A Survey on Student Learning Adaptability Under Blended English Teaching Mode: A Case Study of Panzhihua College

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Abstract:*Adaptability of students in hybrid English teaching mode has always been a concern. As a research subject, Panzhihua College revealed the actual situation of students in this teaching mode through investigation. The study shows that students in hybrid English teaching environment generally have issues such as low learning interest, insufficient motivation, and improper utilization of learning resources. In response to these problems, the research proposed some targeted suggestions. Schools should enhance the promotion and training of hybrid teaching mode, increase students' awareness and acceptance of this teaching mode. Teachers should stimulate students' interest in learning, activate their learning enthusiasm, and create a relaxed and pleasant learning atmosphere during the teaching process. In addition, schools should strengthen the management and utilization of learning resources to ensure that students can fully utilize various learning resources and improve learning outcomes. By investigating the adaptability of Panzhihua College students in learning English, it can provide reference for the school to improve teaching mode and enhance teaching quality. Ultimately, the study provides certain ideas and directions for addressing the adaptability issues of students in hybrid English teaching mode, with practical significance and promotional value.*

Keyword:*Blended teaching; Student Adaptability; English Education; Survey; Panzhihua College*

I.   Introduction

1.1 Background of the Study

In recent years, the integration of technology into language learning has become a prevalent trend in educational settings. Blending traditional face-to-face instruction with online resources, the hybrid English teaching model has gained traction as a promising approach to enhance students' language learning outcomes. As one of the pioneering institutions in adopting this blended approach, Panzhihua College has carried out the blending teaching mode of "college English course" for years. The landscape of language education has been evolving rapidly with advancements in technology and pedagogical approaches. The traditional classroom-centric teaching methods are being complemented or replaced by digital tools and online platforms that offer interactive and engaging learning experiences. In this context, the hybrid English teaching model emerges as a bridge between conventional instruction and modern technological resources, aiming to create a dynamic and effective learning environment for students. Panzhihua College, as an early adopter of this model, provides a unique case for investigating the impact and effectiveness of hybrid English teaching on student learning outcomes.

1.2 Literature Review
1.2.1 Blended teaching in Education

Blended teaching, also known as hybrid learning, combines traditional face-to-face instruction with online learning activities. This approach aims to integrate the best of both worlds by leveraging the strengths of in-person interaction and the flexibility of online resources. According to Graham (2006), blended teaching is a "pedagogical approach that combines face-to-face teaching with online learning activities in a planned, thoughtful manner." The theoretical foundations of blended teaching can be traced back to constructivist and

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connectivist learning theories. Constructivism posits that learners construct their understanding of the world through active engagement with the learning materials, while connectivism emphasizes the importance of networks and connections in learning (Siemens, 2005). Blended teaching aligns with these theories by providing opportunities for both individual exploration and collaborative learning experiences.

By incorporating online components, blended teaching allows students to access learning materials at their own pace and convenience. Additionally, blended teaching promotes active learning and engagement through a variety of interactive online activities, such as discussion forums, quizzes, and multimedia presentations.However, blended teaching also presents several challenges that need to be addressed. Educators need to carefully plan and integrate online and face-to-face components to ensure a coherent and engaging learning experience for students. Another challenge is the need for adequate technical support and infrastructure to facilitate smooth online interactions and access to resources.To overcome these challenges and maximize the benefits of blended teaching, several best practices have been identified in the literature. These include clear communication of course expectations and guidelines, regular feedback and assessment of student progress, active facilitation of online discussions by instructors, and the use of a variety of multimedia resources to enhance learning experiences.

2.2 Adaptability in Language Learning

Adaptability in language learning refers to the ability of students to adjust and cope with various challenges and changes in the learning environment, such as different teaching methods, materials, and technologies. Adaptability in language learning is a multidimensional construct that encompasses cognitive, affective, and behavioral aspects. In the context of hybrid English teaching, adaptability plays a critical role in students' ability to navigate between traditional face-to-face instruction and online learning activities. Hybrid teaching requires students to engage with course materials both in the physical classroom and through digital platforms, which may pose challenges for some learners. Students with high adaptability in language learning are more likely to thrive in a hybrid teaching environment, as they can effectively manage the demands of both offline and online learning activities.

Several factors influence students' adaptability in language learning, including individual differences, learning experiences, and instructional practices. Individual differences, such as language proficiency, learning styles, and motivation, can impact students' ability to adapt to new learning environments. Students with higher language proficiency and intrinsic motivation may demonstrate greater adaptability in language learning. Learning experiences, such as exposure to diverse language input, opportunities for practice, and feedback from teachers, can also enhance students' adaptability in language learning. Effective instructional practices, such as clear learning objectives, interactive activities, and timely feedback, can support students' adaptability in language learning.To enhance students' adaptability in language learning in a hybrid teaching context, educators can implement several strategies.

