

Research on the Blended Teaching Model of College English Based on the Chaoxing Xuexitong Platform

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Abstract: With the accelerating development of educational informatization, the application advantages of various online teaching platforms in college English teaching have become more prominent, bringing new approaches and methods to teaching innovation. Among them, the Chaoxing Xuexitong platform is widely used in current college English teaching. It can support teachers in further optimizing the blended teaching model of college English and enhancing the dominant position of students. Therefore, the author first analyzes the value of carrying out blended teaching of college English based on the Chaoxing Xuexitong platform, and then proposes corresponding improvement strategies for the common problems of single combination methods and the transformation of teacher-student roles in teaching, aiming to promote the innovative development of college English teaching.

Keywords: Chaoxing Xuexitong platform; College English; Blended teaching model

Online publication: June 26, 2025

1. Introduction

The Chaoxing Xuexitong platform is an advanced teaching management platform that integrates multiple online teaching functions, providing strong support for optimizing the blended teaching model of college English. Teachers can explore the optimization path of the blended teaching model of college English based on the Chaoxing Xuexitong platform, integrate technology and teaching methods, so as to optimize the allocation of teaching resources, enhance teaching coherence, and contribute to the innovative development of college English teaching, creating a favorable learning environment for students.

2. The value of carrying out blended teaching of college English based on the Chaoxing Xuexitong platform

2.1. Optimizing the allocation of teaching resources

The Chaoxing Xuexitong platform aggregates a large number of teaching resources. Its application in the blended teaching of college English can further break through the limitations of time and space in teaching activities and achieve better teaching resource allocation. Teachers can integrate online teaching resources through the Chaoxing Xuexitong

platform according to students' learning progress and teaching requirements, and carry out remote teaching and in-class teaching. This blended teaching model of college English strengthens the application and sharing of high-quality online teaching resources, enabling students to access teaching resources anytime and anywhere for English learning activities^[1]. Teachers can optimize the allocation of college English teaching resources through the Chaoxing Xuexitong platform and reduce the teaching costs of college English^[2].

2.2. Strengthening teacher-student interaction

The Chaoxing Xuexitong platform has a real-time online communication function. Teachers can use this platform to strengthen teacher-student interaction, understand students' learning needs at any time, and provide feedback to students. For example, they can use its online interaction function to answer students' questions and have discussions with them. The further strengthening of teacher-student interaction can break the silent atmosphere of traditional classrooms and make students more active. Carrying out blended teaching of college English based on the Chaoxing Xuexitong platform is an effective way to encourage students to actively participate in teaching activities and strengthen teacher-student interaction. In the blended teaching of college English, teachers should use the Chaoxing Xuexitong platform to guide students in choosing learning content, solving learning problems, adjusting learning progress, and selecting learning methods, so as to stimulate their internal motivation for learning English courses^[3].

2.3. Improving teaching effectiveness

The blended teaching model emphasizes the integration of information technology means and the traditional face-to-face teaching model, which can integrate the advantages of both and provide more support for students to learn college English courses. The Chaoxing Xuexitong platform provides the necessary tool support for teachers to integrate information technology means and the traditional face-to-face teaching model. Its effective application contributes to the automated, intelligent, and digital development of teaching activities and improves teaching effectiveness. Teachers can rely on this platform to issue announcements, share teaching resources, assign homework, organize exams, analyze students' learning situations, create an autonomous learning environment for students, and provide personalized guidance. Students can use this platform to conduct online learning, participate in discussions, provide feedback, submit assignments, and independently adjust their learning progress and rhythm, thus improving their learning experience and efficiency^[4].

3. Practical problems in the blended teaching of college English based on the Chaoxing Xuexitong platform

3.1. Single combination method

With the continuous advancement of educational informatization, front-line teachers have generally realized the value of online teaching and have made many beneficial attempts to integrate online and offline teaching and improve the efficiency of teaching facilities. During the promotion of the blended teaching model in college English courses, it has been further optimized, providing more support for students to learn college English courses. However, there is still room for innovation in the combination method of online and offline teaching. Teachers need to flexibly apply advanced teaching concepts and experience to enrich the combination method. The blended teaching model is a product of the development of information technology^[5]. Some teachers attribute its advancement to the application of various information-based teaching devices. Therefore, they focus on the application of information technology in teaching practice and innovation, while ignoring its coordination with offline teaching activities. For example, when some teachers apply the blended teaching model to college English courses based on the Chaoxing Xuexitong platform, they over-emphasize the technical advantages of video teaching resources and ignore their combination with teachers' in-person teaching, resulting in a lack of fit between the blended teaching and students' actual needs. Generally, the video teaching content of college English is pre-produced by teachers. If it is directly applied to the teaching process according to the teaching design and students are organized

to conduct autonomous learning based on the video, the teaching content and progress may deviate from students' actual learning needs due to the lack of flexibility in the teaching process^[6].

3.2. The roles of teachers and students need to be transformed

In traditional blended teaching of college English, although attention is paid to the application of information technology and the reconstruction of the teaching process and content, teaching activities are still centered around and dominated by teachers. Teachers still play the roles of dominators and knowledge transmitters in the blended teaching of college English, while students often play the role of passive knowledge receivers. In this case, although the blended teaching of college English integrates online and offline teaching in form, it cannot effectively integrate the teaching advantages of both to achieve a leap in teaching quality. The blended teaching model of college English based on the Chaoxing Xuexitong platform requires the transformation of teacher-student roles. Teachers should play the roles of guides, evaluators, and supporters in teaching activities, leading to the transformation of students' roles, enabling them to deeply participate in teaching activities as inquirers, teachers, participants, collaborators, and evaluators^[7]. This requires teachers to actively transform their own roles, consciously guide students to play and adapt to new roles, and participate in college English teaching activities through various means. If the blended teaching model of college English based on the Chaoxing Xuexitong platform only focuses on the innovation of teaching forms while ignoring the transformation of teacher-student roles, it will be difficult to give full play to the advantages of the blended teaching model and cannot provide students with a broader space for independent exploration and more opportunities for discussion^[8].

