

**12th ASIAN Conference on Environment-Behaviour Studies,
Holiday Villa Beach Resort & Spa, Langkawi Island, Malaysia, 01-03 Mar 2024**

Blended Learning Environment in EFL Class: Role of face-to-face and online learning

Li Xiaohong^{1, 2*}, Ng Soo Boon¹, Liang Hao²

** Corresponding Author*

¹ Department of Education, Faculty of Education, Languages, Psychology and Music, SEGi University, Malaysia

² Department of College English, School of Foreign Languages, Hebei University of Science and Technology, China

lixiaohong0523@163.com, ngsooboone@segi.edu.my, lh5693@163.com
Tel: +86 13931110970

Abstract

Blended learning has become a promising alternative to provide equitable access to quality learning environment. This mixed-method study investigated EFL learners' perceptions of blended learning environment (BLE) in College English. It aims to identify the roles of F2F and online components, learners' preference for the learning mode, and seek suggestions for improvement of BLE for College English. The study found that the students preferred the blended learning mode although the majority favoured F2F learning over online learning. Both F2F and online component have their advantageous roles. Effective integration and interaction hold the key to successful BLE.

Keywords: Blended learning environment; EFL Learning; College English

eISSN: 2398-4287 © 2024. The Authors. Published for AMER & cE-Bs by e-International Publishing House, Ltd., UK. This is an open access article under the CC BY-NC-ND license (<http://creativecommons.org/licenses/by-nc-nd/4.0/>). Peer-review under responsibility of AMER (Association of Malaysian Environment-Behaviour Researchers), and cE-Bs (Centre for Environment-Behaviour Studies), College of Built Environment, Universiti Teknologi MARA, Malaysia.
DOI: <https://doi.org/10.21834/e-bpj.v9i28.5902>

1.0 Introduction

The learning environment has always been misunderstood and taken for granted. It is not something that is cast in stone but rather depends on the context and situation. The COVID-19 pandemic posed great challenges to the sustainability of education worldwide, necessitating an evaluation of the learning environment during this time. It's a large-scale educational experiment during the pandemic, which drives online education and blended learning to a whole new level (Li, 2020).

Blended learning contains face-to-face (F2F) learning and online learning. Educators predicted that blended learning would change the future of education (Stein, 2020). Some even optimistically anticipated that blended learning will experience a dramatic increase in the post-pandemic era (Kim, 2020; Pei et al., 2023) as it offers more options for inclusive and equitable quality education (Caird & Roy, 2019; Zhang et al., 2020), something that many countries, including China, are striving for.

China's 14th Five-Year Plan (2021-2025) aims for quality higher education, highlighting the application of information technology and emerging technologies in teaching and learning (Zou, 2020). Blended learning has emerged as a promising and effective pedagogical approach and the new normal in higher learning (Dziuban et al., 2018; Stein, 2020). Blended learning is both an instructional innovation and a necessity for sustainable quality education for all. Thus, continuous research is necessary to bring out the most of blended Learning.

eISSN: 2398-4287 © 2024. The Authors. Published for AMER & cE-Bs by e-International Publishing House, Ltd., UK. This is an open access article under the CC BY-NC-ND license (<http://creativecommons.org/licenses/by-nc-nd/4.0/>). Peer-review under responsibility of AMER (Association of Malaysian Environment-Behaviour Researchers), and cE-Bs (Centre for Environment-Behaviour Studies), College of Built Environment, Universiti Teknologi MARA, Malaysia.
DOI: <https://doi.org/10.21834/e-bpj.v9i28.5902>

The increase in student enrolments and the growth of class size in universities have also contributed to the increasing adoption of blended learning in China. Large class sizes hinder the interaction between teachers and students and reduce the quality of education. Blended learning helps to address this issue by increasing self-learning time and reducing contact hours with teachers. The main challenge is how to make F2F and online environments synergistically complement each other, creating a sustainable quality BLE (Aji et al., 2020; Han & Ellis, 2020; Li, 2020).

