean of 3.50 and 3.82 respectively, and thus is characterized as very high. However, the item that was rated lowest by the student-participants is “My teacher provides differentiated instruction to address students’ individual differences.” with the resulting mean of 3.32 which is characterized as very high, while the item that was rated lowest by the teacher-participants is “My teacher delivers blended lessons based on major concepts and generalizations.” with the resulting mean of 3.36 which is also characterized as very high. Additionally, Feng (2021) conducted a questionnaire survey on teaching strategies. The survey results show that nearly 49.1% of students hope that teachers can strictly manage students in online and offline classrooms, indicating that students in independent colleges have poor self-discipline and hope to restrain themselves through teacher management in the classroom; 60% of students choose a combination of Chinese and English teaching methods, which is directly related to their poor English foundation and limited vocabulary; 71.2% of students hope that English teachers can organize more student exchanges and provide more opportunities for students to discuss during the teaching process, indicating that the majority of students are still willing to participate in classroom activities.

3.1.4. Resources

Table 7. Participants’ Assessment of the Implementation of the Integrated English Blended Teaching in terms of Resources

Resources	Students		Teachers		Overall	
	Mean	DI	Mean	DI	Mean	DI
1. My teacher uses a variety of online materials besides the standard text.	3.49	VGE	3.09	GE	3.29	VGE
2. My teacher provides a variety of support strategies (organizers, study guides, and study buddies).	3.43	VGE	3.45	VGE	3.44	VGE
3. The following teaching resources are utilized:						
3.1 textbooks	3.43	VGE	3.82	VGE	3.63	VGE
3.2 video materials	3.32	VGE	3.56	VGE	3.44	VGE
3.3 audio materials	3.28	VGE	3.82	VGE	3.55	VGE
3.4 courseware for teacher education	3.20	VGE	3.91	VGE	3.56	VGE
3.5 lecture rooms	3.43	VGE	3.82	VGE	3.63	VGE
3.6 professional journals	3.21	VGE	2.73	GE	2.97	GE
Category Mean	3.35	VGE	3.56	VGE	3.46	VGE

Table 7 shows the participants’ assessment of the implementation of the Integrated English blended teaching in terms of resources. According to the table, both the student and teacher participants rated the extent of implementation to a very high extent as evidenced by the overall category mean 3.46.

The mean assessment of the student-participants in the implementation of the Integrated English blended teaching in terms of resources ranges from 3.20 to 3.49, while the means assessment of the teacher-participants ranges from 3.09 to 3.91. The item that was rated highest by the student-participants is "My teacher uses a variety of online materials besides the standard text." with the resulting mean of 3.49, and thus is characterized as very high, while the item rated highest by the teacher-participants is "The following teaching resources are utilized: courseware for teacher education". However, the item that was rated lowest by the student-participants is "The following teaching resources are utilized: courseware for teacher education" with the resulting mean of 3.20 which is characterized as high, while the item that was rated lowest by the teacher-participants is "My teacher uses a variety of online materials besides the standard text." with the resulting mean of 3.09 which is characterized as high.

Furthermore, Wang (2023) holds that teachers should fully utilize the UMOOCs network to collect various teaching resources and apply them to online and offline blended teaching on the basis of comprehensive organization, striving to make the resources more abundant. Teachers should also fully utilize existing conditions to develop teaching resources, co build and share multimedia PPT courseware and "micro course" courseware created by teachers themselves, and use big data technology for centralized and unified management.

3.1.5. Assessment

Table 8. Participants' Assessment of the Implementation of the Integrated English Blended Teaching in terms of Assessment

Assessment	Students		Teachers		Overall	
	Mean	DI	Mean	DI	Mean	DI
1. My teacher uses various assessment methods and techniques which are consistent with the lesson's purpose.	3.45	VGE	3.36	VGE	3.41	VGE
2. My teacher devises online and offline assessment activities for the evaluation of learning of the students.	3.51	VGE	3.36	VGE	3.44	VGE
3. My teacher considers differing needs of learners and creates online and offline evaluation techniques to check students' skills.	3.55	VGE	3.09	VGE	3.32	VGE
4. My teacher provides varied assessment tools for different blended learning styles.	3.29	VGE	3.91	VGE	3.60	VGE
5. My teacher regularly assesses knowledge of students on Integrated English.	3.20	VGE	3.00	VGE	3.10	VGE
6. The following assessment strategies are employed:	3.41	VGE	3.00	VGE	3.21	VGE
6.1 Reflection notes	3.25	VGE	3.45	VGE	3.35	VGE
6.2 Objective type of quizzes	3.32	VGE	3.45	VGE	3.39	VGE
6.3 Periodic exams	3.33	VGE	3.00	VGE	3.17	VGE
6.4 Graded recitation	3.42	VGE	3.82	VGE	3.62	VGE
6.5 Final exam	3.40	VGE	3.25	VGE	3.33	VGE
Category Mean	3.38	VGE	3.34	VGE	3.36	VGE

