The Development of Blended Teaching Using Learning Platform in College English Education Under the Influence of AI

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ABSTRACT
The objectives of this research were to: 1) develop blended teaching using a learning platforms in college English education under the influence of AI to have quality, 2) compare the blended teaching using a learning platform in college English education under the influence of AI, and 3) study the satisfaction of students who study blended teaching using learning platforms in college English education under the influence of AI.
The study sample consisted of 35 students selected by purposive sampling from Class 2, in the academic year 2024, majoring in clinical medicine at Inner Mongolia Medical University, China. They are students enrolled in blended teaching using online learning platforms in college English education. The instruments included 1) the Xuexitong Online Learning Platform, 2) a Textbook, 3) an evaluation form regarding the quality of media and content, 4) an achievement assessment (pre-test and post-test), and 5) the Questionnaire on Students' Satisfaction form. Statistics used for data analysis were mean, standard deviation, and a t-test for dependent samples.
The results showed that: 1) the blended teaching using learning platform in college English education under influence of AI as having good quality in term of media, with an average score of 4.47, and excellent quality in term of content, with an average score of 4.73; 2) students who learned the blended teaching using learning platform in college English education under influence of AI as reflected in an average pre-test score of 39.00 points and a higher average post-test score of 87.00 points. This increase in scores from pre-test to post-test was statistically significant at the .05 level; and 3) students were highly satisfied with the blended teaching using learning platform in college English education under influence of AI, with an average satisfaction score of 4.87, representing the highest level of satisfaction.
Keywords: Blended Teaching, Online Learning Platform, College English Education, AI

INTRODUCTION
Background and Statement of the Problem
In higher education, artificial intelligence (AI) is driving transformative change by enabling personalized and adaptive learning experiences, streamlining administrative tasks, and generating data-driven insights. These capabilities make AI a pivotal component in blended teaching—a model that integrates face-to-face and online instruction to enhance flexibility, address limitations of fully online formats (such as delayed feedback and low engagement), and optimize educational outcomes. With the continued evolution of AI, its integration into blended learning is expected to grow in scope and impact. In China, this trend is reinforced by the "Guidelines for College English Instruction (2020 Edition)," which advocate the deep integration of information technology and AI into English teaching to foster individualized and independent learning. As a result, blended learning, supported by intelligent technologies, is positioned to become a principal instructional model in modern higher education.

However, the current state of college English education still faces significant challenges. Currently, the overall design of college English presents a relatively old and single form, lacking distinctive features and failing to meet students' diverse needs. Traditional teaching methods prevail, with teachers positioned at the center and students relegated to passive roles. This dynamic often leads to a lack of motivation, autonomy, and innovative thinking among learners. At the same time, affected by the uneven distribution of educational resources, students in some colleges cannot get high-quality teaching resources, which will lead to uneven education results. The rapid development of information technology has provided rich online teaching resources for college English teaching, but there is still a problem of low efficiency in the use of online resources in daily teaching. Many teachers don not understand the importance and do not have the ability to use online resources for college

English teaching design; in addition, students' English learning outside the classroom is mostly fragmented learning, and they cannot use online resources to build their own English knowledge system efficiently.

To solve these problems, some universities have begun to try to build an AI-enhanced blended teaching model for college English education, aiming to break the limitations of time and space, optimize the allocation of educational resources, and improve the quality and effect of college English teaching. The introduction of an online and offline blended teaching model in college English education can not only reshape the professional role of teachers, but also allow teachers to return to small online classrooms, campuses, and social classrooms.

Research Objectives

The objectives of this research were to: 1) develop blended teaching using a learning platforms in college English education under the influence of AI to have quality, 2) compare the blended teaching using a learning platform in college English education under the influence of AI, and 3) study the satisfaction of students who study blended teaching using learning platforms in college English education under the influence of AI.

Research Questions and Hypothesis

1) Students who study with blended teaching using learning platform in college English education under the influence of AI can increase their academic achievement.
2) Students who study with blended teaching using learning platform in college English education under the influence of AI can improve their learning satisfaction.

LITERATURE REVIEW

Blended learning

It integrates online and traditional classroom teaching, is a key direction for educational reform, providing flexible and personalized learning opportunities. It combines the advantages of both environments through diverse pedagogical approaches and technologies, implemented across activity, course, program, and institutional levels (Caner, 2010). This model offers significant benefits, including flexibility, rich resources, adaptive technologies, and interactive tools that enhance engagement and improve outcomes (Sharma et al., 2022). In the context of college English teaching, blended learning aligns with China's Guidelines (2020) and supports personalized, dynamic curriculum systems (Wang et al., 2018). Its application, characterized by freedom, technology, and interactivity, improves English proficiency and autonomous learning ability, as evidenced in practical implementations theme activities (Gan et al., 2021).