College English is a compulsory course for non-English major undergraduates at most universities in China. *College English Teaching Guidelines (2020 Version)* attaches great importance to quality open online courses, offline courses, and blended courses. It stresses deeper integration of F2F classroom teaching with online learning in College English teaching and learning (NFLTAC, 2020).

The study aims to explore the blended learning environment in English as a Foreign Language (EFL) class. Specific research objectives include: (1) to assess EFL learners' perceptions of BLE in College English, (2) to identify respective roles of F2F and online components, and (3) to seek suggestions for improving BLE in College English. Based on the aim and objectives of study, the researcher put forward the following four research questions (RQ):

RQ 1: What are EFL learners' perceptions of BLE in College English?

RQ 2: What are EFL learners' preferences for the learning modes among F2F learning, online learning and blended learning?

RQ 3: How do EFL learners view the respective roles of F2F and Online learning in BLE?

RQ 4: What suggestions do EFL learners propose for improving BLE in College English?

2.0 Literature Review

Researchers provided several definitions of blended learning and proposed different key elements to measure learners' perceptions of a blended learning environment due to the diversity of objectives and perspectives for the evaluation.

2.1 Definition of Blended Learning

From a cognitive perspective, Wright (2017) attributed blended learning as the thoughtful combination of F2F and online learning experiences. From a more psycho-social perspective, Neumeier (2005) defined blended learning as the combination of F2F and computer-assisted learning in a single teaching and learning environment. Blended learning is also described as part of the ongoing integration of traditional F2F learning environment and online learning environment (Bonk & Graham, 2012).

2.2 Blended Learning Environment

Blended learning environment (BLE) refers to the environment where blended learning happens. A substantial number of studies are conducted on BLE as educators attempt to create a conducive and effective learning environment. The community of inquiry framework (Col framework) is one of the prominent supporting theories for blended learning practices (Garrison et al., 2000). Three core elements of the Col framework are social presence, cognitive presence, and teaching presence. The inherent character of the Col framework is essential in designing blended learning (Stenbom, 2018). Studies on BLE yielded insights that further provoke innovations in blended learning. One of the examples is Shea and Bidjerano (2010), who found a positive relationship between self-efficacy and constructs of the Col framework. Therefore, they proposed learner self-regulation as a new "presence" - learning presence in Col.

The real evaluation of blended learning is the effective combination and balance of F2F and online learning environments (Garrison & Kanuka, 2004; Chaeruman et al., 2018). The parameters instructors, researchers, and management need to note are mode, model of integration, distribution of learning content, teaching methods and involvement, and location that can provide a flexible framework for designing teaching and learning (Neumeier, 2005).

Students' perceptions have been emphasized as very important in research regarding the quality of BLE (Han & Ellis, 2020; Ginns & Ellis, 2007; Wright, 2017). Ginns and Ellis (2007) investigated students' perceptions of BLE and the relationship between F2F and online learning. Through exploratory factor analysis, they identified four key factors for BLE and labelled them as good e-teaching, good e-resources, student interaction, and appropriate workload. Kim (2020) stressed the advantage of choosing necessary asynchronous and synchronous learning platforms in teaching and learning when integrated with F2F instruction. While students generally hold a positive attitude toward blended learning, how F2F and online components function together to engage students in more effective learning has yet to be explored (Huang, 2016; Li, 2020). The main challenge is how to make F2F and online environments synergistically complement each other, creating a sustainable quality BLE (Aji et al., 2020; Han & Ellis, 2020; Li, 2020).

Some researchers pointed out that although Chinese university students are generally positive about BLE, there still exist some problems (Wang et al., 2019). Therefore, it is necessary to continue to examine students' perceptions of BLE and find out possible ways to improve their satisfaction.

