

Developing an Eclectic Blended Learning Model for Chinese University English Classrooms: A Methodological Framework

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Abstract. Blended learning, a popular approach in English language teaching that combines face-to-face instruction with online learning, presents challenges in China due to the diverse student population and unique cultural factors. Moreover, practitioners about how to implement non-culturally-relevant western-developed BLMs adds to the difficulties. To address these challenges, this conceptual paper proposes an eclectic blended learning model (EBLM) specifically designed for Chinese university English classrooms, integrating face-to-face instruction, online learning, and autonomous learning. The face-to-face instruction component includes traditional classroom teaching and interactive activities, while the online learning component utilizes digital resources and tools to support learning outside the classroom. The autonomous learning component emphasizes learner autonomy and encourages students to take responsibility for their own learning. This paper uses the ADDIE Model as the methodological framework and outlines five phases: (1) Analysis Phase, which reviews relevant literature on BLMs and the need for an EBLM; (2) Design Phase, which describes the proposed EBLM; (3) Development Phase, which establishes the validity and reliability of the model and develops EBLM-based lesson plans; (4) Implementation Phase, which explains how the lessons are put into practice; and (5) Evaluation Phase, which describes how quantitative and qualitative data are collected to assess the applicability and effectiveness of the EBLM.

Keywords: Blended Learning Model, Eclectic, English Classrooms, Chinese University

1 Introduction

In recent years, the field of language teaching and learning has witnessed a significant shift towards incorporating technology and innovative approaches into traditional classroom settings. Blended learning, a pedagogical model that combines face-to-face instruction with online learning activities [1], has gained considerable attention due to its potential to enhance language learning outcomes. This paper aims to propose a methodological framework for developing an eclectic blended learning model specifically designed for Chinese university English classrooms.

The use of blended learning in language education is rooted in the recognition that learners can benefit from a combination of face-to-face interaction with teachers and peers, as well as the flexibility and accessibility of online resources and tools [2]. As the demand for English proficiency continues to rise in China, educators are seeking effective ways to optimize language learning experiences in higher education settings [3]. The incorporation of

a blended learning model holds the promise of providing students with opportunities for personalized and self-paced learning, collaborative activities, and authentic language practice [4].

The term "eclectic" in this context refers to the practice of combining diverse elements from various teaching approaches and methodologies. This may include a combination of in-person lectures, discussions, group activities, and online components such as multimedia materials, interactive exercises, virtual simulations, and communication tools [34]. In an eclectic blended learning model, educators have the freedom to select and combine different approaches, tools, and resources based on the specific needs of their students and learning objectives. This flexibility enables them to create a dynamic and learner-centered environment that promotes active participation, critical thinking, and autonomy [35].

This proposed methodological framework draws on various pedagogical approaches and technologies to create a comprehensive and adaptable blended learning model for Chinese university English classrooms. The eclectic nature of this framework acknowledges that different learning contexts, student profiles, and course objectives require a flexible and customizable approach to blended learning. By integrating a range of instructional strategies, such as flipped classrooms, project-based learning, online discussions, and multimedia resources, this model aims to provide a rich and engaging learning experience that caters to the diverse needs and preferences of learners.

To develop this eclectic blended learning model, this paper will employ ADDIE model to achieve research objectives or answer research questions. The ADDIE model consists of five parts, they are: Analysis, Design, Development, Implementation, Evaluation. A thorough review of existing literature on blended learning models, English language teaching, and instructional technologies will be conducted. Additionally, empirical research studies that investigate the effectiveness of blended learning in language classrooms will be examined to inform the design and implementation of this model. The integration of theory, empirical evidence, and practical considerations will guide the development of the methodological framework, ensuring its relevance and applicability to Chinese university English classrooms.

This paper will contribute to the field of language education by providing a methodological framework for implementing an eclectic blended learning model in Chinese university English classrooms. The framework offers guidance to language educators in designing and delivering effective blended learning experiences, taking into account the unique challenges and opportunities present in Chinese higher education contexts. By embracing the potential of blended learning, Chinese universities can enhance English language proficiency among students, promote learner autonomy, and foster a learner-centered approach to language education.

2 Research Questions

In accordance of research objectives, the corresponding research questions are as follows:

RQ1: What are the different approaches to the implementation of Blended Learning in the teaching and learning of English language?