Online learning platforms

Online learning platforms have become integral to modern education, significantly enhancing English language learning by providing realistic communication environments and diverse resources such as videos, audios, and interactive software. These platforms support diverse, flexible, and autonomous learning, emphasizing resource sharing and personalization, helping improve instructional efficiency and student engagement (Chen, 2020). Though existing platforms still face challenges that may affect learning experience and resource integration (Lu, 2019), online learning platforms continue to evolve, supporting more adaptive and collaborative foreign language education.

Artificial intelligence (AI)

AI is driving a transformative shift in education and prompting global strategic initiatives (Dai et al., 2020). Current AI applications in education include intelligent platforms for personalized learning, AI-assisted teaching tools, smart evaluation systems, VR/AR immersive experiences, and interactive robots (Knox, 2020). Dong (2024) further proposes a structured application model for AI in educational contexts. Within English language teaching, AI technologies—supported by big data, cloud computing, and speech recognition—enable personalized and adaptive learning experiences. These tools address individual differences and enhance efficiency through smart classrooms and real-time feedback (Mushthoza et al., 2023).

College English education

From traditional Grammar Translation and Audio-lingual methods to more contemporary Communicative and Task-Based Language Teaching (TBLT) approaches, integrating multiple methods to suit diverse learner needs and contexts is advocated increasingly (Ellis et al., 2020). However, significant challenges persist, including outdated teacher-centered practices, limited proficiency among instructors, large class sizes, and insufficient resources. Students often lack motivation and real-world English use opportunities, while varying proficiency levels complicate instruction. The integration of technology, though beneficial, introduces distractions and may hinder deep, collaborative learning (Krishnan et al., 2020). Research in China emphasizes that successful digital

transformation depends on platform diversity, teacher readiness, and improved interaction models to foster student participation and problem-solving skills (Li & Yang, 2022).

Assessment and evaluation in blended learning

Assessment and evaluation in blended learning focus on course outcomes, learner satisfaction, and student engagement, integrating multidimensional metrics such as academic performance, retention rates, and qualitative feedback (Berzosa et al., 2017). AI is increasingly applied to enhance assessment efficiency and personalization. Furthermore, AI enables personalized feedback and adaptive learning support by analyzing individual progress and providing real-time interventions (Maier & Klotz, 2022). Predictive analytics help identify at-risk students through patterns in behavior and performance, enabling early support to improve retention and outcomes (Alam & Mohanty, 2022).

Technology acceptance and adoption in education

Technology acceptance and adoption are influenced by a range of theoretical models and contextual factors. Key theories include the Technology Acceptance Model (TAM), which emphasizes perceived usefulness and ease of use, and the expanded TAM2 incorporating social influence and cognitive processes. The Combined TAM-TPB model integrates social norms and control beliefs, while the Motivational Model (MM) highlights intrinsic and extrinsic drivers of adoption (Ursavaş, 2022). Social Cognitive Theory (SCT) underscores the role of self-efficacy and observational learning. For students, key factors include perceived utility, intrinsic motivation, peer influence, and access to reliable infrastructure (Khan et al., 2021). Additionally, socio-cultural context and external policy pressures further affect integration efforts. The ADDIE model provides a systematic framework for designing and implementing technology-enhanced instruction, emphasizing analysis, design, development, implementation, and evaluation in an iterative cycle to align with learner and institutional needs. Successful adoption thus depends on addressing both individual beliefs and broader environmental conditions.

Academic achievement

Academic achievement reflects the attainment of educational goals through measures like grades and test scores, is shaped by cognitive, motivational, and instructional factors. Key influences include student motivation, self-regulation, and effective learning strategies (Schunk et al., 2020). In college English education, achievement is assessed through reading, writing, listening, and speaking competencies, increasingly supported by blended and AI-enhanced platforms that enable continuous assessment and personalized feedback (Zou et al., 2021). Critical factors specific to English learning include student engagement, self-regulated learning, technological proficiency, and peer interaction, all of which are facilitated by digital tools and collaborative activities (He et al., 2021). The integration of AI and blended learning provides adaptive, real-time support, helping improve language outcomes by targeting individual learning needs.