1.3 Significance of the Study

This study holds significant implications for both academia and educational practitioners. Firstly, it contributes to the existing body of literature on hybrid language teaching by offering empirical evidence from a real-world educational setting. The findings of this research can inform educators, curriculum developers, and policymakers about the effectiveness of the hybrid model in enhancing student learning outcomes. Additionally, the recommendations derived from the study can guide institutions in optimizing their hybrid teaching practices and supporting students' adaptability to diverse learning environments.Furthermore, the study's focus on Panzhihua College provides a localized perspective on the challenges and opportunities associated with implementing hybrid English teaching in a specific cultural and institutional context. The insights generated from this research have the potential to drive positive changes in English language education and contribute to the continual advanced of teaching practices at Panzhihua College and similar institutions.

The primary aim of this research is to explore the English language learning adaptability of students at Panzhihua College in the context of the hybrid teaching model. the following objectives will guide the study:
1. To examine the perceptions and attitudes of students towards the hybrid English teaching model.
2. To identify the challenges and barriers faced by students in adapting to the hybrid learning environment.
3. To explore the strategies and recommendations for enhancing students' adaptability and engagement in the hybrid English classroom.

II.   Research Methodology

2.1 Research Design

A mixed-method research approach will be utilized in this study, which combines both quantitative and qualitative research methods. The research population will consist of 800 undergraduate students at

PanzhihuaCollege who are enrolled in English courses delivered in a blended teaching format. Half of them are from elementary College English class whoneed to pass cet-4 and the left 400 students are from the advanced College English class who need to pass cet-6. Data will be collected through surveys and interviews with students, teachers involved in the blended teaching program. The surveys will include standardized questionnaires designed to assess students' attitudes, their adaptability to teachers、 teaching resources and platform and their self-regulated learning strategy. Data analysis will involve a combination of quantitative techniques such as descriptive statistics, correlation analysis, as well as qualitative methods including thematic analysis and content analysis.

2.2 Research Process

First and foremost, surveys were conducted to gather quantitative data on students' adaptability with blended teaching. The questionnaire included closed-ended questions to collect class-belonging information as well as Likert-scale items to assess students' attitudes towards blended teaching, their motivation, learning strategy and their utilization of learning resources, which mainly aims to get a concrete English learning condition and adaptability of Panzhihua college students underblended teaching mode.

Additionally, interviews were conducted with a select group of students and teachers to obtain in-depth qualitative data on their experiences with blended teaching. Students were asked about their adaptability to teachers' method, online learning platform and resources, as well as about their learning preferences, difficulties encountered, and suggestions for advanced, while teachers were questioned about their teaching strategies, challenges faced, and recommendations for enhancing the effectiveness of blended teaching.

III.   Result analysis and findings

In this chapter, we present the findings from our study on the adaptability of students at Panzhihua College in the context of blended English teaching. The research aimed to identify the challenges students and teachers face in this teaching environment and provide recommendations to improve their learning experience.

3.1 Questionnaire analysis
3.1.1 Overall adaptation situation analysis.
By using the Likert five-level scale to score, the data is divided into four levels based on the mean: maladjustment ($M < 2.635$); basic adaptation ($2.635 \leq M < 2.665$); comparative adaptation ($2.665 \leq M < 2.695$); very adaptation ($M \geq 2.695$). Descriptive statistics were conducted on the survey data for the four dimensions and the overall questionnaire, with the results shown in Table 1.

Table 1 the overall situation of adaptive learning in mixed-mode college English studies

Variable Name	Sample size	Maximum value	Minimum value	Mean	Standard Deviation	Standard Deviation	Median Variance	Kurtosis	Skewness	Coefficientof Variation（CV）
Learning Attitude	800	4	1	2.684	0.44	2.75	0.193	0.659	-0.049	0.164
Teaching Resources and Platforms	800	4	1	2.752	0.609	2.667	0.37	0.006	0.031	0.221
Teacher Instruction	800	4	1	2.723	0.599	2.714	0.359	-0.239	0.293	0.22
Self-directed Learning Strategies	800	4	1	2.584	0.578	2.556	0.334	-0.041	0.423	0.224
Total Scale	800	4	1.217	2.666	0.489	2.652	0.239	-0.073	0.351	0.184

As can be seen from Table 1, the mean values of the four dimensions in descending order are: Teaching Resources and platforms ($M = 2.752$) > Teacher instruction ($M = 2.723$) >Learning Attitude ($M = 2.684$) >Independent learning strategies ($M = 2.584$). It can be seen that, in addition to being unadapted to college English independent learning strategies, students are more adaptable in three aspects: learning attitude, teacher teaching, and resources and platforms.The total questionnaire ($M = 2.666$) also shows that students in Pan zhihua college are more adaptable to blending college English learning mode while theylack effective self-learning strategies under the blending teaching mode.