RQ2: What will be the theorized Eclectic Blended Learning Model based on the findings from RQ1 that is culturally relevant to the China context?

RQ3: What is the comparative effect of the Eclectic Blended Learning Model and traditional learning on students' achievement in the learning of English among Year 1 undergraduate students from non-English major?

RQ4: What are the perceptions among the Year 1 undergraduate students from the experimental group with regard to the Eclectic Blended Learning Model?

3 Methodology: ADDIE Model

Based on the research objectives presented earlier, we are of the opinion that the use of the ADDIE Model would be able to resolve the research questions or achieve the research objectives. The five phases of ADDIE model are in Figure 1. The ways and methods that we use in each of the five phases in the ADDIE Model are discussed below:



Fig. 1. The phases of ADDIE model.

(i) Analysis Phase - Literature Review

Blended learning models have gained significant attention in recent years as a means of integrating traditional face-to-face instruction with online learning components [5]. This approach offers a flexible and personalized learning experience that combines the benefits of both physical and virtual environments [6]. This study will provide an overview of the literature on blended learning models and discuss the need for an eclectic approach to designing blended learning environments.

"What students want: A vision of a future online learning experience grounded in distance education theory" by Shearer and Aldemir [7]: This study argues for an eclectic blended learning model that combines various instructional approaches, technologies, and learning strategies. It emphasizes the importance of customization and adaptability to meet the diverse needs of learners and create engaging and effective learning experiences.

"Blended Learning Models in Higher Education: Framework, principles, and guidelines" by Garrison and Vaughan [8]: This influential study presents a comprehensive review of blended learning models in higher education. It examines various approaches, such as the flipped classroom, rotation models, and self-directed learning, and highlights the potential of blended learning to enhance student engagement and achievement. It emphasizes the need for flexibility in blending online and face-to-face components to suit diverse learning contexts and learner preferences.

By Dziuban and Graham [9] in "Blended Learning: The New Normal and Emerging Technologies": This study examines how blended learning is changing and offers information on new technologies that can be included into these contexts. It emphasizes how important it is for teachers to change how they deliver teaching and use all of the resources at their disposal.

According to a survey by Kim and Bonk [10], "The Future of Online Teaching and Learning in Higher Education: The Survey Says..." .This paper talks about how blended learning is becoming more common in higher education and how it can change how people learn and teach online in the future. It discusses the difficulties and possibilities of blended learning, as well as the demands on institutional support and faculty development.

Lundin [11] in "Higher education dominance and siloed knowledge: a systematic review of flipped classroom research": The flipped classroom approach, a well-liked type of blended learning, is the subject of this review. It investigates how flipped classrooms affect the attitudes, engagement, and learning results of students. The study emphasizes the value of effective technology integration as well as the benefits of the flipped classroom on student achievement.

The numerous blended learning models and modes examined in this systematic study are applied in educational environments [12]. The rotating model, the flex model, and the self-blend model are just a few of the various ways that the authors describe, along with their advantages and disadvantages. They emphasize that when developing a mixed learning model, the learning objectives and the requirements of the students must be carefully taken into account.

Existing blended learning models have been proposed and designed by Western researchers. Taking into account cultural backgrounds, learners' learning styles and learning needs, those blended learning models may not be suitable for Chinese students. Chinese university classrooms often have large enrollments, making it challenging for instructors to provide individualized attention and support to each student [13]. so we would like to develop an eclectic blended learning model that is relevant to china cultural context to improve students' English achievement.

The realisation that a one-size-fits-all strategy might not be able to adequately address the variety of demands of learners gives rise to the necessity for an eclectic blended learning paradigm. A more individualized and inclusive learning environment can be created by integrating a variety of approaches, tools, and teaching techniques [14]. In order to maximize learning results and take into account different learning preferences and styles in Chinese learners, educators can customize the mix of in-person and online components using an eclectic approach.

A blended learning model that incorporates synchronous and asynchronous activities, group projects, multimedia materials, and interactive assessments can be developed by educators by utilizing a variety of pedagogical approaches and technology [15]. This eclectic approach encourages education that is learner-centered, self-regulated learning, and a vibrant and interesting learning environment.