Table 8 shows the participants' assessment of the implementation of the Integrated English blended teaching in terms of assessment. According to the table, both the student and teacher participants rated the extent of implementation to a very high extent as evidenced by the overall category mean 3.36.

The mean assessment of the student-participants in the implementation of the Integrated English blended teaching in terms of assessment ranges from 3.20 to 3.55, while the means assessment of the teacher-participants ranges from 3.00 to 3.91. The item that was rated highest by the student-participants is "My teacher considers differing needs of learners and creates online and offline evaluation techniques to check students' skills." with the resulting mean of 3.55 which is characterized as very high, while the item rated highest by the teacher-participants is "My teacher provides varied assessment tools for different blended learning styles." with the resulting mean of 3.91 which is characterized as very high. However, the item that was rated lowest by the student-participants is "My teacher regularly assesses knowledge of students on Integrated English." with the resulting mean of 3.20 which is characterized as high, while the item that was rated lowest by the teacher-participants is "My teacher regularly assesses knowledge of students on Integrated English." and "The following assessment strategies are employed: Periodic exams" with the resulting mean of 3.00 which is characterized as high.

Wang (2023) also believes that college English teachers should establish a scientific assessment mechanism for online and offline blended teaching, effectively combining "learning attitude" with "learning effectiveness". At the same time, "communication and collaboration" and "interactive exploration" should be included in blended teaching assessment to improve the quality of blended teaching.

However, Xia (2022) believes that overall, the current assessment system still lacks emphasis on students' developmental assessment due to various factors. If developmental assessment is not implemented, students' sustained learning motivation will gradually decrease, making it difficult to obtain satisfaction in English learning, ultimately affecting their English grades.

Table 9. Summary Table on the Participants' Assessment of the Implementation of the Integrated English Blended Teaching

Item	Students		Teachers		Overall	
	Mean	DI	Mean	DI	Mean	DI
Objectives	3.47	VGE	3.56	VGE	3.52	VGE
Content	3.45	VGE	3.57	VGE	3.51	VGE
Strategies	3.42	VGE	3.51	VGE	3.47	VGE
Resources	3.35	VGE	3.56	VGE	3.46	VGE
Assessment	3.38	VGE	3.34	VGE	3.36	VGE
Overall Mean	3.41	VGE	3.51	VGE	3.46	VGE

Table 9 reveals the accumulated evaluation result of the assessment of the participants in the extent of implementation of the Integrated English blended teaching at Guangzhou Institute of Science and Technology. According to the table, both the student and teacher participants rated the extent of blended teaching implementation to a very high extent as evidenced by the overall category mean 3.46.

The five dimensions were all assessed by the student-participants with category means ranging from 3.35 to 3.47, while the same dimensions were all assessed by the teacher-participants with category means ranging from 3.34 to 3.57.

The highest rated dimension by the student-participants is "objectives" with category means of 3.47 to a very high extent, while the teacher-participants rated "content coverage" to a very high extent with a category mean of 3.57. Nevertheless, the dimension rated lowest by the student-participants is "resources" with a category mean of 3.35 characterized as very high

extent, while the dimension rated lowest by the teacher-participants is “assessment” with a category mean of 3.34 characterized as very high extent.

In conclusion, it can be seen that the Integrated English blended teaching conducted through Chaoxing Learning can explore the best ways for students to learn, stimulate their active participation in learning, promote their acquisition of knowledge and skills, thereby improving teaching effectiveness and enhancing their English proficiency.

