

BLENDDED TEACHING MODEL DEVELOPMENT FOR COLLEGE
ENGLISH READING COURSE BASED ON UNIPUS PLATFORM

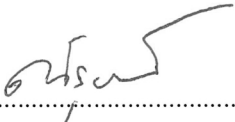
CHENG QIPIN

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Academic Year 2024
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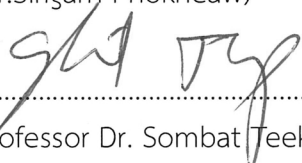
Thesis Title Blended Teaching Model Development for College English Reading Course
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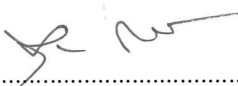

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ABSTRACT

This study aimed to develop a Blended Teaching Model (BTM) for College English Reading Courses using the Unipus platform to address the limitations of traditional teaching methods. The model incorporates nine essential elements: teaching objectives, content, methods, process, environment, resources, activities, evaluation, and time allocation. A mixed-methods approach was employed, combining literature review, expert interviews, and surveys to develop, valuate and implement the model.

Expert evaluations revealed that all 9 elements met the selection criteria ($Mnd \geq 3.5$ and $IQR \leq 1.5$), demonstrating a high degree of consensus. Critical teaching objectives such as understanding complex texts (100%) and increasing reading enthusiasm (88.89%) were emphasized. Techniques like flipped classrooms and synchronous-asynchronous learning were strongly supported, with 100% of experts endorsing comprehensive course planning and the integration of physical classrooms with online platforms. Evaluation methods targeting engagement and reading comprehension were also unanimously endorsed, while time allocation saw varied support, with 77.78% favoring an equal split between online and offline learning.

Teaching experiments confirmed the model's impact on learning outcomes. Pre-test scores showed no significant difference between the experimental group (EC: 61.52) and control group (CC: 60.78). Post-test results, however, demonstrated

significant improvements in the EC group (80.25) compared to the CC group (71.04). A paired t-test indicated significant progress for both groups, with the EC group achieving greater gains ($p < 0.01$), and an independent t-test revealed a significant mean difference of 9.21 ($p < 0.01$). Students expressed high satisfaction with the model, averaging 4.56 out of 5, particularly appreciating its interactive and flexible environment.

The findings highlight the effectiveness of the BTM in enhancing academic performance, critical thinking, and student engagement. Theoretically grounded in humanism, constructivism, and cooperative learning theories, this research provides a scalable framework for improving English reading courses in higher education, offering significant contributions to modern pedagogy.

Keywords: Blended teaching, College English Reading, Unipus Platform

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This is not only a memorable moment, but also a moment of gratitude. Writing this doctoral thesis is not only a difficult and beneficial pursuit of knowledge, but also a noble baptism of my own spirit and will. In the process, I encountered puzzles, dilemmas, fun, and discoveries in searching for solutions and insights. These ideas, puzzles, and joys gave a unique meaning to my doctoral study and guided me through my thesis. None of this could be achieved without the care, support and encouragement of the school, teachers, classmates, relatives and friends. I should credit them for all my efforts, gains and experience.

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Chapter 1

Introduction

Rationale

Education informatization 2.0 requires the transformation from application integration to innovation integration. Blended teaching is not only the surface integration of online courses and offline courses, but also the deep integration of teaching concepts and information technology, which occupies a relatively important module in the process of education informatization. With the rapid development of science and technology in the information age, blended teaching has become an important research direction and mainstream teaching model in the field of education.

Currently, listening, speaking, reading, writing, and translating are the five basic skills that students need to master in English learning. Among them, reading is the skill that Chinese learners spend the most effort on. Meanwhile, Bao Jiping (2005) also points out that reading is the main way for students to acquire English language knowledge and train their basic skills, and Shu Dingfang and Zhuang Zhixiang (2016) believe that the teaching of foreign languages in China has always focused on reading and writing. It can be seen that English reading is an important part in language learning. However, although teachers and students spend a lot of time and energy in reading, the effect of reading teaching is not satisfactory.

For a long time, influenced by teaching materials, teaching ideas, teaching time and many other factors, China's college English reading teaching always adopts the traditional teaching methods. In the teaching process, teachers adopt the traditional reading teaching model to dominate the whole teaching process and lead to students being in a passive position and lacking learning initiative. In the teaching evaluation, teachers only use the test results to evaluate the students' learning, which cannot really judge the students' reading level. In the process of reading,

students do not know how to use some reading strategies, resulting in slow reading speed and poor effect. Therefore, in this case, teachers need to adopt some suitable teaching models to solve the problems existing in the current college English reading teaching.

On March 13, 2012, Ministry of Education of the People's Republic of China officially promulgated Decade Plan of Education Informatization (2011-2020), which points out that "the challenge to be solved in higher education informatization is to realize the deep integration of information technology and higher education, and to promote project learning in the network environment through the digitalization of curriculum and profession, the integration of research and learning, etc. Through digitalization of curriculum and specialties, integration of scientific research and learning, project learning in network environment and other methods, we can promote the innovation of talent cultivation mode and scientific research organization mode in colleges and universities. As a result, how to combine information technology and higher education to improve teaching quality has become a hot issue in higher education research. In this case, the blended teaching arises the attention in the higher education field.

In recent years, the blended teaching has been increasing in popularity in China, and its research has spread to various levels and fields such as school education, in-service training and adult education. Moreover, Chinese scholars have gradually changed their researches from "learning" to "teaching", and certain research results have been achieved. At present, with the development of science and technology, the blended teaching has been widely accepted in China, especially in college English teaching. The research of BTM in college English teaching is mostly in writing teaching, listening and speaking teaching, and BTM can also be applied to reading teaching. The researcher plans to develop a BTM based on Unipus platform, applies it in the college English reading teaching and hopes to solve the problems in college English reading teaching through BTM.

The purpose of this study is to improve the teaching quality of college English reading through BTM based on Unipus platform. The full name of Unipus is the Unipus Smart Teaching Cloud Platform, which is divided into teacher version and student version.

Many of the functions on Unipus platform can be applied to actual teaching. For example, “learning analysis”, “assignment and test”, “supplementary resource management” and so on. Therefore, Unipus platform provides technical support for the implementation of BTM, and is suitable for teaching English reading in college.

For improving the quality of college English reading teaching, this study is to develop a blended teaching model of college English reading teaching, which is guided by learning theories such as humanism teaching theory, constructivism learning theory and cooperative learning theory, based on a large amount of relevant literature and analysis of the current situation of college English reading teaching. The experiment is conducted for one semester. Through a semester of experimental teaching, the researcher explores whether BTM has positive effects on students’ English reading.

Research Questions

1. What are the elements of blended teaching model for College English Reading Course?
2. Does the developed blended teaching model help to improve college students’ English reading interest and academic performance?

Objectives

Main Objective

To develop a blended teaching model for College English reading course based on Unipus platform.

Specific Objectives

1. To study the elements of blended teaching Model for College English Reading Course based on Unipus platform.
2. To develop the blended teaching Model for College English Reading Course based on Unipus platform.
3. To evaluate the blended teaching Model for College English Reading Course based on Unipus platform.
4. To implement the blended teaching Model for College English Reading Course based on Unipus platform.

Scope of the Study

Content (s)

This research study is to develop a blended teaching model for College English reading course based on Unipus platform. There are 4 steps in the process:

Step 1 To study the elements of blended teaching Model for College English Reading Course based on Unipus platform.

Step 2 To develop the blended teaching Model for College English Reading Course based on Unipus platform.

Step 3 To evaluate the blended teaching Model for College English Reading Course based on Unipus platform.

Step 4 To implement the blended teaching Model for College English Reading Course based on Unipus platform.

The Variable

Independent Variable

Concepts and theories of blended teaching, Core elements of blended teaching model, Key aspects of college English reading and Features of Unipus platform platform

Dependent Variable

The blended teaching model for College English Reading Course based on Unipus platform, Improvement in reading ability, Learning satisfaction and acceptance

Population

Experts in the Field of Blended Teaching: experts with rich theoretical and practical experience in the area of blended teaching.

Teachers of College English Reading Courses: Teachers engaged in College English Reading teaching within higher education institutions.

Online platform managers: management personnel with profound experience in online platform operation and evaluation.

Experts in the Field of College English teaching: Experts with rich teaching experience and qualifications in College English teaching.

Experts in the Field of Modeling: Experts with relevant work experience and qualifications in the field of modeling.

Online platform Experts: Professionals working in online learning platform evaluation, holding advanced qualifications.

Students Engaged in College English Reading experiment: Students from Shanghai Lida University who participate in College English reading courses and experiment.

Sample Group

The sample groups in this study are divided into the following four groups, each employing different data collection methods. For the first group, data will be collected using the semi-structured interview method. For the second and third groups, expert data will be collected using a Research Evaluation Form and analyzed using a five-point scale. As for the fourth group, data will be collected using course experiment methods and questionnaire surveys:

The first group includes 3 Experts in the Field of Blended Teaching, 3 Teachers of College English Reading Courses, 3 Online platform managers.

The second group comprises 7 Experts in the Field of Blended Teaching, 7 Teachers of College English Reading Courses and 7 Online platform managers, totaling 21 scoring experts.

The third group consists of 3 Modelling Experts, 3 Experts in Blended teaching of College English Reading Courses, 3 Online platform experts.

The fourth group consists of 94 second-year college students in Shanghai Lida University.

Location

Shanghai, China

Time

6/2024-1/2025

Advantages

1. Integration of Traditional and Modern Teaching Methods

The blended teaching model effectively integrates traditional face-to-face instruction with modern online methods. This combination leverages the strengths of both approaches, creating a more comprehensive learning experience. Instructors can use Unipus platform to supplement classroom teaching with digital reading materials, online quizzes, and interactive exercises, thus enriching the learning process with diverse resources and activities.

2. Enhanced Accessibility and Convenience

By incorporating online components, the blended model makes learning materials and activities more accessible to students, regardless of their location or schedule. Students can access reading assignments, video lectures, and discussion forums on Unipus platform at any time, allowing them to engage with the content at their convenience and from any location.

3. Fostering Interactive and Engaging Learning Experiences

Blended learning models often include interactive elements that can increase student engagement and motivation. Features such as interactive reading exercises,

multimedia content, and online discussions on Unipus platform can make learning more dynamic and engaging, helping students stay motivated and interested.

4. Data-Driven Insights for Improvement

The use of online platforms provides valuable data on student performance and engagement, which can inform instructional strategies and improvements. Analytic tools on Unipus platform can track students' progress, participation, and performance, allowing instructors to identify trends, address challenges, and tailor their teaching approaches based on data. As students interact with online platforms, they develop essential digital literacy skills that are crucial for both academic and professional success.

Definition of Terms

College English reading is an academic course designed to improve students' ability to understand, analyze, and critically engage with various English texts. It emphasizes the development of reading comprehension, critical thinking, and vocabulary skills through the study of diverse materials, including literature, scholarly articles, and other written content relevant to college-level coursework.