3.0 Methodology

This study adopted the explanatory sequential mixed methods design, involving quantitative data collection and analysis followed by a second phase of qualitative data collection and analysis. The research was conducted at a public university in Hebei, China (referred to as UHB in this study). All the non-English major undergraduates at UHB must take College English in the first two academic years. Blended learning is implemented in College English at UHB, using two online learning platforms, Unipus (an asynchronous learning platform for foreign language teaching and learning) and DingTalk (a professional synchronous communication and management

platform). A total of 439 second-year EFL undergraduates of the 2019 intake participated in the survey, including 242 male respondents and 197 female respondents from different disciplines. In the follow-up phase, 20 students were purposively selected for in-depth semi-structured interviews. To obtain deep and rich information from the qualitative phase, the researcher considered the objective and scope of the study, as well as demographic factors of during the selection of interview participants.

The instrument used in this study is the BLE Questionnaire, comprising three sections. Section A, adapted from Ginns and Ellis (2007), measures learners' perceptions of BLE through 25 items rated on a 5-point Likert scale (from 1 strongly disagree to 5 strongly agree). The six BLE dimensions were labelled as quality of F2F teaching, quality of online teaching, online resources, student interaction, appropriate workload, and online learning platforms. Section B has three multiple-choice questions and an open-ended survey question. Questions 1-2 explored the respective roles of F2F and online components in BLE. Question 3 surveyed learners' preferences for the learning mode among F2F, online, and blended learning. Section C gathered respondents' profile information. For the semi-structured interviews, the guiding questions revolve around learners' preferences and respective roles of F2F and online components.

4.0 Findings

4.1 Learners' Perceptions of BLE in College English

Results of descriptive statistics in Tables 1 to 6 showed that students generally had positive perceptions for all the six BLE dimensions, indicating that they were satisfied with the overall implementation of blended learning in College English. Quality of F2F teaching obtained the highest mean score, while appropriate workload scored comparatively lower than the other five dimensions. The quality of F2F teaching was rated higher ($M=4.45$) compared to the quality of online teaching ($M=4.07$).

For F2F teaching quality in Table 1, the students especially agreed on the motivating role of the teacher (Item 1). They felt that in F2F time, the teacher exhibited their expertise in delivering and were impressed with the teachers' commitment to teaching them. According to Interviewee 3, in a face-to-face classroom setting, the teacher is more likely to explain things in a clearer and more detailed way as the teacher can observe the students' reactions and give immediate feedback, encouragement or further explanation.

Table 1: Quality of F2F Teaching

Items	Mean	SD
1. The teacher motivates me to do my best in class.	4.54	0.82
2. My teacher makes a real effort to understand the difficulties I may be having with my English study.	4.26	0.67
3. My teacher is extremely good at explaining things.	4.47	0.70
4. My teacher works hard to make the English course interesting.	4.50	0.56
Overall	4.45	0.56

Regarding the quality of online teaching (Table 2), the teacher's responses, feedback, and interaction with students all contribute to motivating and encouraging the students to learn English. Notably, the mean value for Item 5 was comparatively lower than the other four items, indicating that the teacher's guiding role in online discussion was less satisfying.

Table 2: Quality of Online Teaching

Items	Mean	SD
5. The teacher helped to guide online discussions between students.	3.81	0.76
6. The teacher's responses online motivated me to learn English more deeply.	4.20	0.78
7. The teacher's interaction with me online encouraged me to get the most out of my English learning.	4.13	0.80
8. The teacher's online responses motivated me to do more online learning.	4.06	0.89
9. I received enough helpful online feedback from my teacher.	4.13	0.82
Overall	4.07	0.66

The respondents rated student interaction highly, as shown in Table 3. The students were inclined to find their peers' online submissions beneficial for clarifying and understanding their own ideas and showed a favourable attitude towards the benefit of referring to their peers' submissions and communicating with them. Nevertheless, the mean value for Item 11 was relatively lower, indicating the need to enhance online interaction between students. While students benefit from referring to other students' online submissions, they tend to engage in the process passively and do not actively interact with their classmates in an online learning environment.