3.2. Level of Students' Proficiency in Integrated English

3.2.1. Vocabulary Test

Table 10. Frequency and Percentage Distribution of the Students Grouped in Terms of their Level of English Proficiency Along Vocabulary

Score Range	Frequency	Percentage	Level
13--15	149	54.18	Very Good
10--12	99	36.00	Good
7--9	13	4.73	Fair
4--6	14	5.09	Poor
0--3	0	0.00	Very Poor
Total	275	100.00	
Mean: 12.29 Very Good			

Table 10 shows the frequency and percentage distribution of the students grouped in terms of their level of English proficiency along vocabulary. As shown in the table, the student-participants' English proficiency assessed in terms of vocabulary was very good as evidenced by the mean 12.29. The result shows that the students' proficiency met the expectation and greatly improved.

Consistent with the findings of Pauline and Conchita (2018), 55.37 percent of the respondents got an average score of 13 which has a descriptive value of “good”. This finding means that the respondents have good vocabulary skills.

In addition, Luo (2021) proposed a vocabulary learning plan for students: first, memorize the core vocabulary of TEM4, with 20-30 words per day. Secondly, learn and apply a wide range of vocabulary memory strategies. Lastly, download the word memorization app and clock in daily. Meanwhile, teachers should: firstly, teach and train students to learn and use vocabulary memory strategies such as recitation strategies, dictionary lookup strategies, reading strategies, application strategies, and memory strategies. Secondly, record the number of times students check in, and timely announce their grades. Effectively encourage those with excellent grades and guide those with learning difficulties. Lastly, conduct weekly core vocabulary dictation tests and record their grades.

3.2.2. Inflection Test

Table 11. Frequency and Percentage Distribution of the Students Grouped in Terms of their Level of English Proficiency Along Inflection

Level	Frequency	Percentage	Level
13--15	101	36.73	Very Good
10--12	137	49.82	Good
7--9	18	6.55	Fair
4--6	19	6.91	Poor
0--3			Very Poor
Total	275	100.00	
Mean: 11.69 (Good)			

Table 11 shows the frequency and percentage distribution of the students grouped in terms of their level of English proficiency along inflection. According to the table, the student-participants' English proficiency assessed in terms of inflection was good as evidenced by the mean 11.69.

Contrary to the findings, Chen (2019) found that most English-major students' inflection proficiency is particularly weak, proposing that there is a need to consolidate the inflection proficiency in teaching and learning.

3.2.3. Cloze Test

Table 12. Frequency and Percentage Distribution of the Students Grouped in Terms of their Level of English Proficiency Along Cloze

Level	Frequency	Percentage	Level
9--10	123	44.73	Very Good
7--8	113	41.09	Good
5--6	23	8.36	Fair
3--4	16	5.82	Poor
0--2	0	0.00	Very Poor
Total	275	100.00	
Mean:8.02(Good)			

Table 12 shows the frequency and percentage distribution of the students grouped in terms of their level of English proficiency along cloze. According to the table, the student-participants' English proficiency assessed in terms of cloze was good as evidenced by the mean 8.02.

Contrary to this finding, Zhou and Zhang(2021) found that many minority students find English word order or sentence pattern complex and very different from that of their local languages; hence, the differences caused their difficulties in doing English cloze.

3.2.4. Reading Comprehension

Table 13. Frequency and Percentage Distribution of the Students Grouped in Terms of their Level of English Proficiency Along Reading Comprehension

Level	Frequency	Percentage	Level
25--30	26	9.45	Very Good
19--24	142	51.64	Good
13--18	74	26.91	Fair
7--12	29	10.55	Poor
0--6	4	1.45	Very Poor
Total	275	100.00	
Mean: 19.59 (Good)			

Table 13 shows the frequency and percentage distribution of the students grouped in terms of their level of English proficiency along reading comprehension. According to the table, the student-participants' English proficiency assessed in terms of reading comprehension was good as evidenced by the mean 19.59.

Consistent with the findings of Pauline and Conchita (2018), 51.47 percent of the respondents got an average score of 18 which means that they have "very good" reading comprehension skills and 34.53 percent got an average score of 13 which means that they are "good" in reading comprehension. Thus, the respondents, have high level of comprehension. They understand written discourse which is their means of acquiring information from books and other written materials provided by their professors.

