

Exploring the Digital Transformation of College English Teaching from the Perspective of Blended Learning

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Abstract: In recent years, with the advent of the digital era, college English teaching has faced unprecedented challenges and opportunities. As an emerging pedagogical model, blended learning effectively integrates online and offline instruction, offering innovative insights and directions for the digital transformation of college English education. By leveraging blended learning to drive this transformation, universities can not only enhance teaching efficiency but also diversify pedagogical approaches, making English learning more flexible and multifaceted. Throughout this process, teacher-student interaction is significantly strengthened, encouraging students to actively engage in hybrid English learning environments. This approach not only improves students' language proficiency and comprehensive competencies but also cultivates new-generation talents that meet the practical demands of society. Accordingly, this paper first elaborates on the value implications of digital transformation in college English teaching from the perspective of blended learning, then proposes practical pathways for implementation, aiming to provide references and insights for educational researchers.

Keywords: Blended learning; College English; Teaching; Digital transformation

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1. The value implications of digital transformation in college English teaching from the perspective of blended learning

1.1. It is beneficial to enhance English teaching efficiency and quality

In the digital era, the application of blended learning in college English has a positive impact on enhancing teaching effectiveness and quality. Firstly, digital platforms can provide students with a vast amount of learning materials, enabling them to engage in autonomous learning at any time and place, breaking through the temporal and spatial limitations of traditional educational models. In online teaching, teachers can utilize digital platforms to conduct in-depth analysis of knowledge points and interact with students in real-time to answer their doubts and difficulties, thereby effectively improving teaching efficiency^[1]. Secondly, by emphasizing the core status and personalized needs of students, teachers can design diversified and flexible teaching activities based on their

specific needs, satisfying their individual needs and stimulating their learning interest, which prompts students to more actively participate in the teaching process and enhances the effectiveness of English teaching^[2].

1.2. It is beneficial to enhance teacher-student interaction

In the digital ecological environment, teachers utilizing blended learning to conduct English teaching significantly enhance the interaction between teachers and students. Firstly, teachers can assign homework and answer students' questions through digital platforms, and students can also consult teachers and share their learning experiences at any time. This allows teachers to gain a deeper understanding of students' learning progress, shorten the distance between teachers and students, and deepen their mutual understanding and trust^[3]. Secondly, by emphasizing the interactivity of teaching, teachers can use channels such as WeChat, QQ, and DingTalk after class to communicate individually with students and collect their opinions and suggestions on English classes. This facilitates teachers to adjust and improve their teaching methods and content, thereby strengthening teacher-student interaction and contributing to the achievement of English teaching goals^[4].

2. Paths of digital transformation in college English teaching from the perspective of blended learning

2.1. Constructing a dual guidance model to improve learning efficiency

In blended learning, to promote English teaching towards the digital direction and enhance the digital teaching effect, teachers should grasp the two key technologies of artificial intelligence and big data, and introduce the concepts of student collaborative learning and self-driven learning to construct a dual guidance model.

Firstly, teacher guidance. Teachers need to group students, assign differentiated learning tasks, and guide them to conduct independent research or teamwork. During this process, teachers can utilize big data technology to track students' learning behaviors in the digital platform, analyze the frequency, duration, and stopping points of their use of learning resources, thereby identifying possible problems that students may encounter in English learning, communication and interaction, and task exploration, and proactively and spontaneously offer help. In the discussion session, teachers can also use big data technology to analyze the discussion topics, activity levels, and concerns of each group, and then provide personalized tutoring for them^[5]. For example, by extracting the topics and contents of group discussions through the big data platform, conducting in-depth analysis, and evaluating whether students have gone astray and whether they can self-correct.

Secondly, intelligent tutoring. Students are encouraged to apply artificial intelligence software for diverse learning practices. With the assistance of artificial intelligence, students can perform various learning tasks. For instance, during oral practice, artificial intelligence can identify students' pronunciation, speaking, and grammar problems, record, analyze, and provide improvement strategies in real time. Meanwhile, students can also enhance their language ability through interactive communication with the artificial intelligence system. At the same time, all students can use the artificial intelligence system for autonomous learning and improve the efficiency of online learning^[6].

2.2. Building online learning platforms to innovate teacher-student interaction modes

Colleges and universities use digital technology to build online learning platforms, which can ensure comprehensive online interaction and communication between teachers and students. First of all, by using the teaching management platform to create a real-time interactive space, teachers can post discussion topics

and assign homework online and interact with students ^[7]. For example, teachers can create an open forum for students to participate in after class, raise questions, or share learning experiences. This communication method can break the limitation of class time, ensure that students can conduct in-depth discussions and thinking on the learning content at any time, and improve the breadth and continuity of their learning. Teachers should also attach importance to giving full play to the immediate feedback function of the platform. During the teaching process, teachers can use tools such as online voting and interactive whiteboards to obtain students' feedback immediately and grasp their understanding of the course content. This interactivity makes English teaching more flexible and enables teachers to adjust the teaching content in time. For example, in oral English teaching, teachers can use voice tools to conduct conversation practice and evaluate students' pronunciation and expression abilities with the help of instant feedback tools, providing personalized guidance and suggestions. This form of interaction has significantly improved the teaching effect and enhanced students' participation.

Secondly, teachers make full use of virtual learning communities. In the virtual communities, students can not only communicate directly with teachers but also collaborate and discuss with classmates. Through online team tasks, project learning, and other forms, the interaction between teachers and students is no longer merely the imparting of knowledge but has shifted to a model of collaborative learning and common progress ^[8]. For instance, in cross-cultural communication projects, students can discuss together with teachers and peers through the virtual learning platform. In this process, teachers are not only the conveyors of knowledge but also the guides of the learning process, assisting students in applying knowledge to tasks and improving practical language communication skills.

