Learner Satisfaction and Its Influencing Factors in Blended Teaching for English Majors in Higher Education

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Abstract: This study aims to assess the impact of blended teaching in English majors at higher education institutions on learner satisfaction and its main influencing factors.Through a literature review analysis of blended teaching theory and practice,and using structural equation modeling based on 298 valid questionnaires,it was found that the quality of teaching resources,platform usability,teacher guidance,and learner personalization needs are key factors affecting learner satisfaction.The results demonstrate the effectiveness of blended teaching in enhancing learner satisfaction.The limitation of the study lies in the restricted sample scope.Future research could explore the effects of blended teaching on a broader sample and examine the impact of individual differences on learner satisfaction more deeply.

Keywords: Blended Teaching;Learner Satisfaction;English Major;Higher Education

1. Introduction

With the rapid development of information technology and continuous changes in the educational environment,higher education in English majors faces unprecedented challenges and opportunities.The era of information technology has not only changed the way of knowledge acquisition and communication but also posed new requirements for English teaching methods and student learning models.Against this backdrop,exploring and implementing effective teaching strategies to better adapt to these changes has become a key issue in higher education.

The blended teaching model shows its unique advantages in English major education at universities.By integrating the interactivity of traditional classroom teaching with the flexibility of online platforms,this model not only enhances students'learning motivation but also promotes a more personalized and efficient learning experience.For example,online resources provide a wide range of learning materials,allowing students to study at their own pace and interest,while offline classrooms enhance teacher guidance and peer interaction.This method,combining innovative and traditional elements,is becoming key to meeting the educational needs of the information age.

This study will delve into the application and effects of the blended teaching model in English major education at universities,aiming to provide theoretical foundations and practical guidance for the innovation and improvement of current educational models.By analyzing the potential of blended teaching in enhancing students'English abilities and satisfaction with learning,this study hopes to offer valuable insights and suggestions for the field of higher education.

2. Literature Review

In recent years,blended teaching has gained widespread attention and application in higher education,particularly in university-level English majors.Practical studies on blended teaching in university English majors indicate significant positive impacts on students'English proficiency,especially in application skills,self-directed learning abilities,and overall learning effectiveness.For instance,students can improve language skills in more authentic contexts through listening,speaking,and reading exercises on online platforms.Additionally,blended teaching facilitates enhanced communication and teamwork skills through online interaction and

collaboration tools.Future research should focus on the micro-level aspects of the specific influencing factors and mechanisms of blended teaching.[1]

Learner satisfaction is an important metric for evaluating the effectiveness of blended teaching.Research on learner satisfaction indicates numerous influencing factors,including e-learning adaptability,perceived usefulness,timely responses from the teachers,perceived ease of use and course applicability,[2]personal feature,learning environment and interaction degree,[3]the richness and quality of learning resources,teacher guidance and support,the usability and stability of the learning platform,the rationality of course design,and the perception of learning outcomes.These factors not only directly affect learner satisfaction but also indirectly reflect the quality and effectiveness of teaching methods.

This study will delve into the application of blended teaching in university-level English education,particularly focusing on the level of learner satisfaction and its influencing factors,to provide a more comprehensive understanding and practical guidance.

3. Research Methodology

To comprehensively evaluate the impact of blended teaching on learner satisfaction in English majors at universities,this study utilized Structural Equation Modeling(SEM)as the analytical approach.This method combines factor and path analysis,suitable for examining complex relationships between observed and structural variables.

The research initiated with the design of a blended teaching evaluation survey aimed at quantifying student satisfaction with the blended teaching model.The questionnaire encompassed five factors:individual characteristics,learning environment,interaction level,learning achievement,and satisfaction,totaling 17 items.These items were rated using a Likert five-point scale,including options from"strongly agree"to"strongly disagree".The questionnaire design was informed by existing research and expert opinions.

The survey was conducted online via the"Wenjuanxing"platform among undergraduates in English majors at a science and technology university in Hunan,covering 18 blended courses from Autumn 2021 to 2023.A total of 342 electronic questionnaires were collected,out of which 298 were deemed valid,resulting in an 87.13%validity rate.