Student satisfaction

It is defined as the fulfillment of students' expectations and needs within the educational experience, is a key indicator linked to engagement and academic success. It is commonly assessed through surveys evaluating instruction quality, resource relevance, and support effectiveness (Hew et al., 2020). In technology-enhanced environments—particularly in college English education—satisfaction is significantly influenced by platform usability, real-time feedback, and AI-driven personalization (Al-Fraihat et al., 2020). Key factors for enhancing satisfaction include quality instructor-student interaction supported by timely feedback, user-friendly and accessible learning platforms with diverse multimedia resources, and adaptive AI systems that tailor content to individual needs (Zou et al., 2021). Additionally, peer collaboration through discussions and group activities further enriches the learning experience and boosts satisfaction in language acquisition contexts.

RESEARCH METHODOLOGY

Research Design

This study employs a quantitative, one-group pretest-posttest design to examine the impact of AI-influenced blended teaching via Xuexitong platform on first-year undergraduates in a College English course. Data in numerical form were collected through tests, with structure as follows: a pretest (O_1) was administered, followed by the intervention (X)—implementation of blended teaching using the online platform—and concluded with a post- test (O_2) to measure achievement.

Group: O1 X O2

O1 = Measurement of the pretest score

X = Blended Teaching Using Online Learning Platform in College English Education under the Influence of AI

O2 = Measurement of the achievement of the post-test score

Population and Sample

The study population consisted of 420 first-year Clinical Medicine majors from twelve classes at Inner Mongolia Medical University in the 2024 academic year. Using purposive sampling, a sample of 35 students from Class 2 was selected, all of whom were enrolled in the blended College English course delivered via an online learning platform.

Research Instrument

The research instruments employed in this study on the implementation of blended teaching using the Xuexitong online learning platform in College English education under the influence of AI were carefully selected and developed to ensure comprehensive data collection and validity. The primary tools included the Xuexitong platform itself, the prescribed textbook, a structured framework for online course development and evaluation, achievement assessments, and a student satisfaction questionnaire.

Xuexitong Online Learning Platform

Xuexitong served as the core technological medium for this study. It is a multifunctional online learning platform accessible via mobile, tablet, and computer terminals, supporting a blended learning approach by integrating abundant teaching resources and enabling bidirectional teacher-student communication. Key features utilized included notifications, sign-ins, grouping, discussions, assignments, and data analytics, which facilitated interactive and personalized learning. The platform's ability to host diverse learning materials—such as texts, images, and videos—and support autonomous learning activities like resource searches and course discussions was central to the intervention. Moreover, its data recording and analysis capabilities allowed for timely teaching adjustments and personalized instruction.

Evaluation Form Regarding the Quality of Media and Content Instruments Development and Evaluation

The development and validation of the online course followed a rigorous process grounded in the ADDIE instructional design model (Analysis, Design, Development, Implementation, Evaluation). The course was structured around six core elements: instructional design, teaching resources, learning activities, technical support, learning support, and evaluation/feedback. Course objectives were formulated across three dimensions—knowledge, ability, and educational goals—tailored to unit-specific content. Teaching resources included multimedia materials, real-life case studies, interactive exercises, and AI-enhanced tools for personalized learning paths and automated feedback. Course evaluation involved multi-method assessment: learning analytics from platform usage data, knowledge-based unit and final exams, practical application tasks, student feedback surveys, and comparative analysis with traditional teaching outcomes. Validity was assured through expert reviews using an Item Objective Congruence (IOC) index, with a criterion of IOC > 0.5 for acceptance.

Achievement Assessment (Pretest and Post-test)

The achievement assessment consisted of parallel pretest and post-test instruments, each comprising 20 multiple-choice questions designed to evaluate knowledge and skills acquired during the course. The tests underwent expert validation to ensure congruence with learning objectives (IOC > 0.5), and were piloted to establish psychometric quality—targeting a difficulty index (P) between 0.2–0.8, a discrimination index (D) of at least 0.2, and high reliability (KR-20 ≥ 0.8).

The Questionnaire on Students' Satisfaction Form

A structured questionnaire was developed to measure student satisfaction with the blended learning experience. It contained a closed-ended section using a five-point Likert scale (from 1 = Very Poor to 5 = Highest) to quantify perceptions of course quality, platform usability, and learning support, and an open-ended section for qualitative feedback. The instrument was validated by experts for content appropriateness and objective congruence (IOC > 0.5), and responses were interpreted using defined ranges for mean scores.