Table 3: Student Interaction

Items	Mean	SD
10. Reading other students' online submissions helped clarify some of my own ideas.	4.25	0.78
11. I interacted with students' online postings and submissions.	3.81	1.03
12. Other students' online submissions helped me understand my ideas from a new perspective.	4.22	0.77
13. Other students' online submissions encouraged me to learn English further.	4.08	0.81
14. Communicating online with other students helped with my English learning.	4.10	0.80
Overall	4.09	0.64

Table 4 shows that the respondents were most positive regarding the helpfulness and effective integration of online learning resources with F2F learning. Respondents also had a favourable perception of online materials, finding them interesting and informative.

However, they were less positive about the online activities compared to other aspects within this dimension (Item 16). The interviewees also raised the problem that the design of online learning activities needs to be more interactive or collaborative.

Table 4: Online Resources

Items	Mean	SD
15. The online teaching materials are extremely good at explaining things.	4.07	0.86
16. The online activities are designed to get the best out of students.	3.80	0.99
17. The online teaching materials are designed to really make topics interesting to students.	4.19	0.93
18. The online learning materials helped me to learn during face-to-face situations.	4.22	0.74
19. The online learning materials were well-integrated with my face-to-face learning in the English course.	4.22	0.76
Overall	4.04	0.67

Appropriateness of workload was rated moderately, lower than the other five dimensions. While the respondents positively agreed that they had enough time to complete online learning tasks (Item 21), they thought the online workload was somewhat heavy for them (Item 20). It appears that the participants might need help understanding what they learned online due to the workload volume.

Table 5: Appropriateness of Workload

Items	Mean	SD
20. The workload for the online component is too heavy. *	2.97	1.06
21. I generally had enough time to complete what I had to learn online.	3.68	0.97
22. The sheer volume of work for the online component means it can't all be thoroughly comprehended. *	3.17	1.05
Overall	3.27	0.85

Note: The scores for reversed items 20 and 22 were transformed before analysis.

The respondents exhibited a high level of satisfaction with online learning platforms. The results displayed in Table 6 indicate that the respondents highly agreed on the significant contribution of resources on learning platforms to their English learning. They were also quite positive about the design and helpfulness of online learning platforms. Despite the good quality of learning materials and close association with the textbooks used in F2F sessions, an issue was still noted in the interview about the lack of interactivity in the design of the Unipus platform.

Table 6: Online Learning Platforms

Items	Mean	SD
23. The online learning platforms helped me to learn English.	4.04	.70
24. Resources on online learning platforms (e.g. DingTalk, Unipus, etc.) supported my English learning.	4.24	.73
25. The design of the online learning platforms helped me engage actively in my English learning.	3.99	.83
Overall	4.09	.64

4.2 Learners' Preferences of the Learning Mode

Multiple choice question 3 in Section B of the questionnaire surveyed learners' preferences for the learning mode among F2F, online, and blended learning. The noteworthy finding from the data was that most respondents (85%) preferred blended learning. In contrast, only a few respondents favoured solely F2F or online learning. Results from the semi-structured interviews revealed that 16 out of 20 (80%) respondents preferred F2F learning over online learning in BLE. According to some interviewees, this preference stems from their enjoyment of direct communication, interactive learning activities and a focused learning atmosphere in F2F situations. The findings indicate a potential for improvement in online learning.