2.3. Improving the teaching resource system to facilitate digital transformation

In the blended learning of college English, teachers need to apply digital means to integrate resources such as audio, video, online courses and course materials, and introduce diverse contents such as British literature, films and television, animation, periodicals and forums, so that students can be exposed to pure English materials and thereby enhance their language application ability. In addition, to accelerate the digitalization pace of English teaching, teachers can use technologies such as VR and AR to build a learning resource database that is full of fun and highly interactive, allowing students to explore English knowledge in a relaxed and pleasant atmosphere and improve their learning effectiveness. For example, colleges and universities cooperate with Internet enterprises to develop English learning resources, including real-person interaction, according to the requirements of English teaching. Students can enter the virtual environment through VR devices and interact with virtual characters ^[9].

Secondly, in terms of resource management, teachers not only need to collect and integrate English resources, enhance their interest by using digital technology, but also need to optimize resource allocation with the help of big data technology to provide students with personalized learning experiences. For example, teachers precisely push materials that meet students' learning needs with the help of data technology based on students' English learning conditions, difficulties encountered, and learning preferences to ensure that they gain satisfaction in English learning. For those students whose English grades are not ideal, the system will automatically screen reading materials with fewer new words, simple sentence structures, and uncomplicated grammar structures. At the same time, based on students' reading speed and answer feedback, the subsequent pushed content will be finely adjusted. In addition, in classroom teaching, teachers should design a series of short video courses and encourage students to use these micro-course resources during teaching to solve various problems encountered in learning and continuously improve their English proficiency ^[10].

2.4. Reforming the teaching evaluation system to accurately assess teaching effectiveness

When implementing the blended learning mode, teachers need to rely on a complete evaluation mechanism to ensure the effectiveness of the digital transformation of English teaching. In the process of establishing the evaluation mechanism, teachers should follow the principles of integrating formative evaluation and summative evaluation and giving equal weight to online evaluation and offline evaluation. Firstly, formative evaluation should cover the entire process of English teaching. Teachers can use digital tools to record students' learning processes, homework submission status, online test results and other information as references for formative evaluation. At the same time, factors such as students' participation in traditional classrooms and the degree of participation in group discussions also need to be considered to implement comprehensive evaluation^[11].

Secondly, summative evaluation should focus on the all-round detection of students' abilities rather than merely the assessment of knowledge points' memory. Summative evaluation can be implemented through final exams, course projects, etc., and integrates the display of online learning achievements, offline practice reports and other content to achieve a comprehensive assessment of students' learning effectiveness. In this way, it helps to reflect students' learning status and teaching achievements more completely. Furthermore, the introduction of digital technology has also given rise to data-driven evaluation methods. The Learning Management System (LMS) can automatically collect students' learning data and form detailed learning analysis reports, covering multi-dimensional data such as the distribution of learning duration, the completion ratio of assignments, and the trend of grades. Teachers can use these data to assess students' learning conditions more accurately and optimize teaching strategies based on the data. For example, if the online learning duration of a certain student is significantly less than the average level of the class, the teacher can communicate with the student in a timely manner to assist them in identifying and solving problems in learning. The evaluation method relying on data can further enhance the accuracy and scientificity of the evaluation results^[12].

2.5. Enhancing teachers' comprehensive qualities to improve educational effectiveness

From the perspective of blended learning, the comprehensive quality of teachers is of vital importance to the success of the digital transformation of English teaching. First of all, teachers need to constantly update their educational concepts, actively embrace digital technologies, and recognize the significance of digital transformation in improving teaching quality. This means that teachers need to take the initiative to learn and master the latest educational technologies, such as the use of online teaching platforms and big data analysis, in order to better guide students' learning^[13].

Secondly, teachers should continuously improve their information literacy. In the digital era, with an overwhelming amount of information, teachers need to have the ability to efficiently screen, integrate and utilize information in order to provide students with high-quality learning resources. Meanwhile, teachers also need to possess certain information technology application capabilities and be able to flexibly use various digital tools for instructional design and implementation. Additionally, teachers need to focus on their own professional development. By participating in training, seminars, and other means, they constantly broaden their knowledge horizons and enhance their teaching skills and educational capabilities. At the same time, teachers should also actively reflect on teaching practices, summarize experiences and lessons, and continuously improve teaching methods and means to adapt to the teaching demands of the digital era. In conclusion, enhancing the comprehensive quality of teachers is a key link in the digital transformation of college English teaching in the context of blended learning. Only when teachers have higher information literacy, professional skills, and educational capabilities can they better promote the digital transformation of English teaching and improve

teaching quality and educational effectiveness^[14].

3. Conclusion

All in all, if college English teaching wants to keep up with the development pace of the digital era, it is necessary to actively introduce the blended learning method in teaching, so as to continuously optimize the English teaching mode and further enhance the effectiveness of education and teaching^[15]. Therefore, under the background of the digital transformation of English teaching, teachers need to change their own educational concepts, attach importance to the improvement of their own educational ability, and start from strategies such as constructing a dual guidance mode to improve learning efficiency; building an online learning platform to innovate the interaction mode between teachers and students; improving the teaching resource system to facilitate digital transformation; reforming the teaching evaluation system to accurately evaluate teaching effects; improving teachers' comprehensive quality to enhance the effectiveness of education. In this way, the blended learning method can be introduced into every link of teaching, thereby deepening the digital transformation of English teaching, helping students gradually establish correct cognition in the process of knowledge learning, enriching the connotation of English teaching, and giving full play to the educational value of the new teaching method.

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