3.1.2 Analysisofstudents'Adaptability in different class mode

According to Table 2, to homogeneity of variance, independent sample t-tests were conducted. The resulting significance levels (P-values) were 0.083, 0.106, 0.031, and 0.108 respectively. Thus, the statistical results are not significant, indicating no significant differences between the advanced class and the basic class in terms of learning attitude, adaptation resources and platforms, teaching arrangements, and strategies. The advanced class shows a relatively adaptive learning attitude, while the basic class exhibits a highly adaptive one. From this, it can be inferred that since students in the advanced class have already passed CET-4 (College

English Test Band 4) and met the school's graduation requirements, their individual needs for further efforts in English, such as passing CET-6 (College English Test Band 6) or preparing for postgraduate entrance exams, may vary. Consequently, the adaptability of advanced class students in terms of their attitudes towards English is relatively lower compared to students in the basic class.

Both the advanced class and the basic class demonstrate a high level of adaptation to teaching resources and platforms. Similarly, both classes show a high level of adaptation to teacher instruction. Based on this, we can conclude that students in the advanced class and the basic class at Panzhihua College are very adaptable to the hybrid English teaching mode in terms of school resources, online platforms, and teacher arrangements. The mean scores of advanced class students are higher than those of basic class students in both aspects, indicating that advanced class students are more adaptable to hybrid English teaching compared to basic class students in these two areas.

Table 2 Students Adaptability analysis in different class mode

Variable Name	Variable Value	Sample Size	Mean	Standard Deviation	T-test	Welch's T-test	Mean Difference	Cohen's d value
Learning Attitude	Advanced Class	400	2.667	0.453	T=-1.155 P=0.248	T=-1.16 P=0.247	0.036	0.083
	Elementary Class	400	2.703	0.424				
	Total	800	2.684	0.44				
Teaching Resources and Platforms	Advanced Class	400	2.783	0.588	T=1.475 P=0.141	T=1.469 P=0.142	0.065	0.106
	Elementary Class	400	2.718	0.63				
	Total	800	2.752	0.609				
Teacher Instruction	Advanced Class	400	2.732	0.609	T=0.43 P=0.667	T=0.431 P=0.667	0.018	0.031
	Elementary Class	400	2.714	0.589				
	Total	800	2.723	0.599				
Self-directed Learning Strategies	Advanced Class	400	2.613	0.579	T=1.505 P=0.133	T=1.505 P=0.133	0.062	0.108
	Elementary Class	400	2.551	0.576				
	Total Scale	800	2.584	0.578				

However, both the advanced class and the basic class demonstrate a lack of adaptation to autonomous learning strategies. From the perspective of the mean, students in the advanced class are higher than those in the basic class. Therefore, students in both the advanced class and the basic class at Panzhihua College lack effective autonomous learning strategies in the hybrid teaching mode. Relatively students in the advanced class have all passed CET-4and are superior to those in the foundation class in terms of English autonomous learning strategies.

3.2Interview Analysis

From interviews with some teachers, it was found that some students exhibit behaviors such as sleeping or playing with their phones during class, showing a lack of seriousness. Additionally, some students are not very active in classroom discussions and participation. Interviews with some students also revealed that they are not very proactive in face-to-face communication in class, as well as online questioning and interaction. Furthermore, some students are not very enthusiastic about participating in extracurricular English activities. These findings are consistent with the results of a questionnaire survey, which indicated that 15% of students do not actively ask questions when encountering difficulties in learning English in a hybrid teaching mode. 48% of students occasionally ask questions online, while 27% occasionally ask questions in class. Only 10% of students can ask questions frequently. 18% of students choose not to participate in extracurricular English activities, with 50% of students choosing to participate occasionally. The proportion of students who participate actively or very actively is only 32%.

IV.   Findings and Recommendations
4.1 Problems about students' learning adaptability
4.1.1 A lack of sufficient cognition on blended learning in college English studies

According to the survey, 56% of students feel that there is a significant difference between college English learning and high school, with 13% perceiving the difference as very large. Furthermore, 53% of students believe that college English teachers need to explain how to adapt to blended English teaching, with 6% considering it highly necessary. Thus, it is evident that over half of the students lack adequate understanding of college English learning, especially regarding the blended learning mode. Some students have not fully transitioned from the English learning patterns of high school.