Blended Teaching is an instructional approach that combines traditional face-to-face teaching with online learning components. This hybrid method leverages the strengths of both in-person and digital environments to enhance educational experiences, allowing for flexible, interactive, and effective learning.

Unipus platform is an online learning platform. It has multiple functions to support the online learning. Meanwhile, the tagline of Unipus platform is that "Unipus platform provides the solution for college English teaching in teaching, learning, testing, evaluating and studying." Therefore, Unipus platform is a systematic application for BTM and offers a technical support for implementation of the blended teaching.

Research Framework

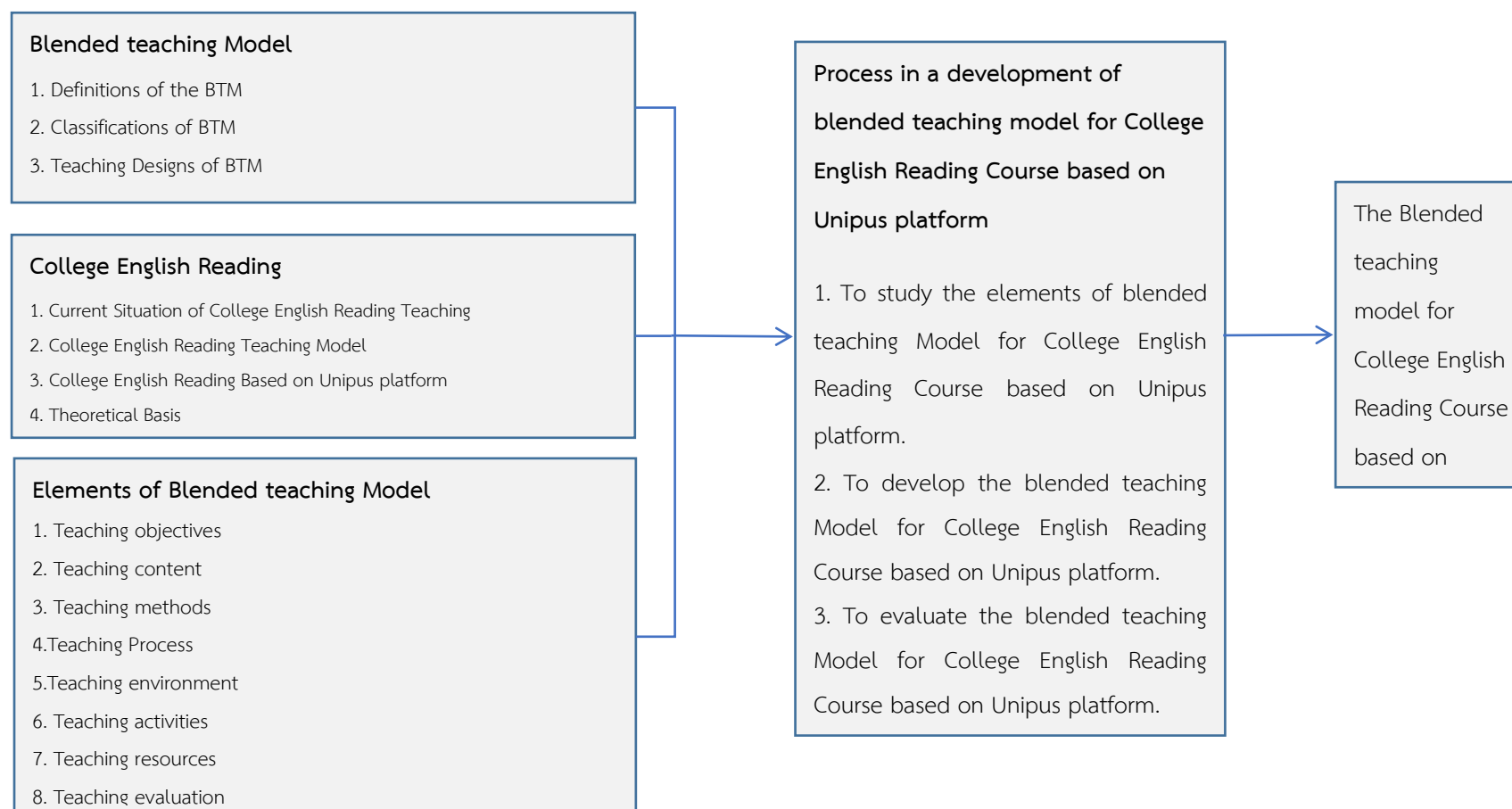


Figure 1.1 Research Framework

Chapter 2

Literature Review

This topic is Development of blended teaching model for College English reading course based on Unipus platform. Combined with the research status and related theories at home and abroad, the following review is proposed.

1. Concept of Blended teaching model
2. Concept of college English reading
3. Concept of Unipus platform
4. Theoretical basis

Concept of Blended Teaching Model (BTM)

1.1 Definitions of the Blended Teaching

The research on BTM is originated from the blend teaching. Blended teaching is translated as “blended learning” in foreign countries, which is synonymous with the name “blended teaching” in China (For better comprehension purposes, blended teaching is used in the whole study).

Singh and Reed (2001) of the American Society for Training and Development (ASTD) consider that the blended teaching is a teaching approach that uses different delivery methods to reduce costs and optimize output to obtain a higher learning benefit with minimal input.

Driscoll (2002) defines the blended teaching in four ways: (1) combining multiple networked technologies to achieve educational goals; (2) combining multiple learning theories to produce optimal learning outcomes using learning technologies; (3) combining any one learning technology with face-to-face teacher instruction; (4) combining learning technologies with actual work tasks to align learning and work.

Allen and Seaman (2003) define the blended teaching as a combination of classroom teaching and online learning, combining two separate learning models: classroom teaching and online learning.

Osguthorpe and Graham (2003) point out that the blended teaching combines face-to-face teaching and distance learning systems, and does not refer to the use of websites for content presentation in the classroom, but rather uses the environment of the blended teaching to maximize face-to-face teaching and online learning.

Summary: It can be seen from the definitions of the blended teaching, the foreign scholars generally believe that the blended teaching (the blended learning)

is a kind of teaching method which is carrying out in the different learning environment, and it combines the online learning and classroom teaching.

Domestic research and practices on the blended teaching has been carried out for a long time, which initially proposed by Professor He Kekang (2003). He introduces the concept of the blended teaching at the Global Chinese Computer Applications Conference in 2003. He Kekang (2003) thinks the blended teaching combines the advantages of online learning and traditional teaching methods, which can promote initiative creativity and enthusiasm of learners in learning, and also reflect the leading role of teachers in inspiring, guiding and monitoring the whole learning process. In recent years, with the emphasis on online learning and the blended teaching by foreign researchers, domestic scholars have also begun to explore the blended teaching according to the related researches.

Zhu Zhiting and Meng Qi (2003) point out that the blended teaching can be described as a teaching plan applying multiple delivery methods. He defines the blended teaching as matching “appropriate” teaching techniques to the “appropriate” personal learning style in order to deliver “appropriate” skills to the “appropriate” person at the “appropriate” time.

Li Kedong and Zhao Jianhua (2004) define the blended teaching as an organic integration of two approaches: classroom teaching and online learning. The core idea of the blended teaching is to use different ways of problem solving according to different problems and requirements, to use different media and information delivery

methods for learning, and this way of problem solving requires the maximum benefit with the minimum cost.

Based on an in-depth analysis of the blended teaching, Huang Ronghuai, Ma Ding, Zheng Lanqin and Zhang Haisen (2009) argue that the blended teaching is a form or strategy of learning and teaching. The collective teaching model is more suitable for traditional learning, while online learning based on individual learning is suitable for an autonomous and dynamic learning environment. The combination of the two learning styles can give better play to each other's advantages, so as to achieve better results.

Domestic scholars have different understandings of the blended teaching, but the more consistent views are as follows: according to the environment in which learning occurs, the blended teaching is a mutual combination of online learning and classroom teaching; according to the way in which learning occurs, the blended teaching is a combination of individual learning and face-to-face teaching.

Summary: Combining the research purpose of this study and the definition of the blended teaching by domestic and foreign scholars, the researcher considers that the BTM is a teaching model that combines autonomous online learning and classroom teaching with multiple teaching elements (including learning theory, learning style, teaching resources, teaching activities, teaching design and teaching evaluation, etc.), and BTM is implemented under the leadership of teachers.

1.2 Classifications of BTM

BTM is considered by many scholars as a stimulating, monitoring, and instructive teaching activity implemented by the learning subject in an environment where multiple resource modules are overlaid (Xie Xiaoshan, Zhu Zulin, 2012). At present, some scholars abroad and at home have developed different kinds of BTM according to their own researches, and these different classifications of BTM are as follows.

1.2.1 Circular model

Li Kedong and Zhao Jianhua (2004) propose the circular model, which consists of eight basic steps: (1) Determination of the organizational goals: The

instructor sets the goals of conducting BTM. (2) Determination of the required performance: The instructor clarifies what kind of learning should be achieved through BTM. (3) Selection of the method of delivering training or learning: Two main aspects need to be considered: The first is to consider the methods of delivering learning, mainly including online course, videos and distance learning system. The second is to consider the factors related to the means of delivery, such as access to learning resources, learning costs. (4) Learning design: Based on the learner analysis, the instructor designs the learning process, learning content, evaluation methods, and effect prediction of BTM. (5) Support strategies: How to adjust the learning process when the learning plan is changed. (6) Implementation of the teaching plan: The instructor carries out the whole process of BTM. (7) Learning evaluation: The instructor evaluates the learning effectiveness of students. (8) Revision of learning: This process is based on the results of the learning evaluation and repeat the above process.

1.2.2 Behavior/Attitude - driven model

Zhao Jianhua (2015) introduces the behavior/attitude-driven model in *Theory and Methods for Blended Learning Applications*. The behavior/attitude-driven model is a teaching model that combines traditional face-to-face instruction and online collaborative learning for teaching. This model blends the classroom teaching and online collaborative learning. In this model, teaching objectives (forming certain attitudes and behaviors) can be enhanced by face-to-face communication or technology-based collaboration. Instructors can use the model to help learners master new behaviors in a safe environment. Instructors should integrate activities (such as group discussion, and online debates using chat modules) into the learning process.

1.2.3 Competency-driven model

Competency-driven model is proposed by the Indian scholar Valiathan (2002). Valiathan thinks that learners acquire knowledge through online learning, communication and discussion. Therefore, Competency-driven model includes timely communication on online activities, discussion and interaction between learners and

teachers, reflection on learning problems, and understanding of knowledge. While the decision-making process is partially guided by basic facts and working principles, people often need to rely on the hidden knowledge of the experts. In this process, the learners mainly gain implicit knowledge both through observations at work and communication with experts, including common activities of online performance support tools and real - time mentors.

1.2.4 Barnum and Parrmann's four-stage model

Barnum and Parrmann (2002) propose a BTM which has four stages, including leaning based on Web, face-to-face communication, formation of certain learning products, and collaborative communication.