DATA COLLECTION AND ANALYSIS

Data Collection

The data collection process involved 35 first-year clinical medicine students who registered for and participated in a one-semester College English online course. Prior to the intervention, a pretest was administered to assess initial proficiency. Following the completion of the online course activities, a post-test was conducted under the same conditions. Both sets of scores were collected for subsequent statistical comparison to evaluate the impact of the blended learning intervention on academic performance.

Data Analysis

Data analysis employed mean differences, standard deviations, and t-tests. Three content and three media experts evaluated the online course materials using mean and standard deviation metrics to assess quality and usability. Pretest and post-test scores were compared via t-test to identify significant differences in student performance and determine the effectiveness of the course. Additionally, student satisfaction with the AI-supported blended learning approach was analyzed using descriptive statistics (mean and standard deviation) to gauge perceived efficiency and acceptance.

RESEARCH RESULT

Results of evaluation of blended teaching using a learning platform in college English education under the influence of AI to have quality.

Table 1 The blended teaching using a learning platform in college English education under the influence of AI to have quality from three media experts.

Item	$\bar{X}$	SD.	Meaning
1. Are the facts, statistics and information accurate and reliable? Are they supported by reliable sources and evidence-based research?	4.33	0.58	Good
2. Is the information presented clearly and simply? Is it easy to understand and explain, even for those without a background in blended teaching?	4.33	0.58	Good
3. How visually appealing is it? Does it use color, images, and graphics effectively to attract attention and convey information?	4.67	0.58	Excellent
4. Does it provide a fully presentation of the blended teaching's influence on students?	4.33	1.15	Good
5. Is it tailored to the target students? Does it take into account the age, interests and background of the target students?	4.67	0.58	Excellent
6. Are there any interactive elements or features in the media that engage the learners and enhance the learning experience?	4.67	0.58	Excellent
7. Does it always maintain consistency of information and reinforce key knowledge and objectives?	4.33	0.58	Good
8. Is it accessible to people with different disabilities, such as the visually impaired? Are there other formats or amenities available?	4.33	0.58	Good
9. Does it include a clear call to action or practical steps that students can take to improve their English skills?	4.33	1.15	Good
10. Is it original and creative and stand out from other similar media? Does it use unique design elements or innovative approaches to convey the knowledge?	4.67	0.58	Excellent
Total	**4.47**	**0.49**	**Good**

Form table 1 , the blended teaching using learning platform in college English education under influence of AI as having good quality in term of media, with an average score of 4.47.

Table 2 The blended teaching using a learning platform in college English education under the influence of AI has quality from three content experts.

Item	$\bar{X}$	SD.	Meaning
1. Does the teaching content adequately develop students' listening skills in English?	4.33	0.58	Good
2. Does the teaching content provide opportunities for students to practice speaking in English?	4.67	0.58	Excellent
3. Does the teaching content include sufficient materials to enhance students' reading comprehension skills?	5.00	0.00	Excellent
4. Does the teaching content effectively guide students in improving their writing skills in English?	4.33	0.58	Good
5. Does the teaching content focus on improving students' ability to translate between English and their native language?	5.00	0.00	Excellent
6. Does the teaching content adequately cover vocabulary learning, including word usage and context?	5.00	0.00	Excellent
7. Does the teaching content provide clear instruction on sentence structure and grammar rules?	5.00	0.00	Excellent
8. Does the teaching content include materials or activities that help students understand cultural differences in cross-cultural	4.67	0.58	Excellent

communication?			
9. Does the teaching content encourage students to apply English grammar rules in practical communication scenarios?	4.33	0.58	Good
10. Does the teaching content include idiomatic expressions or phrasal verbs to support students' understanding of natural English usage?	5.00	0.00	Excellent
Total	**4.73**	**0.29**	**Excellent**

Form table 2 , the blended teaching using learning platform in college English education under influence of AI as having good quality in term of content, with an average score of 4.73.

Results of comparing students' knowledge of blended teaching using a learning platform in college English education under the influence of AI.

Table 3 Compares students' knowledge of blended teaching using a learning platform in college English education under the influence of AI.

Items	n	Total	$\bar{X}$	SD.	t-test	Sig. (2-tailed)
Pre-test	35	100	39.00	17.22	4.44	0.00
Post-test	35	100	87.00	14.13		

**p< .05

Form table 3, students who learned the blended teaching using learning platform in college English education under influence of AI as reflected in an average pre-test score of 39.00 points and a higher average post-test score of 87.00 points. This increase in scores from pre-test to post-test was statistically significant at the .05 level.