In conclusion, the examined literature shows that blended learning models can be effective and have the potential to improve student learning outcomes. Blended learning may be customized and adjusted to meet the various needs of students using an eclectic approach, which boosts student accomplishment and increases motivation and engagement. Developing an eclectic blended learning model in Chinese English classrooms offers advantages such as enhanced language acquisition, engaging and interactive learning experiences, personalized learning pathways, increased access to resources, flexibility in time and space, collaboration and communication skills development, integration of technology skills, and teacher professional development. These benefits contribute to creating a dynamic and effective English language learning environment that aligns with the needs and expectations of Chinese students and prepares them for success in an increasingly interconnected world.

(ii) Design Phase - Eclectic Blended Learning Model

In this article, a proposed eclectic blended learning model will be presented. Designing an Eclectic Blended Learning Model for Chinese English classrooms involves carefully integrating various instructional strategies and technologies to create a dynamic and engaging learning environment. This model combines various teaching methods and incorporates online and offline elements to enhance English language learning. The Design phase of the ADDIE

model facilitated the development of a theorized Eclectic Blended Learning Model (EBLM) that takes into account the cultural context of China. Cultural considerations, such as Chinese learning preferences, classroom dynamics, and educational norms, were taken into account during the design process.

Learning needs analysis: Conduct a needs analysis to identify the specific requirements and goals of the English language learners in Chinese University [16]. The study will be conducted among students who are year 1 undergraduates from non-English majors. Consider students' proficiency levels, learning styles, and areas of improvement.

Curriculum Development: Based on the uniform teaching materials provided by the education department, such as "New Horizon English", design a comprehensive curriculum that covers language skills, including listening and speaking. Incorporate relevant content and materials that align with the learners' interests and academic needs.

Blended Learning Components: Create a blend of online and offline learning components to engage students and provide a well-rounded learning experience [17]. Here are some key components to include:

Online Learning Platform: Utilize a learning management system (LMS) or an online platform to deliver interactive multimedia content, such as videos, audio recordings, and interactive exercises. This allows students to access materials anytime, anywhere, and at their own pace [18].

Virtual Classroom Sessions: Conduct regular virtual classroom sessions using video conferencing tools. These sessions can include live lectures, discussions, group activities, and presentations. Encourage student participation and provide opportunities for interaction and collaboration [19].

Offline Activities: Incorporate offline activities that encourage language learning and use [20]. Role plays, language games, and practical tasks requiring English language proficiency can all be included. These can be done alone or in groups.

Self-study Materials: Give students access to extra reading material, grammar manuals, word lists, and pronunciation aids [21]. Students can practice independently using these resources, which are available online or in paper form.

Cultural Relevance: Ensure that the content, examples, and activities are culturally relevant and sensitive to the Chinese context. Incorporate Chinese cultural elements, stories, and traditions into the curriculum to foster a sense of cultural identity and pride.

Assessments and Feedback: Use a range of assessment techniques to gauge the growth of your students. [22] This can apply to traditional exams as well as online quizzes, assignments, and presentations. Give pupils timely feedback to direct their study and address areas for development.

Monitoring and Evaluation: Continuously monitor the effectiveness of the blended learning model through feedback learning analytics, and assessment data from students. Collect data on student performance and engagement to identify areas that require improvement and make necessary adjustments [23]. Use the insights gained to make necessary adjustments and improvements to enhance the model's efficacy.

(iii) Development Phase - Validity and Reliability of the Model

A crucial step in assuring the efficiency and success of the strategy is establishing the validity and reliability of the Eclectic Blended Learning Model (EBLM) and creating lesson plans based on it.

Start by performing a thorough analysis of the literature and research studies that are pertinent to blended learning approaches and language instruction. Look for case studies and

empirical research that demonstrates how well blended learning approaches can improve language learning outcomes. This will support proving the reliability of the EBLM.

Expert Validation:

1. Identify a panel of experts who possess extensive knowledge and experience in English language teaching, blended learning, instructional design, and Chinese educational context. Experts can include English language educators, curriculum specialists, instructional designers, technology integration specialists, and researchers familiar with blended learning methodologies.