(1) Leaning based on Web (online learning)

It can be seen as the online learning stage. Instructors upload the learning material on Web and learners can log on the Web to download these materials for their learning. On the Web, it has the teacher's contact information. If the learners encounter problems or hope to conduct further discussions, they can contact the relevant teachers at any time. This approach is very beneficial to learning and can effectively improve the independence and confidence of learners.

Face-to-face communication (Classroom teaching)

It refers to the classroom teaching. Although the Web plays a large role in the learning process, human communication with each other can facilitate a deeper understanding between people. Instructors and learners regularly meet face-to-face to discuss the learning situation.

Formation of certain learning products (assignments, learning outcomes)

This stage often requires students to finish some learning tasks. It is not sufficient to just construct knowledge, but also to create certain products in the process of sharing this knowledge (products refer to assignments, learning outcomes, group reports, etc.). There are usually three components: First of all, after teacher guidance, learners complete their homework, exercises, etc., and communicate with their peers and teachers online, which will facilitate the learners' full reflection on the problem to be solved. Next, post the writing outline for group members and the

instructor to view and provide feedback to each other (e.g., make comments, etc.). Finally, complete the assignment and post the final version on the websites to share the learning.

(4) Collaborative communication (evaluation of learning)

Students evaluate their learning. Each learning group usually has two to three members. Learning groups meet once a month for 1-2 hours to share their learning experiences with each other. At other times, group members can stay in touch through email, Internet, and learning communities.

Summary: From the classification of BTM, it can be seen that the steps of BTM designed by different scholars are different, but they all have several steps in common: uploading learning materials on the web, self-paced learning and face-to-face communication. Regardless of the type of BTM, three essential steps are transmission of learning materials, autonomous learning and face-to-face teaching. In this study, Barnum & Parrmann's four-stage model is used as the main teaching model to implement BTM of college English reading.

1.3 Teaching Designs of BTM

Teaching design is the process of unified planning of relevant elements in order to improve the effectiveness of BTM, and its process is formed in practice, reflecting the concept of the blended teaching, and the teaching process is not fixed (Zhao Jianhua, 2015). Therefore, using the teaching design of BTM to guide the teaching process can achieve better teaching results. The following are several common instructional designs for BTM.

1.3.1 ASSURE

ASSURE teaching design is proposed by Robert, Michael, James and Russell (2003). ASSURE is an English acronym of six phrases, namely, Analyze learner Characteristics (A), State Learning Objectives (S), Select materials and media (S), Utilize materials and media (U), Require learner participation (R), Evaluate and revise(E), which provides a basic framework for system integration of learning media and technology, design and implementation of learning.

(1) Analyze learner characteristics

Learner usually refers to the student. In order to adapt to BTM, the selection of media, content and learning methods should accord with the characteristics of the learner, which usually needs to consider the general characteristics of the learner (age, grade, learning experience and so on) and the knowledge, skills and attitude related to the learning content.

(2) State learning objectives

The teaching objectives are the basic components for teaching, so it need to describe the teaching objectives clearly. Specifically, it is necessary to explain what the learner can learn and in what aspects it can develop, and to indicate under what conditions and to what extent the learner can achieve. You can also consider determining learning goals from a blended teaching environment, such as network learning goals, face-to-face learning goals.

(3) Select materials and media

After analysis of learners and determining the objectives of the teaching, the instructors should think about the learning material. Teaching media and media materials are the important factors that support learning. The teaching methods used in BTM have its uniqueness. Therefore, according to the specific environment that teaching occurs, instructors can use targeted methods and consider the different forms of media and learning materials provided for learners in order to help students arrive the optimal learning result.

(4) Utilize materials and media

The use of media and materials mainly includes preparing material, preparing environment, requiring students to preview the material and learning content, providing learning experience and other links. The use of media and materials needs to cooperate with certain learning methods, specific teaching and learning links. In general, BTM has certain structures and procedures of teaching to ensure the achievement of teaching objectives. When using the selected media and materials, instructors should consider the stages and links of teaching. At the same time, in the process of BTM, instructors should also pay more attention to provide learners with the opportunity to share learning materials.

(5) Require learner participation

In the process of teaching, especially in the online learning, it requires learners to concentrate on learning tasks. Therefore, in the teaching process, instructors should pay attention to arranging various learning activities, providing learners more opportunities to train and use the knowledge they have learned through various exercises, so as to promote the internalization of knowledge, the mastery of skills and the cultivation of positive emotions.

(6) Evaluate and revise teaching

Evaluating and revising teaching is an important step in designing a high-quality BTM. The purpose of evaluation is to correct the problems in teaching process and to ensure the effectiveness of instruction. The object of the evaluation mainly evaluates the learning process and performance of learners. The revision is that teachers reflect on the teaching process and prepare for the next teaching.

1.3.2 ASPIRE

Xu Han, Yin Haichen, Dong Jinhui and Wang Junhao (2012) propose the ASPIRE teaching design. They divide the teaching steps into six stages: Analysis (A), Selection (S), Program (P), Implementation (I), Reveal (R), and Evaluation (E).

(1) Analysis stage

The task of the analysis stage is to analyze learners' features, learning objectives, and learning content. The analysis of learners mainly includes three aspects: First, the physical, psychological and social characteristics of learners, mainly including the gender, age, learning motivation, cognitive maturity, life experience, economic, cultural factors, social background and other general characteristics. The second is to analyze the relevant knowledge and skills of learners. The third is to analyze the learning style and tendency of learners. The learning objectives are to make a specific and clear description of the visible behavior exhibited by the learner.

(2) Selection stage

The selection stage is mainly the choice of transmission method and media, that is, the hardware and software used in the design process of teaching activities and resources. BTM attaches attention to the design, selection and

application of media. The optimization combination of various media is conducive to improve the learning efficiency of learners. Media selection should help learners achieve learning objectives, learning tasks, knowledge categories and media, and be propitious to the age and preferences of learners.

(3) Process stage

The process stage mainly includes the design and selection of teaching activities. The design of the activity mainly aims at the objectives, content, participants and organizations of the activity. The activity objectives are generally guided by the lesson objectives. Instructors can design the activities according to the objectives and the knowledge points. The activity participants are the learners involved in teaching activities, which can be individuals, groups or classes. The activity organization includes activity forms, processes, activity requirements, and final forms of the result. Process stage is to design activities that can be used for BTM, such as teaching, reading, discussion and communication, collaborative learning, etc.

(4) Implementation stage

The objective of the implementation stage is to put the activities into practice and to observe the actions implemented. Through the functions on the curriculum platform (Unipus platform), the teacher can carry out the blended teaching. Teachers are the organizers and supporters of online learning activities. They should provide timely and targeted guidance for learners according to the progress of the blended teaching to ensure the smooth implementation of teaching.

(5) Revealing stage

Revealing stage is a process integrating the ability of cultivation and development of learners' language, logic, and interpersonal relations, which is conducive to promote the development of learners' subjective initiative, stimulate learning motivation, and to realize developmental evaluation. From the perspective of practical application effect, the group discussion and face-to-face communication between learners will have better results because they can enhance interpersonal communication.

(6) Evaluation stage

The characteristics of BTM make its evaluation methods richer and more diverse. Therefore, when evaluating teaching, it should reflect the diversification of the evaluation subjects, the diversified evaluation methods, the comprehensive evaluation projects, and the procedural evaluation content and other characteristics.

1.3.3 ADDIE

Li Fengqing (2016) proposes ADDIE as a design of BTM, mainly covering five stages: Analysis (A), Design (D), Development (D), Implementation (I), and Evaluation (E).

(1) Analysis: Based on the students' learning needs and teachers' ability, the teaching objectives, teaching content and teaching environment are analyzed, which is the premise of teaching activities.

(2) Design: Design is based on the analysis to design teaching strategies for the teaching objectives and makes a reasonable arrangement of learning resources, which is the basis for the smooth development of teaching activities.

(3) Development: Development is based on analysis and design.

(4) Implementation: The implementation is to carry out the blended teaching and knowledge transmission.

(5) Evaluation: Evaluation is to monitor, check the whole process, and to form an evaluation report.

Summary: From the above several teaching designs, the design process of BTM is variable, but it mostly contains the following steps: analysis, selection, and implementation. Therefore, when designing process of the blended teaching, teachers should do a good job of analyzing the elements of each part of learning, as well as designing and selecting learning materials and learning activities that are suitable for BTM, and finally, teachers should guide students to participate in the learning process.

1.4 Previous Studies on BTM Abroad and at Home

1.4.1 Previous Studies on BTM Abroad

The study of BTM originates from the rethinking of online education, and in the 1990s, with the advent of multimedia technology, people began to explore the feasibility of online learning. Some companies in the United States adopted online learning for corporate training, but the results are minimal. In the 21st century, people began to reflect on the shortcomings of online learning and combined the advantages of online learning and traditional face-to-face teaching, so the blended teaching model appears in people's vision.

1.4.1.1 Researches on the theory of BTM

Singh and Reed (2001) propose the 5R definition of the blended teaching: In right time, instructors provide right learning content for right objects through right media and right methods, and learners obtain high learning benefit with minimum investment. It is believed that BTM is an appropriate combination of technology, time, object, learning style, knowledge and skills, and finally realizes the optimization of education and teaching effect.

Allen and Seaman (2003) research the classification of BTM. Based on the percentage of online learning time, they classify BTM into the following categories: The teaching without network technology is the traditional teaching model; the teaching with online learning accounting for 1%-29% is defined as web-facilitated teaching; the teaching with online learning accounting for 30%-79% is called BTM; and online learning accounting for more than 80% is called online courses.

Alammary, Sheard and Carbone (2011) classify three types of BTM: low- intensity blended teaching model (only some online learning activities are included in an existing off-line course), medium-intensity BTM (online learning replaces some of the existing classroom activities), and high-intensity BTM (the entire course is completely redesigned to better integrate online learning and face-to-face instruction).

Wicks (2014) emphasizes that in BTM, instructors should provide learners with multiple educational resources. In the era of big data, online learning resources can make up for the lack of learning resources in traditional teaching. Schools need to provide a variety of online learning resources to help students with online autonomous learning. Open online learning resources are integral to learning elements in the blended teaching.

In the *Horizon Report*, Johnson, Adams and Cummins (2016) similarly point out that the wide application of the blended teaching will be one of the short-term trends that will most likely affect the change of higher education in the next 1 - 2 years. Thus, foreign scholars predict and discuss the future development of BTM, and believe that the prospect of BTM is better and adopting BTM is the direction of future teaching development.

1.4.1.2 Researches on the application of BTM

Maureen, Glenn and Michael (2000) propose a BTM based on flipped classroom. Flipped classroom readjusts the time inside and outside the classroom, where what happens in a traditional classroom now happens outside the classroom. In the flipped classroom model, teachers provide relevant learning materials and set learning goals, while students need to learn step by step according to the teachers' requirement, and complete the learning tasks independently. In class, the students communicate with peers about the learning content, share their experiences, and improve their learning.