Results of the study satisfaction of students who study blended teaching using a learning platform in college English education under the influence of AI.

Table 4 The satisfaction of students who study blended teaching using a learning platform in college English education under the influence of AI

Option	$\bar{X}$	SD.	Meaning
1. The overall effect of the blended teaching mode in College English is satisfactory.	4.91	0.40	Highest
2. The combination of AI and the Xuexitong platform in teaching is helpful for understanding the content of "Advanced College English Comprehensive Course 2".	4.89	0.40	Highest
3. The teaching resources (such as e-books, videos, exercises) on the Xuexitong platform for Unit 1 "Working Holiday Abroad", Unit 2 "Consumption" and Unit 3 "Cultural Difference" meet my needs.	4.94	0.23	Highest
4. The Xuexitong platform can effectively promote interaction and communication in the process of blended teaching.	4.94	0.23	Highest
5. I actively use AI-assisted learning functions (such as intelligent tutoring, speech correction) on the Xuexitong platform.	4.94	0.23	Highest
6. I am satisfied with the teacher's teaching guidance and feedback in the blended teaching mode.	4.91	0.37	Highest
7. The blended teaching mode has improved my English learning ability and performance.	4.94	0.23	Highest
8. The difficulty level of the course content in the blended teaching of these three units is appropriate.	4.94	0.23	Highest
9. I am willing to continue to use the blended teaching mode with the Xuexitong platform and AI assistance in the future.	4.94	0.23	Highest
10. The blended teaching mode using the Xuexitong platform and AI in College English is consistent with my learning expectations.	4.94	0.23	Highest
Total	**4.87**	**0.35**	Highest

Form table 4, students were highly satisfied with the blended teaching using learning platform in college English education under influence of AI, with an average satisfaction score of 4.87, representing the highest level of

satisfaction.

CONCLUSION AND DISCUSSIONS

Conclusion

1) The blended teaching using learning platform in college English education under influence of AI as having good quality in term of media, with an average score of 4.47, and excellent quality in term of content, with an average score of 4.73;
2) Students who learned the blended teaching using learning platform in college English education under influence of AI as reflected in an average pre-test score of 39.00 points and a higher average post-test score of 87.00 points. This increase in scores from pre-test to post-test was statistically significant at the .05 level;
3) Students were highly satisfied with the blended teaching using learning platform in college English education under influence of AI, with an average satisfaction score of 4.87, representing the highest level of satisfaction.

Discussions

1) This research confirms the high efficacy of blended teaching using learning platform in college English education under influence of AI, as evidenced by substantial expert evaluations (average ratings >4.4) and significant student progress (scores rising from 39 to 87). The platform excelled in visual design, interactivity, and content quality, effectively fostering English proficiency development. These findings are consistent with the findings of Jiang et al. (2021), who reported similar advantages of blended teaching in English listening, and Wang (2023), who emphasized AI's contribution in enabling personalized and efficient learning.
2) Expert Evaluations and student outcomes indicate that the platform's strengths in visual appeal, interactivity, and AI-driven features (e.g., intelligent tutoring and speech correction) significantly enhanced engagement and academic performance. These findings resonate with Syakur et al. (2020), who emphasized the significance of multimedia and interactive components, and with Wang (2021) and Jiang et al. (2021), who demonstrated substantial improvements in oral and comprehensive English skills through blended and AI-supported methods.
3) Student satisfaction with the blended learning was exceptionally high (average score 4.87), reflecting strong approval of its content, interactivity, and AI features. This in agreement with Wang (2021), who found that AI assistance increased motivation and engagement, and with Yang et al. (2022), who emphasized the importance of well-designed learning environments. Collectively, the results emphasize that thoughtful technology integration and user experience design are vital in improving student satisfaction and learning effectiveness.

RECOMMENDATIONS

To enhance the platform, it is recommended to incorporate innovative and interactive elements such as gamification and virtual reality to improve students' engagement. Instructional content ought to be strengthened with a greater focus on grammar, vocabulary, and cultural contextualization, and updated frequently based on language teaching research. Teaching strategies should be refined through ongoing feedback to develop personalized learning pathways. For future research, the emphasis should be on developing systematic evaluation mechanisms to track outcomes and satisfaction, as well as identifying best practices to support broader adoption through inter-institutional collaboration.

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