2. Provide the selected experts with the detailed documentation and materials related to the EBLM, including the instructional strategies, technological tools, and assessment methods. Request their review and feedback on the model's design, alignment with educational goals, pedagogical soundness, cultural relevance, and integration of technology. Experts can evaluate the model based on their expertise and provide valuable insights for refinement and improvement [24].

3. Organize interviews with the experts to discuss their suggestions, and recommendations for enhancing the EBLM. Encourage an open dialogue where experts can share their perspectives, ask clarifying questions, and offer constructive feedback. This consultation process can provide deeper insights into the strengths and limitations of the model and help identify potential challenges or areas of improvement [25].

4. Seek consensus among the panel of experts regarding the final version of the EBLM. This can be achieved through discussions, or formal consensus-building techniques [25]. The experts' collective agreement on the effectiveness, appropriateness, and cultural relevance of the model provides a strong validation of its potential to positively impact English language learning in Chinese classrooms.

Perform a pilot study with a small sample of pupils prior to putting the EBLM into practice on a bigger scale. Implement the model and collect information on the satisfaction, engagement, and learning results of the students. To evaluate the model's efficacy, use both quantitative (such as pre-tests and post-tests) and qualitative (such as interviews or classroom observation) measurements. Analyse the information to assess the validity of the EBLM.

Integrate both formative and summative assessments into the lesson plans [26]. Include online quizzes, assignments, discussions, and offline tasks to assess students' understanding and progress. Use a variety of assessment methods to measure different language skills, and provide timely and constructive feedback to guide student learning.

Encourage pupils to evaluate their own learning and give them opportunity to do so. Include introspective exercises that increase metacognition and motivate students to take responsibility for their learning, such as journals or online discussion forums [27]. Review and modify the EBLM-based lesson plans frequently in light of student comments, test results, and new developments in language teaching best practices.

(iv) Implementation Phase - how the lessons are put into practice

1. Identify learning objectives. The learning objectives and results the research wish to accomplish with the students should be clearly stated. Clearly define the learning objectives for the English language course based on the curriculum and desired outcomes [28]. This will direct the choice and organization of the activities and content.

2. Think about the activities and information that can be successfully given online versus those that call for in-person engagement. Based on the learning objectives and the needs of the students, decide how much time and resources should be devoted to each component .

3. Select online tools and resources that enable active involvement and interaction that are in accordance with the learning objectives. These might include discussion boards, video

lectures, interactive simulations, learning management systems (LMS), and multimedia resources.

4. Develop online activities that encourage active learning and promote student engagement [29]. These may include pre-recorded lectures, online quizzes, collaborative projects, virtual discussions, or online simulations. Provide clear instructions and guidelines to support student understanding and participation.

5. Establish the precise actions that will be carried out during in-person sessions when planning face-to-face meetings [30]. These sessions should be used in conjunction with the online exercises and offer chances for more in-depth discussion, clarification, group projects, and practical experiences. Think about including active learning techniques like group discussions, problem-solving exercises, experiments, or simulations.

6. Providing support and guidance, as students manoeuvre through the mixed learning environment, provide them with support and direction [31]. This could entail giving online tools technical support, conducting tutorials or orientation meetings, and keeping open lines of communication for students to ask questions or get clarification.

7. Monitor and evaluate: Throughout the blended learning experience, keep an eye on the engagement and progress of the students. Utilize a range of formative and summative tests to gauge student comprehension and give timely feedback [32]. Depending on the results and feedback from the students, modify the educational tactics and materials as necessary.

8. Reflect on the efficacy of the blended learning approach frequently, and make adjustments in light of student input, test results, and observed outcomes. To gain understanding and enhance the learning experience, think about asking students and coworkers for their opinions.

(v) Evaluation Phase - Assess the Applicability and Effectiveness of the EBLM.

The evaluation phase of an Eclectic Blended Learning Model (EBLM) involves collecting both quantitative and qualitative data to assess the applicability and effectiveness of the model. This data helps educators gain insights into the impact of the EBLM on student learning outcomes, engagement, and overall satisfaction.

Quantitative Data Collection

Data will be collected through a quasi-experimental study involving two groups of Year 1 undergraduate students from non-English major. The experimental group will be taught utilizing the eclectic blended learning model, while the control group will be taught utilizing conventional teaching techniques.