David (2009) puts forward the concept of micro-lesson, which is widely used in BTM. Micro-lesson is a teaching resource formed with a single knowledge point as the teaching content, which is recorded through the multimedia form such as short video or audio and combined with certain learning tasks. The teacher records micro- lesson videos according to the teaching content, and students can use mobile devices to watch micro- class videos and complete the learning tasks.

Staker (2011) researches the Rocketship Education. Rocketship Education is a learning program in America, which adopts the laboratory conversion

model to implement BTM. Laboratory conversion model means that students learn in different learning space (laboratory), and at least one of the main courses is achieved in the manner of online learning, other courses are in different laboratories. Each student can learn different content according to their personal learning needs. At the same time, each laboratory has an instructor to supervise the students' learning.

Staker (2015) summarizes the previous types of BTM and introduces the following models: (1) Conversion model: In this model, students switch between different learning environment on a fixed schedule or listen to teacher's arrangement, at least one of which is online learning and other learning modules may also include group-based instruction or classroom teaching etc..(2) Elastic model: In this model, students spend most of the time switching between various learning modules based on personalized schedules, with guidance provided by online teachers. Sometimes students are also required to conduct offline activities, and local teachers provide face-to-face guidance according to their needs, such as group teaching, project teaching, or one-to-one tutoring.

Summary: To sum up, foreign studies on BTM are relatively comprehensive. Since the emergence of multimedia in the 1990s, foreign scholars reflect on the lack of online education, put forward the concept of the blended learning and conduct study in a deeper level. It mainly includes the researches on its concept, types and application. In recent years, foreign scholars have defined the concept of the blended teaching, studied the factors of the blended teaching design and put forward many different types of BTM, also discussed and predicted the future development of the blended teaching.

1.4.2. Previous Studies on BTM at Home

The studies on BTM in China began in 2003. At first, He Kekang (2003) introduced the concept of blended teaching, so a lot of scholars began to research BTM, both on the theory and application of BTM.

1.4.2.1 Researches on the theory of BTM

Yu Shengquan, Lu Qiuli and Chen Shengjian (2005) put forward that BTM in the network environment is to combine the advantages of traditional learning and digital teaching. It emphasizes on not only the leading role of teachers in guiding, enlightening and monitoring the teaching process, but also the main position of students.

Tian Fupeng and Jiao Daoli (2005) point out that BTM is formally a mixture of online learning and face- to- face teaching. But its deeper level includes the mixture of the following aspects: the mixture of learning theory like constructivism, activism and cognitionism, the mixture of learning activities based on different learning environment and the mixture of different teaching media and teaching resources. The core of BTM is to emphasize the organic unity of leading role of teachers and the students' principal status.

Yu Shengquan (2012) points out that the theoretical basis of the blended teaching is diverse, including a mixture of various learning theories such as activism, cognitivism, and constructivism. The views held by different learning theories provide theoretical support for the design of learning activities in BTM.

Ye Rongrong, Yu Shengquan and Chen Lin (2012) propose an activity-oriented BTM, that is, teachers can flexibly choose and design various learning activities according to their teaching objectives, teaching content and teaching situation, so that students can learn through participating in the activities. Different combinations of activity sequences naturally form different teaching models, thus realizing the blending of multiple teaching models.

Hou Xinshu (2015) proposes a BTM based on MOOC, and builds a '3+1' teaching model that organically combines the three links: autonomous learning, interactive learning and learning supported by MOOC. The learning process is divided into three levels: courses, modules and knowledge points, and the learning plan of the overall course design, online autonomous learning design and classroom activity design are given.

Wang Shuaiguo (2017) proposes to use Rain Classroom (a learning software developed by Tsinghua University) for BTM, and BTM using Rain Classroom is regarded as a dual-channel teaching. The “dual-channel teaching” refers to the support of the mobile Internet and intelligent terminal equipment through information technology to establish two synchronous and asynchronous teaching channels, so that all the teaching content can be displayed and learned in the most appropriate form.

1.4.2.2 Researches on the application of BTM

Since 2003, domestic scholars have been studying the relevant theories of BTM. With the development of the Internet, the Ministry of Education of the People's Republic of China (2012) issues the Decade Plan of Education Informatization, which proposes the higher education should combine information technology with higher education. Therefore, the researches of BTM change from the theory to application.

Zhang Qiliang and Wang Aichun (2014) build a new BTM based on the flipped classroom. This kind of BTM is designed and applied in teaching computer major. Finally, through interviewing the learners of this course, the two researchers investigate students' views for BTM, and the application effect of BTM is verified and analyzed to provide reference for similar researches.

Lin Xueyan and Pan Jusu (2015) take 24 students of Class B of computer major in Ningbo City Vocational and Technical College as objectives, and carry out practical study on BTM based on flipped classroom. The model includes three stages: course preparation, implementation, and course evaluation. They provide video courses and learning materials in the course preparation stage, and use the “flipped classroom+ class teaching” for teaching, and finally conduct the teaching evaluation.

Du Shichun and Fu Zetian (2016) discuss BTM based on MOOC. They select 149 students in Shandong Province, then randomly divide them into two groups. Among them, 75 students are in Group A, using BTM and Group B has 74 students, using the traditional classroom teaching. Under the unified guidance

of teachers, students of group A use MOOC platform and traditional classroom teaching to complete the learning tasks. It not only includes face- to- face learning in classroom, but also includes the learning process of students to complete learning tasks independently on MOOC platform. It is a combination of face-to-face classroom learning and online learning. After two terms of teaching experiments, they find that Group A perform better than Group B in learning result.

Yang Fang, Zhang Huanrui, Zhang Wenxia (2017) conduct a preliminary exploration on BTM based on MOOC and Rain classroom. Taking the course Life English Hearing and Hearing of Tsinghua University as an example, they design a study on BTM of English listening and spoken course by combining MOOC and Rain Classroom. This model divides college English listening and spoken teaching into three teaching stages: online learning, learning in classroom and review.

Summary: To sum up, the domestic researches on BTM started in 2003. First, He Kekang put forward the concept of BTM. Then domestic scholars studied the theory of BTM. At the theoretical level, domestic scholars have discussed the following contents:

(1) Composition of BTM: BTM is combined by the information-based learning and the traditional teaching, mixed with a variety of learning theories.

(2) Implementation of BTM: BTM can be implemented by using online learning resources such as MOOC, Rain Classroom and other learning material (technical support provided by network learning resources for the implementation of BTM). At the practical level, domestic scholars mainly applied BTM in higher education and have attained certain research achievement.

Concept of College English Reading

As the reform of college English teaching, scholars in the foreign language field have never paid less attention to college English reading. However, there are still many problems in the teaching of college English reading in China.

2.1 Current Situation of College English Reading Teaching

2.1.1 Students' lack of language knowledge

Firstly, students lack the language knowledge. Zhu Jufen (2003) points out that non-English major students lack vocabulary, and it is the biggest language barrier when they are reading. Words are the most basic language knowledge, if students don't have certain amount of vocabulary, it will affect the study of reading.

Qin Juan (2010) points out that in college English teaching, some teachers ignore the importance of grammar and vocabulary, but only focus on "meaning / content" teaching. This neglects language skill teaching, and gives up teaching of vocabulary and grammar, which must lead to the stagnation or decline of students' English language level and students' language knowledge is becoming increasingly scarce over time.

The lack of language knowledge will lead to the poor understanding of the passages, even misinterpretation of the author's writing intention. It will also affect the mastery of students' reading skills.

Secondly, the language knowledge also includes the relevant background knowledge. During the reading process, students should connect the new information with the existing background knowledge. The reader's background knowledge is an important factor affecting the understanding of reading knowledge. To a certain degree, some readers will rely on the existing knowledge to read so the information related to the topic of a passage can help reader when reading. However, most students do not pay enough attention to the non-language knowledge like religious beliefs, values, concepts, history, culture, customs, scientific and technological progress, and aesthetic judgment of targeted language countries. If the collision among the reading text material, the Chinese traditional culture and real situation appears, it is difficult that students can make reasonable speculation and inference, predict the content and understand the main idea of passages.

2.1.2 Single teaching model

At present, in college English reading teaching, there are three commonly used reading teaching models: top-down model, bottom-up model and interactive

model. However, no matter which reading teaching model is used, teachers still lead the teaching process and adopt the traditional teaching method for reading teaching, and students are in a passive acceptance position. Constructivism learning theory believes that learning is not a process of knowledge transition from teacher to students, but it is a process that students construct their own knowledge system. Students are not passive information receivers, but the active builder of knowledge, and the process of this construction must be conducted by learners themselves and cannot directly obtained from other learners' efforts. But in our college English reading teaching, some teachers completely ignore this view. In English lesson, teachers control the whole process of teaching and students learn from the teachers, lacking of ability of autonomous learning, strongly attaching to teachers. In English reading teaching, teachers simply complete the reading teaching from the explanation of the words, the sentences to the whole passage structure, and in traditional reading courses, most of the time is allocated to teachers and they usually take the following steps to achieve the reading task: words elaboration, sentence analysis and structure of the passage, while students become passive to receive what they convey. Teachers are leaders in this kind of teaching and students learn passively, so this teaching model is still rigid and, leads to students' lack of interest (Wei Muqi, 2011). The effect of improving the reading competence is not obvious.

2.1.3 Single evaluation method

Objective, comprehensive, scientific and accurate learning evaluation plays an important feedback role in teaching and learning, and also has a positive impact.

The College English Curriculum Requirements (Ministry of Education of the People's Republic of China, 2020) clearly points out that the evaluation of students' learning should include two types: formative evaluation and summative evaluation. However, in the college English reading courses, it can be seen that the evaluation system takes the examination as the main means, and does not care about the diversity of each students' level, interest and learning style, and simply compares and ranks the scores of different students (Guo Qian, Yang Zhiqiang, 2003).

Therefore, many teachers completely ignore the particularity of the reading course in the evaluation process, and only evaluate students' reading competence by final examination. This single evaluation method ignores the evaluation of students' learning process and pays too much attention to the examination results, which can't truly reflect students' language competence, also will seriously undermine students' enthusiasm and initiative, which naturally has no effect on the improvement of students' reading competence.

Summary: It can be seen that in the college English reading teaching, there are the following problems: students lack the basic English language knowledge, and can not fully grasp the vocabulary, grammar and other language knowledge. In the teaching process, the reading teaching method used by teachers is also too single. Meanwhile, teachers usually use the summative evaluation to test students' reading competence, which is relatively monotonous. So the researcher aims to develop a new reading teaching model to solve the problems existing in the current reading teaching.

2.2 College English Reading Teaching Model

At present, there are three main models for teaching English reading in college: bottom-up model, top-down model and interactive model.

2.2.1 Bottom-up model

Gough (1972) proposes the bottom-up model, which is regarded as the traditional reading model. He believes that both comprehension and production of discourse are linear, and that the process involves: the identification of letters, the understanding of word meanings, the processing of words in sentences and the storage of short-term memory. That is, the correct identification of linguistic symbols is the basis of reading comprehension; in other words, if a symbol or a grammatical relation is read incorrectly, the reader will not understand the text. The bottom-up model is text-centered and emphasizes the decisive role of the text itself in the acquisition and processing of information, which ensures that learners are sharp and precise in detecting new information presented in the text or predictions that is opposite to their understanding of content and structure.