3.2.5. Chinese-English Translation

Table 14. Frequency and Percentage Distribution of the Students Grouped in Terms of their Level of English Proficiency Along Chinese-English Translation

Level	Frequency	Percentage	Level
17--20	39	14.18	Very Good
13--16	161	58.55	Good
9--12	71	25.82	Fair
5--8	4	1.45	Poor
0--4	0	0.00	Very Poor
Total	275	100.00	
Mean: 14.31(Good)			

Table 14 shows the frequency and percentage distribution of the students grouped in terms of their level of English proficiency along Chinese-English Translation. According to the table, the student-participants' English proficiency assessed in terms of Chinese-English Translation was good as evidenced by the mean 14.31.

This is consistent with the survey results of Wu, et al (2023), who found that by comparing the final exam scores of students who did not receive blended translation teaching with those who received blended translation teaching, the average score of the former was 74.5, while the average score of the latter was 80.1, indicating a significant improvement in translation quality. This indicates that students have a higher recognition of the blended translation teaching method in the course.

3.2.6. English-Chinese Translation

Table 15. Frequency and Percentage Distribution of the Students Grouped in Terms of their Level of English Proficiency Along English-Chinese Translation

Level	Frequency	Percentage	Level
9--10	25	9.09	Very Good
7--8	184	66.91	Good
5--6	61	22.18	Fair
3--4	4	1.45	Poor
0--2	1	0.36	Very Poor
Total	275	100.00	
Mean: 7.20 (Good)			

Table 15 shows the frequency and percentage distribution of the students grouped in terms of their level of English proficiency along English-Chinese Translation. According to the table, the student-participants' English proficiency assessed in terms of English-Chinese Translation was good as evidenced by the mean 7.20.

What's more, Lin and Jia (2019) believe that teachers can guide students through interactive teaching models, with students as the main body and teachers as assistants, to gradually develop students' independent translation abilities and create a harmonious learning atmosphere.

Table 16 shows the overall frequency and percentage distribution of the students' level of English proficiency. According to the table, the student-participants' overall English proficiency was scored to be good as evidenced by the mean 73.06.

Table 16. Frequency and Percentage Distribution of the Students Grouped in Terms of their Level of English Proficiency

Level	Frequency	Percentage	Level
81--100	79	28.73	Very Good
61--80	157	57.09	Good
41--60	25	9.09	Fair
21--40	14	5.09	Poor
0--20	0	0.00	Very Poor
Total	275	100.00	
Mean: 73.06 (Good)			

3.3. Inferential Test Results on the Significant Difference in the Extent of Implementation of Integrated English Blended Teaching in Guangzhou Institute of Science and Technology as Assessed by the two Groups of Participants

Table 17. t-test Analysis on the Significant Difference Between the Assessment of the Two Groups of Participants on the Extent of Implementation of Integrated English Blended Teaching

Dimensions	Participants	Mean	t	PV	Decision
objectives	Students	3.47	0.691	0.490	Accept Ho
	Teachers	3.56			
Content	Students	3.45	1.116	0.265	Accept Ho
	Teachers	3.57			
Strategies	Students	3.42	1.054	0.293	Accept Ho
	Teachers	3.51			
Resources	Students	3.35	0.401	0.689	Accept Ho
	Teachers	3.56			
Assessment	Students	3.38	0.535	0.593	Accept Ho
	Teachers	3.34			

Table 17 shows the significant difference between the assessment of the two groups of participants on implementation of Integrated English blended teaching at Guangzhou Institute of Science and Technology. As shown in the table, the computed probability values of all five dimensions are greater than 0.05 level of significance; hence, the null hypotheses are accepted. The results suggest that there are no significant differences in the extent of implementation of Integrated English blended teaching in Guangzhou Institute of Science and Technology as assessed by the two groups of participants. Furthermore, the participant type does not affect the assessment on the implementation of Integrated English blended teaching in Guangzhou Institute of Science and Technology.

Similarly, Cao (2021) also had a questionnaire about blended teaching. According to the results, among the surveyed college students, 426 (31.5%) were very satisfied with the effectiveness of blended learning mode in physical learning; 856 people were relatively satisfied, accounting for 63.4%; 68 people were dissatisfied, accounting for 5.1%. No one is very dissatisfied. It can be observed that the vast majority of surveyed college students are relatively satisfied with the effectiveness of blended teaching mode.