4.1.2A lack of enthusiasm and self-discipline in their classroom performance

Analysis of interviews and questionnaires indicates that a considerable number of students exhibit. Many students tend to avoid actively seeking assistance from teachers when encountering difficulties in their studies, and they demonstrate reluctance to participate actively in face-to-face or online discussions. Additionally, some students are observed sleeping or using their smartphones during classes, and during online sessions, they struggle to focus on learning due to distractions such as watching videos, playing games, or engaging in online chats. These behaviors suggest a low level of self-discipline in English language learning within the hybrid teaching model.

4.1.3 A Lack of English self-learning strategies

From the dimension of autonomous learning strategies, it is revealed that only 51% of students have "clear goals and plans for college English learning and implement them," 31% of students have not fully mastered "effective English learning methods and strategies," and 31% of students cannot effectively evaluate their English learning outcomes and make timely adjustments. It can be inferred that a considerable number of students need to improve their English proficiency and lack reasonable autonomous learning strategies, including clear goals and plans, effective English learning methods and strategies, and autonomous monitoring and reflection on their English learning progress.

4.1.4 Lack of Motivation and Self-regulation

Our study also identified a lack of motivation and self-regulation among students in the blended English learning environment. Many students struggled to set learning goals, manage their time effectively, and persist in their studies when faced with challenges. This lack of motivation and self-regulation hindered students' overall progress and performance in English language acquisition. "Only 18.9% of students are able to completely eliminate distractions and focus on online learning during hybrid classes, with nearly 20% still being disturbed and unable to concentrate on learning. This indicates that students' self-control abilities for online autonomous learning need further improvement in the hybrid teaching mode. When it comes to whether you like the hybrid teaching model combining online learning and face-to-face classes, only 23.5% of students express their preference for the combined mode, while nearly 21% still indicate basic adaptation or dislike for the combination of online and offline classes. This shows that a considerable proportion of students lack motivation for English learning in the hybrid teaching mode and require guidance and encouragement in terms of learning objectives and career planning."

To foster motivation and self-regulation, we recommend that teachers implement goal-setting activities, time management exercises, and self-assessment tools in their courses. Providing regular feedback and creating a supportive learning environment where students feel encouraged to take ownership of their learning journey is essential. Moreover, offering rewards and recognition for students who demonstrate progress and effort can further motivate them to engage in self-regulated learning behaviors.

4 .2 Recommendations for Improving Student Adaptability
Based on the findings of our study, we propose the following recommendations to enhance the adaptability of students at Panzhihua College in the blended English teaching context:
1. Increase awareness of learning resources: The college should actively promote and provide training on utilizing digital resources for English language learning.
2. Enhance student engagement: Teachers should design interactive and engaging online modules that cater to different learning styles and preferences.
3. Foster motivation and self-regulation: Implement strategies to help students set goals, manage their time effectively, and stay motivated in their English language studies.
4. Provide ongoing support: Establish a support system where students can seek guidance, feedback, and encouragement to overcome learning challenges and obstacles.
By implementing these recommendations, Panzhihua College can create a more conducive learning environment for students in the blended English teaching model. This, in turn, will improve student adaptability, engagement, and ultimately, their overall learning outcomes.

V.   Conclusion and Future Implications

In this chapter, we draw conclusions based on the findings of the study on the adaptability of students in the blended English teaching mode at Panzhihua College. We also discuss the implications of these conclusions for future research and practice in the field of English language education.

First and foremost, the study revealed that students in the blended English teaching environment at Panzhihua College face challenges such as low learning interest, insufficient motivation, and improper

utilization of learning resources. These findings highlight the need for targeted interventions to enhance students' adaptability to this mode of instruction.

One key recommendation arising from the study is for the college to strengthen its promotion and training efforts related to the blended teaching mode. By increasing students' awareness and acceptance of this mode of instruction, the college can help improve their engagement and overall learning outcomes. Additionally, teachers play a crucial role in fostering students' interest in learning and motivating them to actively participate in the learning process. Creating a relaxed and enjoyable learning atmosphere can go a long way in enhancing students' adaptability to the blended teaching approach.

Furthermore, effective management and utilization of learning resources are essential to ensure that students can make the most of the available resources and enhance their learning effectiveness. The college should take proactive measures to organize and provide access to a wide range of learning materials and tools that cater to students' diverse needs and learning styles.

The findings of this study have important implications for the advanced of English language education at Panzhihua College and beyond. By addressing the challenges identified in the study and implementing the recommended strategies, the college can enhance the quality of its teaching and learning practices, ultimately benefiting students and contributing to their academic success.

In conclusion, the study provides valuable insights into the adaptability of students in the blended English teaching mode at Panzhihua College. By implementing the suggested recommendations, the college can work towards addressing the issues identified and improving the overall learning experience for students. Moving forward, it is essential for educational institutions to continue exploring innovative approaches to teaching and learning to meet the evolving needs of students in the digital age.

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