However, due to the lack of relevant background knowledge in certain areas, many readers have difficulty analyzing the whole discourse although they are able to process words in depth. As a result, the bottom-up model has been refuted by other scholars due to ignorance of the structure of discourse. Another model, the top-down model, which is the opposite of the bottom-up model, becomes widely available.

2.2.2 Top-down model

Goodman (1973) proposes the top-down model, in which he argues that reading is an active process, a psycho-linguistic guessing game. Readers use their known knowledge about the material they are going to read to make prior predictions before reading, and then confirm or deny their prior predictions by selecting some linguistic clues in the text. When reading, the title, cover, illustration, a word or a sentence of the reading material may activate the relevant knowledge in readers' mind, thus enabling the reader to make predictions about the content of the reading material, and constantly confirm or disprove them until the final completion of the reading.

Generally, top-down model also has limitations. First, the top-down model emphasizes that the reader is the center of the reading. Readers should read from a macro perspective to micro perspective and understand the text as a whole, taking the general idea of the text and confirming the reader's conjecture as the main goal. This model only pursues meaning and neglects the deep processing of vocabulary.

Due to the limitations of the bottom-up model and top-down model, a new, interactive model that combines the advantages of these two models comes into view.

2.2.3 Interactive model

The interactive model is purposed by the American scholar Rumelhart (1980) on the basis of Gough's bottom-up model and Goodman's top-down model, which can be said to be a synthesis of the two, also known as the crossover model, so it appears to be more comprehensive and can explain many phenomena in the reading process.

Rumelhart (1980) regards reading as an organic combination of the existing knowledge of the reader and written information. The interactive model emphasizes the importance of linguistic knowledge and background knowledge.

The purpose of reading teaching is to help students build rich schemata to get related information so that they can better use these background information to make predictions, hypotheses, to fully mobilize their subjective initiative and to implement active cognitive processing of the text, which emphasizes the place of background knowledge in the reading process. According to this model, reading comprehension is the result of a combination of language knowledge, background knowledge, cognitive ability, reading skills, and reading strategies.

The interactive model is the product of a combination of bottom-up model and top-down model, and provides a more comprehensive explanation of the reading process from both linguistic and non-linguistic aspects, and is a generally accepted model of reading instruction today.

Summary: Bottom-up model, top-down model and interactive model are the three main reading teaching model used in the current college English reading teaching. Each model has its own advantages and disadvantages, which explains the reading process from different perspective. The bottom-up model thinks the important factor in reading is vocabulary, which ignores the the importance of discourse and background knowledge. The top-down model thinks the reader should understand passage from the text to sentence, which ignores the function of words and grammar. The interactive model thinks that readers rely on the schema, knowledge and other information to carry out reading, but that ignores the affective factor of readers. Hence, based on Unipus platform, the researcher plans to develop a BTM to solve the problem existing in these traditional reading teaching model.

Concept of Unipus platform

Unipus, is a “learning platform” published by Foreign Language Teaching and Research Press. It has multiple functions to support the online learning. Meanwhile, the tagline of Unipus platform is that “Unipus platform provides the solution for college English teaching in teaching, learning, testing, evaluating and studying.” Therefore, Unipus platform is a systematic application for BTM and offers a technical support for implementation of the blended teaching.

3.1 Assignments and Tests

The Assignments and Tests module on Unipus platform is one of the important sections for implementing BTM. Teachers could use this module to assign tasks for online learning, including both individual task and group task.

Teachers can assign individual tasks (e.g., tests on understanding the content of the text) and group tasks (e.g., accumulating words, introducing the author, and analyzing the structure of the text) according to the teaching content. Some tasks can also be set at the end of the lesson to test students’ learning. The students use the module to complete the tasks assigned by the teacher. In this study, the main functions of this module are two: (1) Teacher assigns the learning tasks. (2) Students complete their learning task.

3.2 Class Management

The Class Management module is a module for teachers to manage their students. Before teaching, teachers divide students into small groups of four to five students. Throughout the teaching process, the teacher can reorganize the group members according to the learning situation, so that each learning group is not limited to a fixed members, which allows different students to build new learning groups together to complete the learning tasks. By managing students in groups, students are encouraged to collaborate in the online learning stage.

3.3 Supplementary Resource Management

The Supplementary Resource Management is a section for teachers to manage learning resources. Teachers can upload learning materials that Unipus platform doesn’t have. Students can download additional resources provided by

teachers for learning. Some software (e.g. QQ, We Chat, etc.) may lose learning materials after transferring learning files due to students' personal reasons, while the Supplementary Resource Management module of Unipus platform has the function of saving materials, so students can download, browse and learn resources repeatedly on Unipus platform learning platform.

3.4 UMOOC Course Resources

The UMOOC Course Resources provides students with a wide variety of electronic learning resources, and students can search for relevant online courses to supplement their reading and learning. Students can access Unipus platform directly to take supplementary courses.

Theoretical Basis of BTM

BTM includes a mixture of learning theories, and it is also not only based on a specific learning theory, but it includes a variety of learning theories. BTM of college English reading in this study mainly utilizes humanism learning theory, constructivism learning theory and cooperative learning theory as its theoretical basis.

4.1 Humanism Learning Theory

Humanism learning theory originated in the 1960s. The theory absorbs the philosophical psychology ideas of freedom, choice and responsibility emphasized by existentialism psychology, and the perception, intuitive experience, and personal meaning emphasized by phenomenological psychology. In education, it does not advocate the objective determination of what knowledge teachers should teach to students, but advocates to focus on the students' subjective needs and help students obtain the knowledge meaningful.

Rogers (1982) proposes systematic humanistic learning theory, and advocates student-centered education. Rogers (1982) advocates effective learning should be carried out in a less threatening educational environment.

First, teachers must fully understand the characteristics of each student, and try to make each student get more opportunities for success, so that each student has the opportunity to show their advantages, so as to reduce the tension in

learning. Second, the initiative of independent learning will produce good results. When arranging learning activities, teachers must provide the scope of learning activities, so that students can freely choose to decide the direction, explore and discover the results, and teachers only assist from the side to reduce resistance and setbacks.

Humanism learning theory attaches great importance to people's creativity and subjective initiative, and believes that learning can comprehensively shape students' personality. In addition to cultivating students' systematic cognitive ability, teachers are more important to develop students' personality and potential and teach students how to learn (Li Rong, Li Jianhong, 2008). Humanism learning theory advocates that in the process of learning, the teacher highlights the central position of learners and provides a harmonious learning atmosphere for the free development of students' body and mind. And it emphasizes on giving students the maximum support, and guiding students to the unlimited play of their potential (Yang Cheng, 2000).

An important link in BTM is the autonomous learning of learners, and students occupy the core position in the teaching process. In the teaching process, humanism advocates that teachers should fully highlight the central position of learners, emphasize the guiding and management roles of teachers in the teaching process. Teachers should give students maximum support, and guide the unlimited play of their potential. Thus, the use of BTM for college English reading teaching can fully reflect the learning theory and concept of humanism learning theory.

4.2 Constructivism Learning Theory

The representative of constructivism learning theory is Piaget. According to constructivism, students' knowledge is not acquired through teachers' transmission, but through the construction of meaning with the help of other people (including teachers and learning partners) in the process of acquiring knowledge in a certain context and with the use of necessary learning materials. In order to become a helper for students to construct meaning, teachers must play a guiding role in the teaching process in the following aspects:

Teacher should stimulate students' interest in learning and help them to form motivation for learning.

(2) It is necessary to create a good learning environment for students and help them develop the meaning of the current knowledge by creating a situation that meets the requirements of the teaching content and suggesting clues to the connection between old and new knowledge.

(3) Teachers guide students to learn through experimentation, independent inquiry, and cooperation (Fan Lin, Zhang Qiyun, 2003).

Under the influence of constructivism learning theory, many new teaching concepts go into our eyes. As one of the main teaching approaches of constructivism, scaffolding instruction provides us with good examples. Scaffolding instruction is also known as scaffold instructional strategies. It means that the teachers or other helpers provide some kind of external support to learners by working with them on a learning task that they cannot do on their own. And as the activity progresses, the external support is gradually reduced until the student is able to complete the task independently. In scaffolding instruction, scaffold is the core content, and scaffolds are classified differently according to their different natures. The scaffolds used in this study are mainly the following categories: suggestion scaffolds, schema scaffolds, problem scaffolds, strategy scaffolds, tool scaffolds, feedback scaffolds, and task scaffolds.

In BTM, learning is mainly divided into two parts: online learning and classroom teaching. Online learning is based on students' self-study, using learning resources provided by the teacher and Unipus platform to learn and explore independently. Students then interact with the peers for collaborative learning. Throughout the learning process, the teacher provides students with a variety of learning resources that can be thought of as "scaffolds" to help students' learning, and students select learning resources to support their learning according to their needs. As learning progresses, the scaffolding is gradually withdrawn. In the classroom teaching, teachers organize collaborative exchanges, discussion to stimulate learning. Each instructional aspect of BTM reflects the relevant ideas of

constructivism learning theory; therefore, constructivism learning theory can be used as the theoretical basis of BTM to support the whole study.

The academic community generally believes that teaching model, as an independent category in education research, started from the research of American scholars Joyce & Weil et al.(1972) In their monograph *Teaching Model*, teaching model is defined as "a plan or model for setting up courses (long-term learning courses), selecting textbooks, and guiding teaching activities in classrooms and other environments" .

According to relevant theories and long-term teaching reform practice, Chinese scholars have explained the connotation of teaching mode in detail. For example, Ye (1991) believes that the teaching mode is an integral and systematic operation mode from teaching principle, teaching content, teaching goal and task, teaching process to teaching organization form, which is theorized.

To carry out the research on the construction of teaching mode, it is necessary to clarify the constituent elements of teaching mode. At present, there are generally "four-element theory", "five-element theory" and "six-element theory" in the educational circle. According to the four-element theory, a complete teaching mode should include four elements: theoretical basis, functional objectives, realization conditions and activity procedures (He, 2016).

According to the theory of five elements, the teaching model should include five parts: theoretical basis, teaching objectives, operating procedures, teaching means and strategies, and teaching evaluation. According to the theory of six elements, the teaching mode should include teaching ideas (or teaching theories), teaching objectives, operating procedures, teacher-student combination, conditions and evaluation (Li, 2017).

The language teaching community has also carried out theoretical and practical research on the elements of the teaching model. Ma (2018) proposed in his research on the teaching model of Chinese as a foreign language that the teaching model should contain five basic elements, including theoretical basis, teaching objectives, operating procedures, realization conditions (means and strategies) and

evaluation. Chen (2021) proposed to redevelop the teaching mode of college English writing from the aspects of teaching objectives, teaching resources, teaching forms, teacher-student relationship and evaluation system. Liu (2022) developed a mixed audio-visual teaching model of college English from four aspects, including teaching objectives, teaching content, content presentation and evaluation. Yang et al. (2023) designed the blended college English teaching model from five aspects: teaching objective, teaching content, teaching form, teaching arrangement and teaching evaluation.