On the contrary, Zhang's (2023) survey found that nearly 30% of teachers are unwilling to accept the practical application of blended learning. Some teachers are older and far from retirement, with a lower ability to accept new things; Another group of teachers stated that their information technology skills are poor, they have too many miscellaneous tasks, and they

have no time to consider the learning of hybrid teaching equipment; Some teachers also believe that the current blended learning approach cannot adapt to their students' current situation, and students' ability to learn independently is too poor to actively engage in pre class learning activities. It is noted that these teachers do not have a high recognition of blended learning and do not truly recognize the potential benefits of blended learning.

3.4. Problems Encountered by the Students in the learning of Integrated English Using Blended Mode

Based on the responses to the open-ended item in the questionnaire, the problems encountered in the learning of Integrated English using blended mode are presented below.

3.4.1. Information Overload

In terms of information overload, the problems students encountered are mainly how to cluster the useful information and receive appropriate information in the learning of Integrated English using blended mode.

1) Improving the information clustering ability of teachers

Here are students' verbatim responses:

S5P1 "Students will like the information given by the teacher if the teacher is skilled in clustering information."

S18P2 "The enhancement of a teacher's clustering information ability can promote students' learning."

S26P2 "The students care more about information given by teachers they like."

S33P3 "The charm of a teacher can stimulate the students to accept information more willingly."

Ding (2019) pointed out that the personal charm of teachers was one of the factors that affect students' attention and it was believed that teachers should enhance their personal charm to attract students' interest in learning.

2) Focusing Students' Attention on Specific Area of Professional Knowledge

S9P2 "Most students expect to improve their English grammar due to great insufficiency in grammar."

S20P2 "The enhancement of a teacher's grammar teaching competence can promote students' learning."

S36P3 "The students care more about whether they have enough vocabulary."

S120P1 "Students are unwillingly to speak English due to their poor oral English."

Wen (2015) proposed that POA theory can promote the construction of foreign language classroom teaching in Chinese universities and improve the long-standing criticism of "separation of learning and use" and "low efficiency" in traditional foreign language classrooms. Zhang (2021) proposed that only by achieving an organic combination of input language learning and output language use, and truly achieving the goal of "learning by using, learning by using", can effective learning occur, and the current situation of "separation of learning and use" in teaching practice be changed, allowing students to learn the specific professional knowledge they need to learn.

3.4.2. Insufficient Learning Motivation

In terms of insufficient learning motivation, the problems students encountered are mainly how to promote their learning motivation and how to make themselves interested in the learning of Integrated English using blended mode.

1) Poor English competence in Integrated English teaching

The following are some verbatim responses of students:

S11P1 “Most students expect to improve their English grammar due to great insufficiency in grammar.”

S27P2 “The enhancement of a teacher’s grammar teaching competence can promote students’ learning.”

S48P2 “The students care more about whether they have enough vocabulary.”

S125P1 “Students are unwillingly to speak English due to their poor oral English.”

2) Unattractive Teaching Content of the Integrated English Course

The following are some verbatim responses of students:

S2P2 “Most students expect to improve their English grammar due to great insufficiency in grammar.”

S45P3 “The enhancement of a teacher’s grammar teaching competence can promote students’ learning.”

S97P3 “The students care more about whether they have enough vocabulary.”

S256P2 “Students are unwillingly to speak English due to their poor oral English.”

3.4.3. Fast Teaching Speed

In terms of fast teaching speed, the problems students encountered are mainly how to adjust themselves to the teaching of teachers and how to timely understand the teaching content both online and offline in the learning of Integrated English using blended mode.

1) Being unable to understand the teacher’s teaching in Integrated English teaching

Here are some verbatim responses of students:

S7P2 “Every student has different knowledge level, so the teacher should teach accordingly.”

S29P2 “The teacher sometimes teach too fast for one unit.”

S39P3 “Some students have poor knowledge basis, thus unable to understand in class.”

S126P1 “Students are unable to have feedback to teachers whether they have understood or not.”

2) Adjusting the course plan to meet the students

Here are some verbatim responses of students:

S10P1 “Some students are unable to catch up with the teaching plan due to their own levels.”

S57P3 “Students can understand more thoroughly if teachers teach slowly.”

S69P3 “Students dislike the speedy teaching.”