4.3 Perceived Roles of F2F and Online Learning in EFL Learning

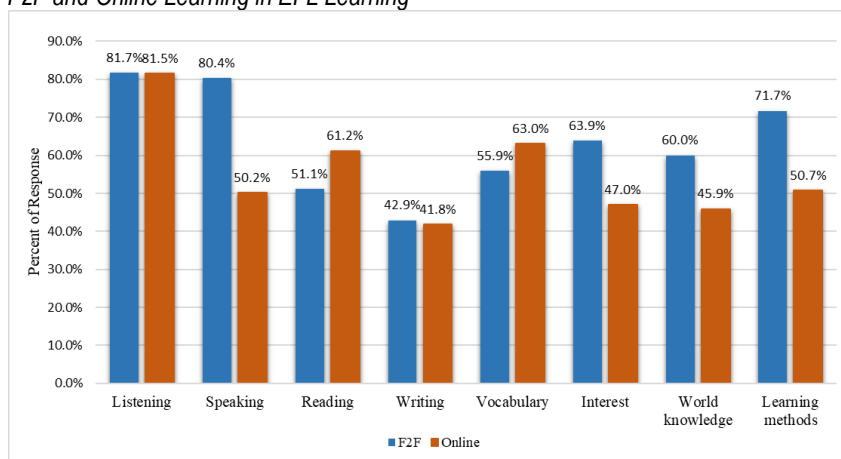


Fig. 1 Perceived Roles of F2F and Online Learning

Multiple-choice questions 1 and 2 explored the roles of F2F and online learning in helping students' English learning. Figure 1 compares the helpfulness of F2F and online learning in EFL learning. It is evident that F2F and online learning play different advantageous roles. F2F learning is widely believed to be more effective in improving world knowledge, learning methods, interests, and speaking and listening skills. In contrast, online learning is more advantageous in enhancing vocabulary, reading and listening skills. A similar number of students considered F2F and online components helpful in their writing. In other words, both F2F and online learning have their unique advantages.

4.4 Students' Suggestions for the Improvement of BLE

Ten suggestions (themes) were generated from the 439 respondents through an open-ended question. The most highly mentioned suggestions were better integration of F2F and online components and appropriate learning activities. Students expected more interaction, less workload, and an enhanced classroom learning environment. A few respondents emphasised the importance of learner autonomy in online learning and advised flexible teaching approaches and good preparation.

During semi-structured interviews, out of the twenty students interviewed, 41.9% of the suggestions were about activities in F2F lessons, and 28.4% were about online activities. It is obvious that students talked more about F2F lessons, their preferred learning mode. The remaining approximate 30% did not specify which modes of learning but suggested more interesting activities. Suggestions for F2F lessons include more listening and speaking practice, introducing more world knowledge, foreign culture, learning methods, CET-related content, and grammar knowledge. For the online sections, students recommended more listening, reading, and writing practice, leaving vocabulary, quizzes, preview, consolidation and exploration tasks online.

5.0 Discussion

This study discovered that EFL students had positive perceptions of BLE in College English, which is consistent with other studies from China and other countries (Huang, 2016; McCarthy, 2016; Wang et al., 2019). However, students were not very satisfied with the amount of the workload, aligning with findings from Ginns and Ellis (2007), who noted students' perception of the onerous workload in blended learning. Yin et al. (2016). also stressed the need for a reasonable workload.

The interviews uncovered students' reasons for preferring the F2F component over the online component in blended learning. The students enjoyed the direct communication, interactive learning activities, and focused learning atmosphere in F2F situations. This finding aligns with previous studies by Aji et al. (2020) and Wright (2017). However, the level of interactivity in online learning is questionable, probably due to the limitations of online learning platforms. As Huang et al. (2020) claimed, teaching without contemplating interactivity, social presence, and cognitive presence made students feel less motivated. F2F learning was also perceived as superior in enhancing interest, developing learning methods, and expanding world knowledge, which conforms with previous findings (Huang, 2016; McCarthy, 2016).

Interestingly, when given the choice of blended learning, F2F learning, and online learning, most respondents chose blended learning. They gave reasons for this preference, citing the convenience, flexibility, enhanced interaction, and facilitation of learning in BLE. This wide-ranging preference for BLE is in accordance with most prior studies (Huang, 2016; Mali & Lim, 2021). Differently, in Al Zumor's (2013) study, over half of the respondents felt blended learning was less effective than F2F learning due to technical problems and lack of training. Gherheş et al. (2021) surveyed students' perceptions of F2F and online learning and revealed that 61.4% of the respondents expressed their desire to return to traditional F2F classroom teaching as they miss direct interpersonal communication.