4.3 Cooperative Learning Theory

Cooperative learning theory is originated in the 1970s, and its direct source is the study of cooperative issues in social psychology in the 1920s. At present, the theory of cooperative learning has been widely used for teaching in primary and secondary schools in various countries. The scholars of cooperative learning theory think that the traditional teaching ignores the advantages of peer interaction and the cooperative learning focuses on the interaction between peers, mixing cooperative group structure into class teaching, building the class teaching structure with the basic characteristics of student interaction. The function of cooperative learning is to achieve the goal of class teaching, and promote the development of personality and group cooperation through the organization of students' group activities.

Different scholars have different expressions about the definition of cooperative learning. Jack and Theodore (2001) believe that cooperative learning is the use of groups in teaching to make students work together to maximize their learning as well as others. Wang Tan (1994) believes that cooperative learning as a teaching strategy system aims to promote students' mutual cooperation in heterogeneous groups, achieves common learning goals, and rewards the overall performance of the group. It can be seen that the cooperative learning theory is a learning theory or strategy with the main orientation (Wang Tan, 2001).

Cooperative learning theory reflects the learning needs of students, and BTM emphasizes students' initiative and enthusiasm in learning. The basic method of cooperative learning is that the students learn independently in groups under the

guidance of teachers. The process of learning is basically to let students learn and understand personally at first, and the second is to learn knowledge and cultivate ability through group discussion, operation, experiment and other activities. The whole teaching process is mainly based on students' autonomous learning, in which teachers only play a role of guide and monitor, and ensure that students are in the main position of teaching. In BTM, the pre-class learning stage is mainly students' autonomous online learning and cooperative communication to complete the pre-class tasks. Teachers play roles of facilitator to help students solve problems at this stage. In the classroom teaching stage, the new learning content is studied through the exchange and discussion of students under the guidance of teachers. In the post-class stage, review tasks also include a variety of learning activities such as learning results display, peer feedback, mutual evaluation and so on. Cooperative learning theory can guide the implementation of BTM to improve students' learning effect.

Summary: Table 2.1 summarizes research on blended teaching model (BTM) elements from 11 scholars. To establish a solid foundation for further study, elements appearing more than five times (i.e., in at least 5 out of 11 studies) were selected. These elements include:

Teaching Objective (10/11) – Establishes clear learning goals, ensuring alignment between instruction and expected outcomes.

Teaching Content (9/11) – Defines the subject matter and instructional materials, shaping the learning experience.

Teaching Method (8/11) – Encompasses diverse instructional approaches to enhance engagement and effectiveness.

Teaching Process (8/11) – Structures the sequence and flow of teaching activities to facilitate learning.

Teaching Evaluation (7/11) – Assesses learning outcomes and provides feedback for continuous improvement.

Teaching Environment (6/11) – Integrates online and offline settings to optimize accessibility and interaction.

Teaching Resources (5/11) – Ensures the availability and utilization of diverse learning materials.

Teaching Activities (5/11) – Engages students through interactive and participatory learning experiences.

Time Allocation (5/11) – Manages the distribution of instructional time for balanced learning.

Table 2.1 Related elements synthesis of scholars to the blended teaching research

The elements of blended teaching model	Singh & Reed (2001)	Driscoll (2002)	Goodman (1973)	Rumelhart (1980)	Barnum & Parrmann (2002)	He (2016)	Li (2017)	Ma (2018)	Chen (2021)	Liu (2022)	Yang et al. (2023)	Total
Teaching preparation			√		√				√			3
Teaching objective	√	√	√		√	√	√	√	√	√	√	10*
Teaching content	√		√	√		√	√	√	√	√	√	9*
Teaching method	√		√	√	√	√			√	√	√	8*
Teaching environment		√	√		√		√	√		√		6*
Teaching process	√			√	√	√	√	√	√		√	8*
Teaching resources		√		√		√		√	√			5*
Teaching activities	√		√	√			√			√		5*
Teaching evaluation		√		√	√	√			√	√	√	7*
Time allocation		√				√	√	√			√	5*

Chapter 3

Research Methodology

This research objective is to develop a blended teaching model for College English reading course based on Unipus platform.

Step 1: To study the elements of blended teaching Model for College English Reading Course based on Unipus platform.

Step 2: To develop the blended teaching Model for College English Reading Course based on Unipus platform.

Step 3: To evaluate the blended teaching Model for College English Reading Course based on Unipus platform.

Step 4: To implement the blended teaching Model for College English Reading Course based on Unipus platform.

The 4 steps of the research process can be summarized as Figure 3.1.

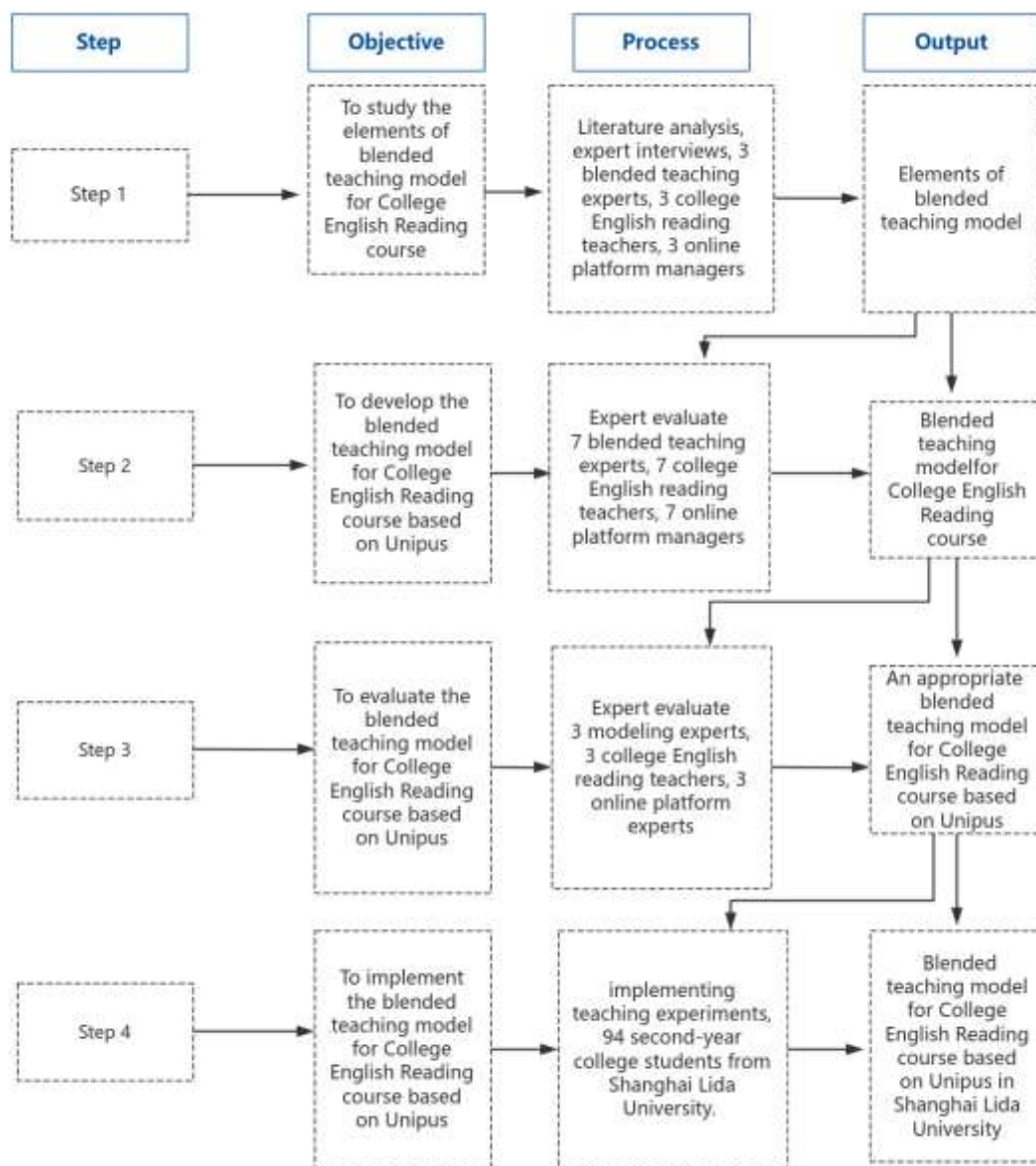
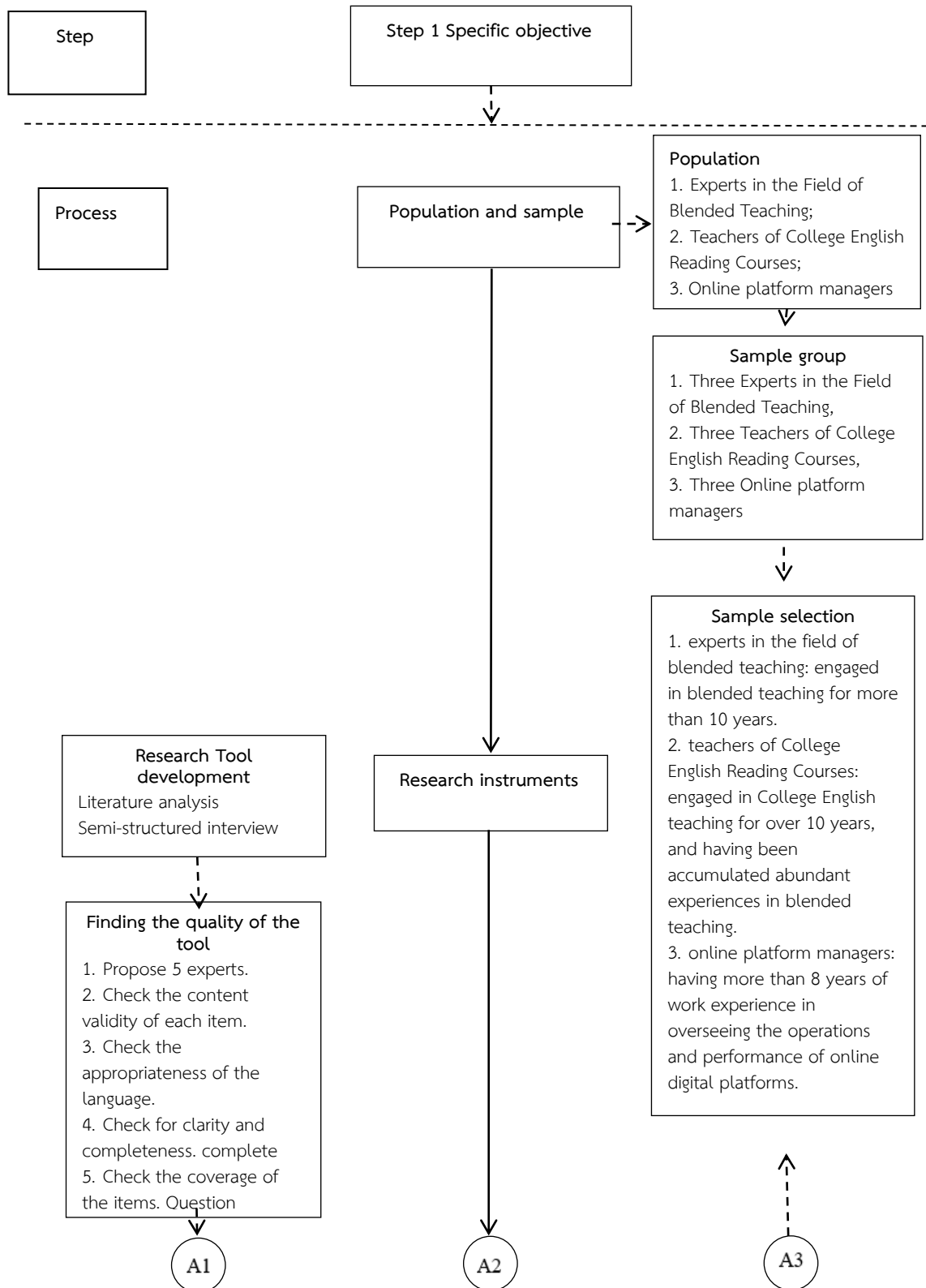


Figure 3.1 Research implementation Process

Step 1 To study the elements of blended teaching model for College English Reading Course based on Unipus platform.