4. The construction path of the blended teaching model of college English based on the Chaoxing Xuexitong platform

4.1. Integrating online and offline teaching in the context of cross-cultural communication

Teachers integrating online and offline teaching in the context of cross-cultural communication can not only help cultivate students' language abilities but also enable students to fully perceive the application value of English in real life, thus forming a strong motivation to learn college English courses. When constructing the blended teaching model of college English using the Chaoxing Xuexitong platform, teachers should attach importance to the construction of cross-cultural communication scenarios, rely on them to integrate the advantages of online and offline teaching, and guide students to independently explore English knowledge from the "application" perspective. For example, teachers can collect cross-cultural communication cases according to students' majors and future career directions, produce them into video resources, present them to students through the Chaoxing Xuexitong platform, create a cross-cultural communication scenario, and organize students to conduct oral practice, writing practice, or translation skills learning based on this scenario^[9]. The video should present the cross-cultural communication scenario and put forward corresponding requirement questions to guide students to think about and explore relevant issues. After students understand the specific requirements of the cross-cultural communication task, teachers need to organize students for group cooperative learning, guiding each group to explore the knowledge and skills required to complete the communication task by reading textbooks, searching online materials, etc. Students conducting offline cooperative learning and relevant training based on the cross-cultural communication scenario constructed by the video can fully internalize knowledge and improve their cross-cultural communication abilities^[10].

4.2. Optimizing the "combination" method to promote independent exploration

Optimizing the combination method of online and offline teaching based on the Chaoxing Xuexitong platform and providing a suitable field for students' independent exploration can improve the quality and effectiveness of the blended teaching of college English. Therefore, teachers should make full use of the technical advantages of the Chaoxing Xuexitong platform to optimize the combination method of the two teaching approaches. An effective combination of

online and offline teaching needs to highlight the role of students' participation and their dominant position, emphasize the guiding, organizing, instructing, and promoting roles of teachers, and enable students to master the details and processes of English knowledge application during the independent exploration process^[11]. When guiding students to learn college English courses, teachers can use the Chaoxing Xuexitong platform to combine online teaching with students' practical activities, guide students to conduct online communication, tests, watch online teaching videos, and carry out offline practical activities. For example, teachers can use big data technology to analyze students' online learning dynamics, understand their learning progress and needs, put forward project themes accordingly, and organize students to carry out project-based learning to exercise their translation, writing, expression, reading, and other abilities. Moreover, after students complete the learning project, they can submit it to the Chaoxing Xuexitong platform. Teachers can analyze students' project completion situations through the Chaoxing Xuexitong platform and conduct project evaluations^[12].

4.3. Optimizing the teaching implementation process and transforming teacher-student roles

The Chaoxing Xuexitong platform has diverse functions and can be applied to multiple teaching links such as pre-class, in-class, and after-class in college English teaching, providing technical support for teachers to optimize the teaching implementation process. Optimizing the online and offline teaching model based on the Chaoxing Xuexitong platform requires changing teacher-student roles by assigning homework, providing teaching resources before class, guiding students' autonomous learning during class, and grading homework online after class, so as to give full play to the advantages of the blended teaching model and provide students with a broader space for independent exploration and more opportunities for discussion^[13]. Before class, teachers can use the Chaoxing Xuexitong platform to integrate English teaching resources in disciplines and professional fields, provide students with English learning materials corresponding to learning tasks, and guide them to conduct autonomous learning based on these materials to form a preliminary understanding of the in-class teaching content^[14]. During class, teachers can use the video-playing function of this platform to visually present knowledge points, extend the college English teaching content to students' real lives, arouse students' learning interests, and conduct offline guidance according to students' learning progress, enabling students to have a deeper impression and understanding of the content of this class. After class, the Chaoxing Xuexitong platform also has a good application effect. Teachers can use this platform to assign homework, provide guidance, and grade homework for students to help them consolidate and sublimate their knowledge. For example, teachers can use teaching videos to help students sort out the in-class teaching content, help students clarify the knowledge context, and organize students to conduct online tests. Teachers can provide guidance based on students' test results, urge, and help students correct their answers^[15].

5. Conclusion

In conclusion, with the accelerating development of educational informatization and the increasingly prominent application advantages of the Chaoxing Xuexitong online teaching platform in college English teaching, teachers should be good at using this platform to optimize the blended teaching model, achieve the integration of technology and teaching methods, and create a good learning environment for students. This requires teachers to fully recognize the value of carrying out blended teaching of college English based on the Chaoxing Xuexitong platform, and then take various measures such as introducing cross-cultural communication scenarios, optimizing the "combination" method, and transforming teacher-student roles to address the practical problems existing in current teaching activities.

Funding

This article is the research result of the 2024 School-level Scientific Research Project of Chengdu College of Arts and

Sciences, “Exploration and Practice of the Blended Teaching of College English Courses Based on the ‘Xuexitong’ APP” (Project No. WLYB202419).

Disclosure statement

The author declares no conflict of interest.

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