S193P1 “Students may be confused if the course cover too much content within a short period.”

3.5. Proposed Plan of Action to Improve Integrated English Blended Teaching

According to the result of the study, most student and teacher participants have a great extent of assessment and positive attitude towards the utilization of blended teaching in integrated English course at Guangzhou Institute of Science and Technology. However, Information overload, insufficient learning motivation, and fast teaching speed are the challenges and problems encountered by students. Therefore, a plan of action was proposed.

The proposed plan of action aims to enhance the teaching of Integrated English through blended mode at Guangzhou Institute of Science and Technology. Specifically, it has the following specific objectives:

- 1) Improve the information clustering ability of teachers to ensure students receive proper amount of information;
- 2) Encourage students to focus their attention on specific area of professional knowledge;
- 3) Improve students’ English competence in Integrated English blended teaching;

- 4) Make the teaching content of the Integrated English attractive enough;
- 5) Adjust the teacher's speed to meet the majority of the students' level;
- 6) Adjust the course plan to meet the students' level;

Table 18. Plan of Action to Improve Integrated English Blended Teaching

Focus Area	Objectives	Strategies/ Activities	Persons Involved
1. Information-clustering ability improvement	To improve the information clustering ability of teachers to ensure students receive proper amount of information	1. Invite experts to train teachers on how to efficiently cluster; 2. Distribute technical guidance videos; 3. Implement group discussion.	1. English Teachers 2. Language-Department Heads 3. School Administrators
2. Focusing on specific professional knowledge	To encourage students to focus their attention on specific area of professional knowledge	1. Provide students with authentic tasks wherein they will know which specific area of knowledge they are short of; 2. Guide students to study on the materials on the specific area of knowledge.	1. Students 2. English Teachers
3. Students' English competence improvement	To improve students' English competence in Integrated English blended teaching	1. Formulate individual learning objectives; 2. Provide students with proper ways to learn; 3. Integrate both online and offline resources.	1. Students 2. teachers
4. Teaching content improvement	To make the teaching content of the Integrated English attractive enough	1. Change the old-fashioned textbooks to new ones; 2. Integrate the ongoing related social events into class; 3. Put more extra-curriculum materials on the Chaoxing platform for reading.	1. English Teachers 2. Curriculum planners
5. Teaching speed adjustment	To adjust the teacher's speed to meet the majority of the students' level	1. Give a questionnaire about the teaching speed; 2. Adjust the teaching speed through classes	English Teachers
6. Course plan adjustment	To adjust the course plan to meet the students' level	1. Review if the course plan is appropriate for English majors currently at GZIST; 2. Revise the course plan according to the majority of the students' level.	1. English Teachers 2. Curriculum planners

4. Conclusion

This study delves into the findings of the data analysis conducted on the implementation of blended English language teaching at Guangzhou Institute of Science and Technology and the English proficiency of students. Through a comprehensive questionnaire survey, several pivotal insights have emerged.

Firstly, the study reveals that blended English teaching is implemented a great extent within the institute. The students acknowledged the importance of Integrated English blended teaching. They believed that Integrated English blended teaching is essential for students to improve their English competence and their interests of learning English.

Furthermore, an in-depth analysis of various aspects of Integrated English learning highlights disparities among students' proficiency in vocabulary, inflection, cloze, reading comprehension, Chinese-English and English-Chinese translation skills. Intriguingly, the extent of implementation of teaching methodologies is intertwined with students' personal characteristics. Consequently, the students considered that the greater extent of assessment of the utilization of blended mode in Integrated English, the higher is the level of students' proficiency.

Additionally, students face challenges such as information overload, insufficient learning motivation, and fast teaching speed. In response to these challenges, the study proposes an action plan aimed at enhancing the quality of Integrated English blended

teaching. This plan encompasses specific measures including improving the information clustering ability of teachers, focusing on students' specific area in English, bolstering students' English capabilities, optimizing teaching content and curriculum planning. These strategies are devised to holistically elevate the quality and effectiveness of comprehensive English teaching, catering to students' learning needs and fostering their holistic development.

By implementing this action plan, Guangzhou Institute of Technology stands poised to achieve greater milestones in the realm of blended English teaching. The institute can harness these enhancements to create a more dynamic and engaging learning environment, ultimately nurturing a generation of proficient English speakers equipped for global success.

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