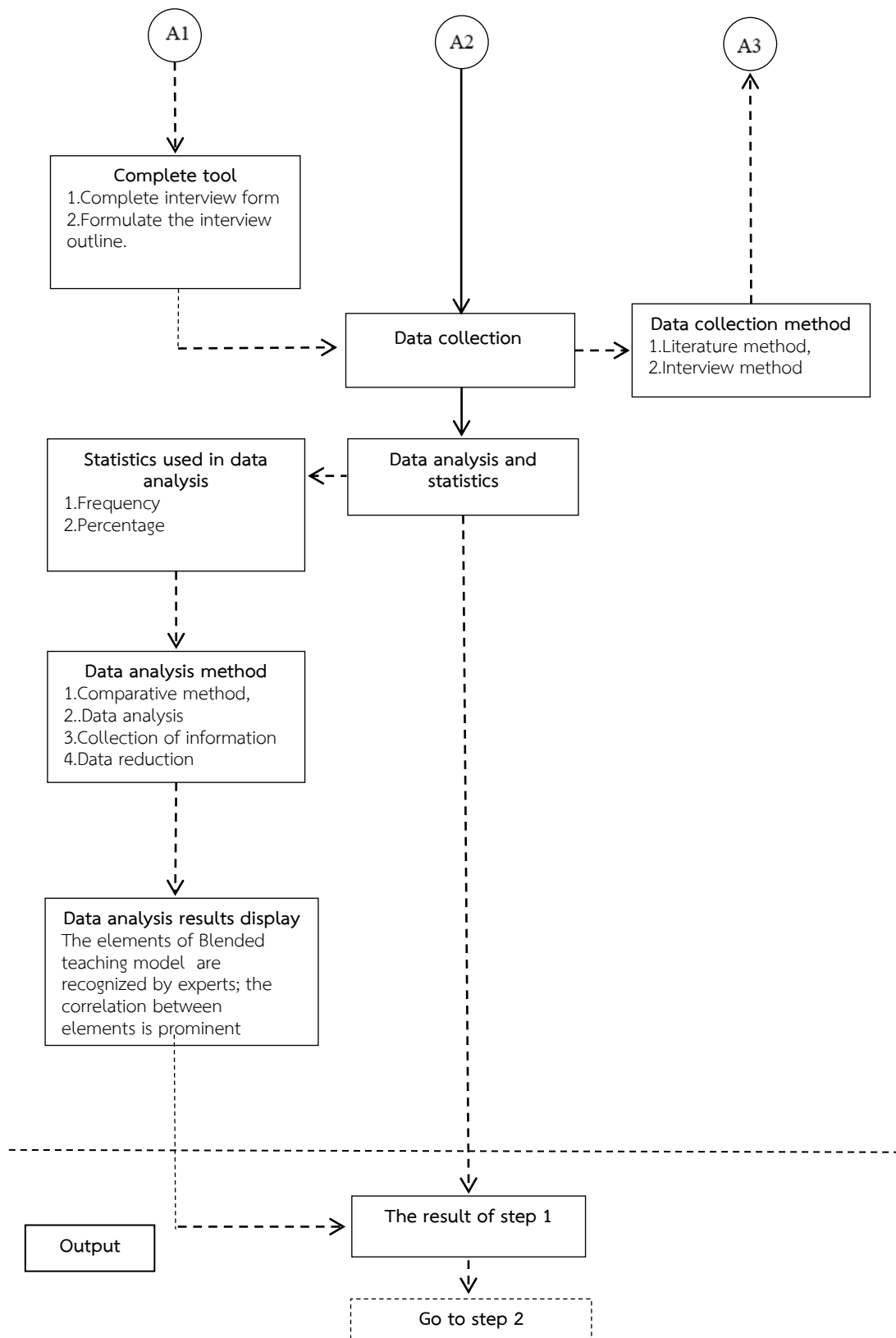


Figure 3.2 Details of the research process step 1

In this research study the researcher has defined the characteristics of the research informant group. research tools data collection and data analysis in each step as follows:

Step 1 To study the elements of blended teaching model for College English Reading Course based on Unipus platform.

The population groups include 3 Experts in the Field of Blended Teaching, 3 Teachers of College English Reading Courses, 3 Online platform managers.

1. The selection criteria for experts in the field of blended teaching are: engaged in blended teaching for more than 10 years.

2. The selection criteria for teachers of College English Reading Courses are: engaged in College English teaching for over 10 years, and having been accumulated abundant experiences in blended teaching.

3. The selection criteria for online platform managers are: having more than 8 years of work experience in overseeing the operations and performance of online digital platforms.

Research Instruments

The tools used in this research are literature analysis and Semi-structured interview.

The procedure for creating the tool is as follows

1. Read a large number of Chinese and foreign literature on blended teaching models

2. Build a research framework of blended teaching model.

3. Make a semi-structured interview outline according to the research framework.

4. Invite experts to conduct interviews.

Data collection

In step one, audio and handwritten notes of in-depth interviews with experts are collected.

Data analysis and statistics used in data analysis

Based on the in-depth interview records of experts collected, the opinions of 9 experts were summarized according to the interview outline, and the opinions of experts were analyzed and summarized to obtain the current elements of blended teaching model for College English Reading Course based on Unipus platform.

Step 1 applies descriptive statistical analysis, including frequency analysis and percentage analysis, to ensure the reliability and validity of the blended teaching model. The statistical methods used in each step are described below:

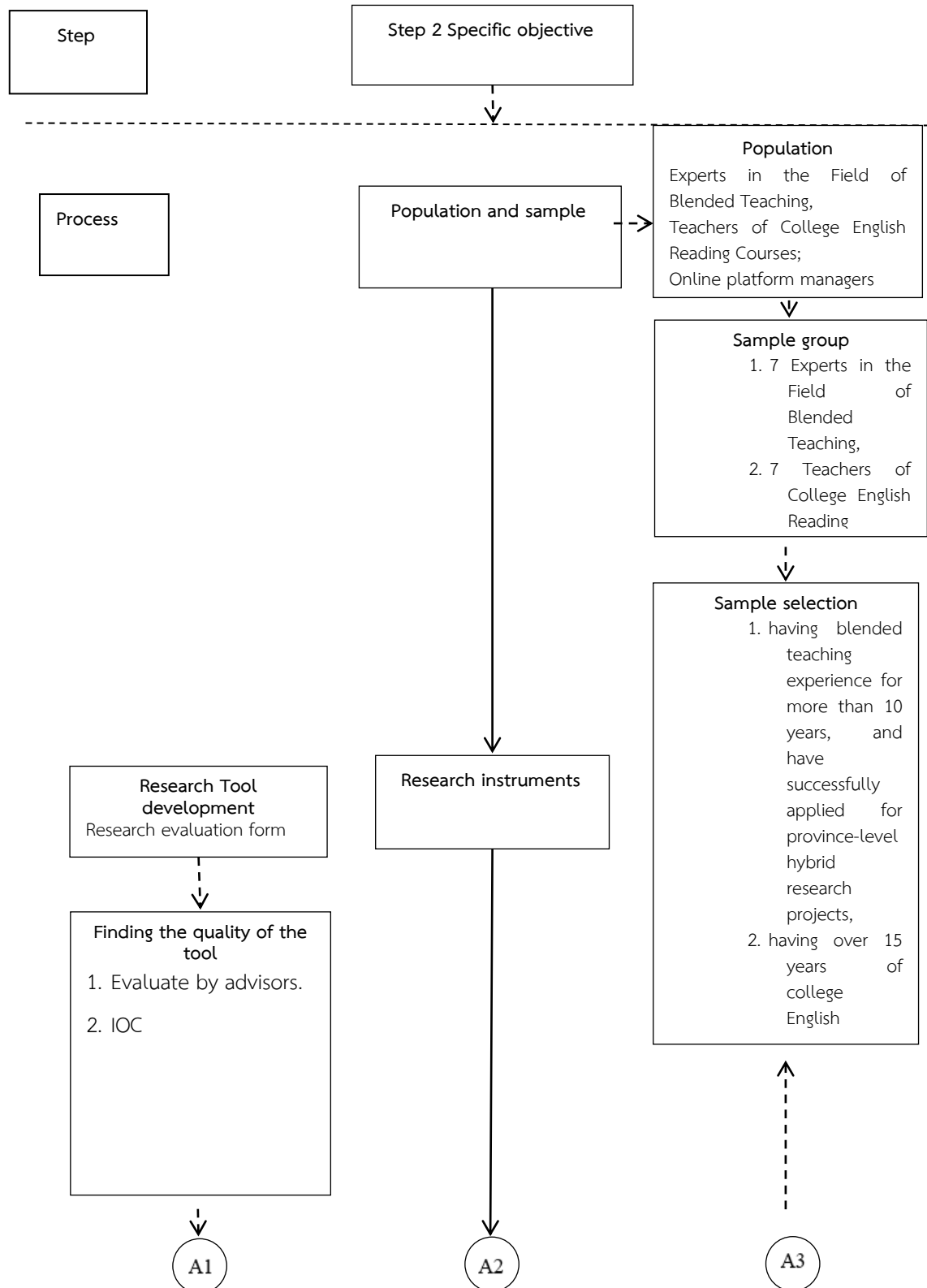
1. Frequency Analysis

Frequency analysis is used to examine how often a particular response appears in expert interview data. The study calculates the occurrence of each element mentioned in expert interviews. Elements with high frequency in expert responses are considered essential components of the blended teaching model.