F2F and online learning are both perceived by respondents of this study as effective in enhancing English learning in various aspects. F2F learning offered an interactive learning atmosphere, enhanced interest, and improved listening and speaking competence. On the contrary, online learning was more helpful for basic knowledge learning (e.g., vocabulary) and skills that entail much time practising (e.g., listening). Similarly, Huang (2016) found that online learning is more advantageous to listening skills. For EFL teachers, it is necessary to identify and optimize the benefits of the two learning environments (F2F and online) and design appropriate learning activities for each component.

The three most cited suggested improvements of BLE in the current study are 'better integration', 'appropriate learning activities', and 'more interaction'. McCarthy (2016) asserted that blended learning relies on the balanced selection of learning activities in F2F and online components and determining what is best to deliver in each learning environment. Organising learning resources is an essential factor in the design of BLE (Huang et al., 2020). Therefore, instructors must consider appropriate learning activities for the two learning modalities when designing a blended practice.

Quality BLE requires the effective integration of F2F and online learning (Chaeruman et al., 2018). As EFL teachers, it is essential to make F2F and online learning complementary with appropriate learning activities for each component. This is best carried out by focusing on the Theory of Community Inquiry (Col) as the teacher plans his or her lessons, bearing in mind the cognitive presence, social presence, and teaching presence regardless of F2F or online components.

6.0 Conclusion & Recommendations

This study has provided some revealing and promising findings contributing to the assessment of in the EFL context at tertiary level. Although respondents of this study appeared to prefer F2F learning, when they were given the choice of F2F, online or blended learning modes, they chose blended learning. They were largely satisfied with the blended learning environment provided for College English in their university, albeit with some issues of heavy workload and non-interactive online learning and pedagogy. Respondents perceived

that F2F and online learning were beneficial in developing English language skills, with each component having advantageous roles. Integration and interaction are the central themes that emerged repeatedly from this study. It is not an overstatement to indicate that the integration between F2F and online learning environments and increased interaction in either F2F or online learning hold the key to the success of BLE. Blended learning offers the opportunity to extend EFL learning beyond the classroom and enhance interactions between teachers and students. However, it must be carried out with integration not only in its form but in its content and methodology. One limitation of this study is that it was conducted in one provincial public university in northern China, with the participants consisting solely of second-year undergraduates. It would be beneficial to carry out similar research among students in different academic years at other universities.