To gauge student learning outcomes and gauge the effect of the EBLM on knowledge acquisition and retention, administer pre-tests and post-tests. To ascertain whether the blended learning technique has improved student learning, compare the results. Pre-test and post-test will be administered to both groups, and the data collected will be analyzed using MANCOVA compare the mean scores of the two groups. The pre-test will be administered to both groups before the intervention, while the post-test will be administered after the 10 weeks intervention. The tests will measure students' listening and speaking skills.

Qualitative Data Collection

Interviews: To acquire qualitative information on students' experiences with the EBLM, we will conduct semi-structured interviews with learners, to explore their perspectives on the EBLM. Interviews provide opportunities for participants to share their experiences, challenges, and suggestions related to the model [33]. Investigate their opinions of the model, the difficulties they faced, the advantages they experienced, and any suggestions for improvement by asking questions. To find recurrent themes and ideas, transcribe the interview responses and analysis them.

Classroom observations should be made of both in-person and online interactions to gain qualitative information on the level of student involvement, teamwork, and general classroom dynamics. To observe specific interactions, behaviors, and learning strategies being used by students and teachers, use structured observation protocols.

4 Discussion

The purpose of our proposed study is to theorize an Eclectic blended learning approach, and thereafter, explore/establish its effectiveness on English achievement. The methodological framework employed in this study followed the ADDIE (Analysis, Design, Development, Implementation, and Evaluation) model, which provided a systematic approach to the development and implementation of the EBLM. The discussion in table 1 below highlights the key findings and implications of each phase of the ADDIE model and their contributions to the development of the EBLM.

Table 1.

Research Questions	ADDIE Model	Main Findings
RQ1: What are the different approaches to the implementation of Blended Learning in the teaching and learning of English language?	Analysis	Approaches to Blended Learning Implementation in English Language Teaching, providing a systematic structure for identifying and analyzing different approaches.
RQ2: What will be the theorized Eclectic Blended Learning Model based on the findings from RQ1 that is culturally relevant to the China context?	Design Development	The analysis of different approaches in RQ1 guided the selection and integration of suitable instructional strategies and technologies into the EBLM
RQ3: What is the comparative effect of the Eclectic Blended Learning Model and traditional learning on students' achievement in the learning of English among Year 1 undergraduate students from non-English major?	Implementation	In the Implementation phase, the EBLM will be implemented in the experimental group, while the traditional learning approach will be followed in the control group. The ADDIE model guides the implementation process, including instructor training, student orientation, and technical support, ensuring consistency and fidelity in the implementation of the

EBLM.

RQ4: What are the perceptions among the Year 1 undergraduate students from the experimental group with regard to the Eclectic Blended Learning Model?

Evaluation

The Evaluation phase of the ADDIE model will be enabled the collection of qualitative data on students' perceptions of the EBLM.

ADDIE model will be served as a systematic framework for the analysis, design, development, implementation, and evaluation of the Eclectic Blended Learning Model, enabling researchers to address the research questions effectively. The model provides a structured and iterative approach, ensuring that the research objectives were met, and valuable insights were gained from the study. By utilizing the ADDIE model, this study is able to systematically investigate the research questions and provide answers. The ADDIE model provides a structured framework for analysis, design, development, implementation, and evaluation, ensuring a comprehensive exploration of the research objectives. It facilitates the development of a culturally relevant EBLM, allowing for a comparative analysis of student achievement, and providing insights into students' perceptions of the EBLM.

We will discuss the implications and potential benefits of developing an eclectic blended learning model for Chinese university English classrooms. We will explore the methodological framework proposed and its alignment with current research and pedagogical practices in the field of language education.

Blended learning, which combines face-to-face instruction with online learning components, has gained significant attention and recognition in recent years. It offers numerous advantages over traditional classroom-based instruction, as it provides students with opportunities for personalized learning, increased engagement, and access to a variety of resources and materials. In the context of English language teaching in Chinese universities, where large class sizes and limited contact hours can pose challenges, an eclectic blended learning model can effectively address these issues.

The methodological framework proposed for the eclectic blended learning model emphasizes the integration of different instructional strategies and technologies to enhance English language learning outcomes. By incorporating a range of components such as online modules, virtual classrooms, multimedia resources, and collaborative learning activities, this model can create a dynamic and interactive learning environment.