During the data analysis phase,the study used SPSS 25.0 software to test the reliability and validity of the questionnaire.The obtained Cronbach'sαvalue of 0.87 and a KMO value of 0.90 indicated high reliability and validity of the questionnaire.As the data primarily concentrated in the higher score range of the Likert scale,indicating a non-normal distribution,an Asymptotic Distribution-Free(ADF)estimation method was chosen for SEM analysis.

4. Research Results

This study conducted a comprehensive analysis of 298 valid questionnaires to assess the impact of blended teaching in university English majors.Through structural equation modeling,key factors significantly affecting learner satisfaction were identified:

4.1 Quality and Relevance of Teaching Resources

High-quality and relevant course content were key in enhancing learner satisfaction.About 74%of students highly rated these aspects(scores 4 or 5),with 80%noting the alignment of resources with their learning needs,boosting interest and efficiency.

4.2 Usability and Stability of Teaching Platform

The platform's usability and stability were critical for satisfaction,with 67%of students expressing satisfaction.Effective online resources and a reliable,user-friendly platform enhanced learning experiences.

4.3 Teacher Interaction and Support

Active interaction and effective support from teachers were closely linked to increased satisfaction in blended teaching. Approximately 78%of students were highly satisfied with good teacher support,a higher proportion compared to those receiving less support.

4.4 Personalized Needs and Learning Styles

Students'personalized needs and learning styles significantly influenced satisfaction,especially among those with strong self-directed learning abilities,representing about 45%of the sample.

4.5 Technological Acceptance and Learning Motivation

High technological acceptance(scores 4 or 5)was seen in about 80%of students,who showed higher satisfaction.Likewise,about 65%of highly motivated students expressed greater satisfaction.

The findings clearly indicate that the quality of teaching resources,platform usability,teacher interaction,and consideration of students'personalized needs and learning styles significantly impact learner satisfaction in blended teaching environments.High technological acceptance and strong learning motivation also correlate with greater satisfaction.These insights provide concrete

guidance for optimizing blended teaching strategies,emphasizing the importance of personalized teaching approaches in enhancing student satisfaction.

5. Discussion

5.1 Blended teaching effectively meets the diverse needs of modern students.Based on the findings,this study proposes the following optimization strategies

5.1.1 Development of Personalized Teaching Resources

Conduct in-depth research into students'professional interests and learning needs to design interactive learning modules closely related to course content,such as customized language learning resources for different specializations.

5.1.2 Continuous Improvement of Teaching Platforms

Regularly evaluate and upgrade teaching platforms to ensure advanced technology and usability.Introduce user experience design principles,such as efficient technical support.

5.1.3 Comprehensive Teacher Training Plans

5.2 Develop comprehensive training programs for teachers in blended teaching environments,including the use of digital teaching tools,online interaction strategies,and methods to enhance student participation. Improve teachers'online teaching abilities through case studies,simulated classes,and experience sharing.

5.2.1 Integration of Diverse Teaching Methods

Cater to different learning styles,suggesting the diversification of teaching methods.Encourage group collaboration and project-based learning to enhance teamwork and communication skills among students.

5.2.2 Regular Evaluation and Adjustment of Teaching

Establish a continuous feedback mechanism to collect opinions and suggestions from students and teachers on blended teaching. Regularly analyze this feedback and adjust teaching methods and resources based on student learning outcomes and teacher experiences.

However,the study's limitation lies in its sample scope,being confined to English majors at a specific university.Future research should broaden the sample scope,explore blended teaching's effects across different regions and types of institutions,and delve into personalized teaching's impact on various learning styles and motivations.

6. Conclusion

The primary finding of this study is that blended teaching significantly enhances learner satisfaction in university-level English majors.Key factors include high-quality teaching resources,user-friendly platforms,effective teacher guidance,and consideration of learner characteristics.

It is recommended that institutions focus on resource quality,enhance platform user experience,and strengthen teacher training to improve learners'experience.Additionally,considering students'personalized needs and learning styles is vital for teaching effectiveness.

Future research should involve a broader sample to explore blended teaching's effectiveness across various educational backgrounds and examine how individual differences affect learner satisfaction.This will aid in the continuous optimization and innovation of blended teaching methods.

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