References

- Al Zumor, A. W. Q., Al Refaai, I. K., Eddin, E. A. B., & Al-Rahman, F. H. A. (2013). EFL Students' Perceptions of a Blended Learning Environment: Advantages, Limitations and Suggestions for Improvement. *English Language Teaching*, 6(10), 95-110.
- Aji, W. K., Ardin, H., & Arifin, M. A. (2020). Blended learning during pandemic corona virus: Teachers' and students' perceptions. *IDEAS: Journal on English Language Teaching and Learning, Linguistics and Literature*, 8(2), 632-646.
- Bonk, C. J., & Graham, C. R. (2012). *The handbook of blended learning: Global perspectives, local designs*. John Wiley & Sons.
- Caird, S., & Roy, R. (2019). Blended learning and sustainable development. *Encyclopedia of sustainability in higher education*, 107-116.
- Chaeruman, U. A., Wibawa, B., & Syahrial, Z. (2018). Determining the appropriate blend of blended learning: A formative research in the context of Spada-Indonesia. *American Journal of Educational Research*, 6(3), 188-195.
- Dziuban, C., Graham, C. R., Moskal, P. D., Norberg, A., & Sicilia, N. (2018). Blended learning: the new normal and emerging technologies. *International journal of educational technology in Higher education*, 15(1), 1-16.
- Gherheș, V., Stoian, C. E., Fărcașiu, M. A., & Stanici, M. (2021). E-learning vs. face-to-face learning: Analyzing students' preferences and behaviors. *Sustainability*, 13(8), 4381.
- Ginns, P., & Ellis, R. (2007). Quality in blended learning: Exploring the relationships between on-line and face-to-face teaching and learning. *The Internet and Higher Education*, 10(1), 53-64.
- Garrison, D. R., Anderson, T., & Archer, W. (2000). Critical inquiry in a text-based environment: Computer conferencing in higher education. *The Internet and Higher Education*, 2(2-3), 87-105.
- Garrison, D. R., & Kanuka, H. (2004). Blended learning: Uncovering its transformative potential in higher education. *The internet and higher education*, 7(2), 95-105.
- Han, F., & Ellis, R. A. (2020). Initial development and validation of the perceptions of the blended learning environment questionnaire. *Journal of Psychoeducational Assessment*, 38(2), 168-181.
- Huang, Q. (2016). Learners' Perceptions of Blended Learning and the Roles and Interaction of f2f and Online Learning. *ORTESOL Journal*, 33, 14-33.
- Huang, R. H., Liu, D. J., Tlili, A., Yang, J. F., & Wang, H. H. (2020). *Handbook on facilitating flexible learning during educational disruption: The Chinese experience in maintaining undisrupted learning in COVID-19 outbreak*. Beijing: Smart Learning Institute of Beijing Normal University, 1-54.
- Kim, J. (2020, April 1). Teaching and Learning After COVID-19: Three post-pandemic predictions. *Inside Higher ED*. <https://www.insidehighered.com/digital-learning/blogs/learning-innovation/teaching-and-learning-after-covid-19>
- Li, Y. (2020, Jun 5). Booming Online Education. *China Today*. http://www.chinatoday.com.cn/ctenglish/2018/si/202006/t20200605_800208979.html
- Mali, D., & Lim, H. (2021). How do students perceive face-to-face/blended learning as a result of the Covid-19 pandemic? *The International Journal of Management Education*, 19(3), 100552.
- McCarthy, M. (Ed.). (2016). *The Cambridge guide to blended learning for language teaching*. Cambridge: Cambridge University Press.
- NFLTAC (National Foreign Languages Teaching Advisory Committee) (2020). *Guidelines on College English Teaching*. Beijing: Higher Education Press
- Neumeier, P. (2005). A closer look at blended learning—parameters for designing a blended learning environment for language teaching and learning. *ReCALL*, 17(2), 163-178.
- Pei, C., Ma, H., & Guan, X. (2023). Research on the Blended Learning Model Based on. *Advances in Educational Technology and Psychology*, 7(6), 69-74.
- Shea, P., & Bidjerano, T. (2010). Learning presence: Towards a theory of self-efficacy, self-regulation, and the development of a community of inquiry in online and blended learning environments. *Computers & Education*, 55(4), 1721-1731.
- Stein, J. (2020, June 16). Blended learning will reshape the future of learning. *eCampus News*. <https://www.ecampusnews.com/2020/06/16/blended-learning-will-reshape-the-future-of-learning/>
- Stenbom, S. (2018). A systematic review of the Community of Inquiry survey. *The internet and higher education*, 39, 22-32.

Wang, N., Chen, J., Tai, M., & Zhang, J. (2019). Blended learning for Chinese university EFL learners: learning environment and learner perceptions. *Computer Assisted Language Learning*, 34(3), 297-323.

Wright, B. M. (2017). Blended learning: Student perception of face-to-face and online EFL lessons. *Indonesian journal of applied linguistics*, 7(1), 64-71.

Yin, H., Wang, W., & Han, J. (2016). Chinese undergraduates' perceptions of teaching quality and the effects on approaches to studying and course satisfaction. *Higher Education*, 71(1), 39-57.

Zhang, Y., Rebrina, F., Sabirova, F., & Afanaseva, J. (2020). Blended learning environments in inclusive education at the university. *International Journal of Emerging Technologies in Learning (IJET)*, 15(21), 145-161.

Zou, S. (2020, November 23). English has role in next five-year plan. *China Daily*. <http://www.chinadaily.com.cn/a/202011/23/WS5fbb09fda31024ad0ba95ba3.html>.