Challenges and Considerations

While the implementation of an eclectic blended learning model has numerous benefits, it also presents challenges that should be carefully addressed:

a) **Technological Infrastructure:** Ensuring reliable access to technology and a stable internet connection is crucial for successful implementation [36]. Institutions need to provide adequate technical support, training, and resources to both teachers and students.

b) **Digital Literacy:** Students and teachers may require support and training to develop digital literacy skills necessary for effective participation in blended learning activities [37]. Providing guidance and resources can help overcome this challenge.

c) Time and Workload Management: Blended learning requires careful planning and time management to ensure that both online and face-to-face components are adequately addressed [24]. Teachers need to strike a balance between traditional classroom activities and online interactions.

d) Pedagogical Adaptation: Blended learning requires a shift in pedagogical approaches, instructional strategies, and assessment methods [38]. Teachers should be prepared to adapt their teaching practices to effectively integrate technology and online resources into their instruction.

The development of an eclectic blended learning model for Chinese university English classrooms offers a promising approach to enhance language learning outcomes. By carefully considering the methodological framework, taking into account the specific context, and addressing potential challenges, educators can create a dynamic and engaging learning environment that promotes language acquisition, autonomy, and student engagement.

5 Conclusion

The development of an Eclectic Blended Learning Model (EBLM) based on the ADDIE model for Chinese university English classrooms offers a methodological framework that addresses the challenges and opportunities in language learning and teaching in the digital age. It is clear from an analysis of the ADDIE model that its analytical approach to instructional design serves as a strong basis for the creation of the EBLM.

The ADDIE model's five stages—Analysis, Design, Development, Implementation, and Evaluation—provide a structured and complete framework for directing the incorporation of blended learning techniques in English language classrooms. The ADDIE model's evaluation phase guarantees that the effectiveness of the EBLM is evaluated and that modifications are made as necessary. The best learning outcomes are achieved when teachers continuously assess students' progress, pinpoint areas for growth, and implement the appropriate changes. The EBLM may be improved continuously thanks to this iterative approach, making it a model that can be used in English classes in Chinese universities and be easily modified.

By incorporating a range of pedagogical approaches and online tools, EBLM can create a dynamic and student-centered learning environment. It is essential for educational institutions to invest in the necessary resources, provide adequate training and support for teachers, and continuously evaluate and refine the model to ensure its effectiveness in meeting the language learning needs of Chinese university students. Developing an eclectic blended learning model for Chinese university English classrooms offers significant advantages, including pedagogical flexibility, enhanced language skills, personalized learning, technology integration, and continuous assessment. By combining face-to-face instruction with online learning activities, instructors can create engaging and effective learning environments that cater to the diverse needs of English language learners in this context, can address the unique needs and challenges of English language learners in this context [39].

Furthermore, the integration of technology in the form of learning management systems, online resources, and virtual communication tools allows for greater accessibility and flexibility. Students can access learning materials anytime, anywhere, and engage in meaningful interactions with their peers and instructors beyond the confines of the traditional classroom [40]. This not only enhances their language skills but also prepares them for the digital demands of the 21st century.

Importantly, the implementation of an eclectic blended learning model requires careful planning, effective teacher training, and ongoing evaluation. It is essential for instructors to design coherent learning pathways, provide clear instructions, and offer continuous support to ensure that students navigate the blended learning environment successfully. Regular assessment and feedback mechanisms should be in place to monitor student progress, identify areas for improvement, and make necessary adjustments to optimize learning outcomes.

While the eclectic blended learning model offers numerous benefits, it is essential to recognize that it is not a one-size-fits-all solution. Each classroom and group of students is unique, and instructors must adapt the model to suit their specific context and learners' needs [17]. Flexibility and customization should be encouraged to accommodate different learning styles, proficiency levels, and cultural backgrounds.

In conclusion, the development of an eclectic blended learning model for Chinese university English classrooms has the potential to revolutionize English language education by leveraging the advantages of both face-to-face instruction and online learning. By embracing this methodological framework, instructors can create engaging, interactive, and personalized learning experiences that empower students and foster their English language proficiency. The implementation of this model requires careful planning, ongoing evaluation, and a commitment to student-centered teaching. With these considerations in mind, educators can truly transform the English language learning landscape in Chinese universities.

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