2. Percentage Analysis

Percentage analysis is used to determine the proportion of experts who agree on specific elements of the blended teaching model. A high percentage ($\geq 70\%$) indicates strong expert agreement on an element. A low percentage suggests divergence in expert opinions, requiring further refinement of the model. The study calculates the percentage of experts supporting each blended teaching model element. If an element is supported by more than 70% of the experts, it is considered a valid component of the model.

Step 2 To develop the blended teaching model for College English Reading Course based on Unipus platform.



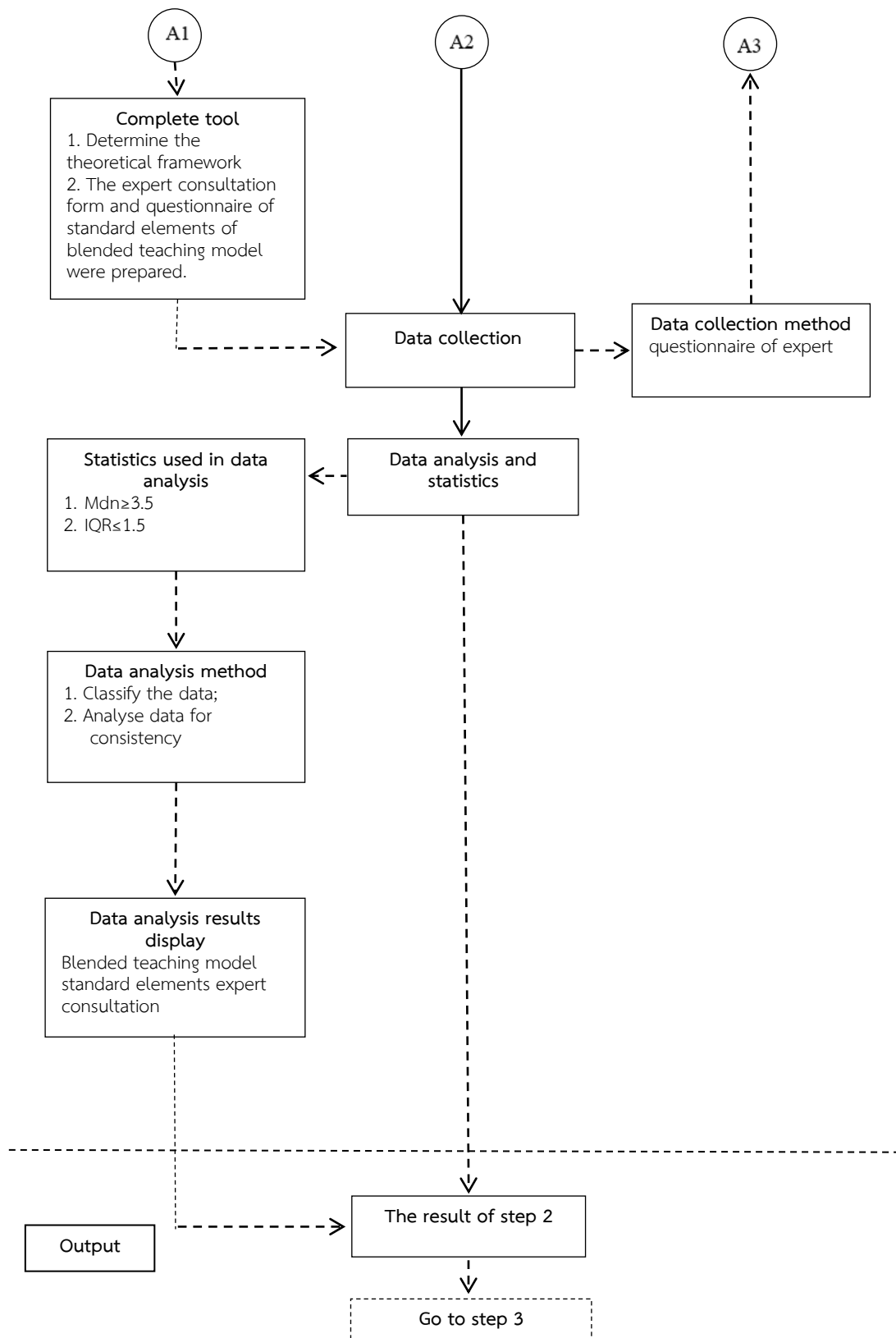


Figure 3.3 Details of the research process step 2

Step 2 To develop the blended teaching model for College English Reading Course based on Unipus platform.

The population groups include 7 Experts in the Field of Blended Teaching, 7 Teachers of College English Reading Courses and 7 Online platform managers, totaling 21 scoring experts.

1. The selection criteria for Experts in the Field of Blended Teaching are: having blended teaching experience for more than 10 years, and have successfully applied for province-level hybrid research projects.

2. The selection criteria for Teachers of College English Reading Courses are: having over 15 years of college English teaching experience and have published influential academic articles in college English blended teaching.

3. The selection criteria for Online platform managers are: having more than 10 years of work experience in online platform construction and maintenance.

Research Instruments

This step uses the expert interview method for research. The tool used is a questionnaire.

The procedure for creating the tool is as follows:

1. Through literature analysis, the theoretical framework of the standard elements of blended teaching model is established.

2. According to the theoretical framework of the standard elements of blended teaching model, the expert consultation table of the standard elements of blended teaching model is compiled.

3. Based on the expert consultation table of the standard elements of blended teaching model, the questionnaire of expert consultation of blended teaching model is compiled.

4. The research theoretical basis, theoretical framework, expert consultation form, expert consultation questionnaire and filling guide will be packaged as the data sent to the experts.

5. A total of three rounds of expert consultation will be conducted, and the above four points will be repeated in each round of consultation.

Data collection

The expert consultation questionnaire is used to collect three rounds of consultation opinions. Consultation questionnaires can be filled out by email or offline.

Data analysis and statistics used in data analysis

This study adopts Median (Mdn) and Interquartile Range (IQR) for data analysis, with specific methods as follows:

1. Median (Mdn)

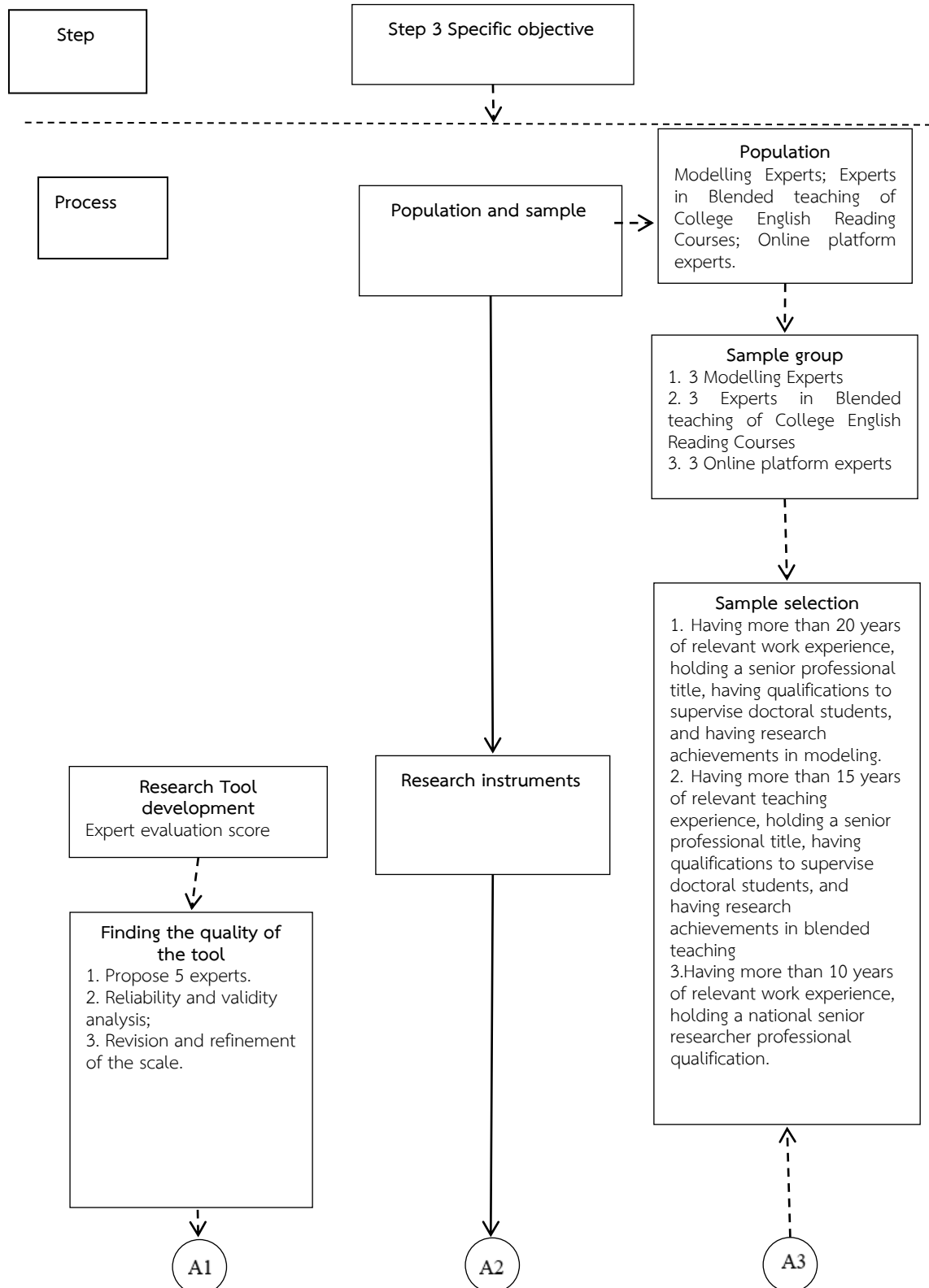
In this study, the median is used to measure the degree of consensus among experts on the importance of each standard element. A higher median ($Mdn \geq 3.5$) indicates that experts generally recognize the importance of the standard element. If $Mdn \geq 3.5$, the standard element is considered to have a high level of expert recognition and can be included in the final model. If $Mdn < 3.5$, the element may require further discussion or adjustment.

2. Interquartile Range (IQR)

The interquartile range measures data dispersion, indicating the degree of concentration in the data distribution. $IQR \leq 1.5$ indicates that expert opinions are relatively consistent, and the data distribution is concentrated, suggesting that the experts' evaluation of a standard element is stable. $IQR > 1.5$ suggests a high degree of divergence among experts, requiring further discussion on the rationality of the standard element.

In this study, the researcher adopts the evaluation criteria proposed by Professor Fan Jin (2021), whereby sub-elements meeting the thresholds of $Mdn \geq 3.5$ and $IQR \leq 1.5$ are considered to have achieved a high level of expert consensus and are consequently incorporated into the final blended teaching model.

Step 3 To evaluate the blended teaching model for College English Reading Course based on Unipus platform.



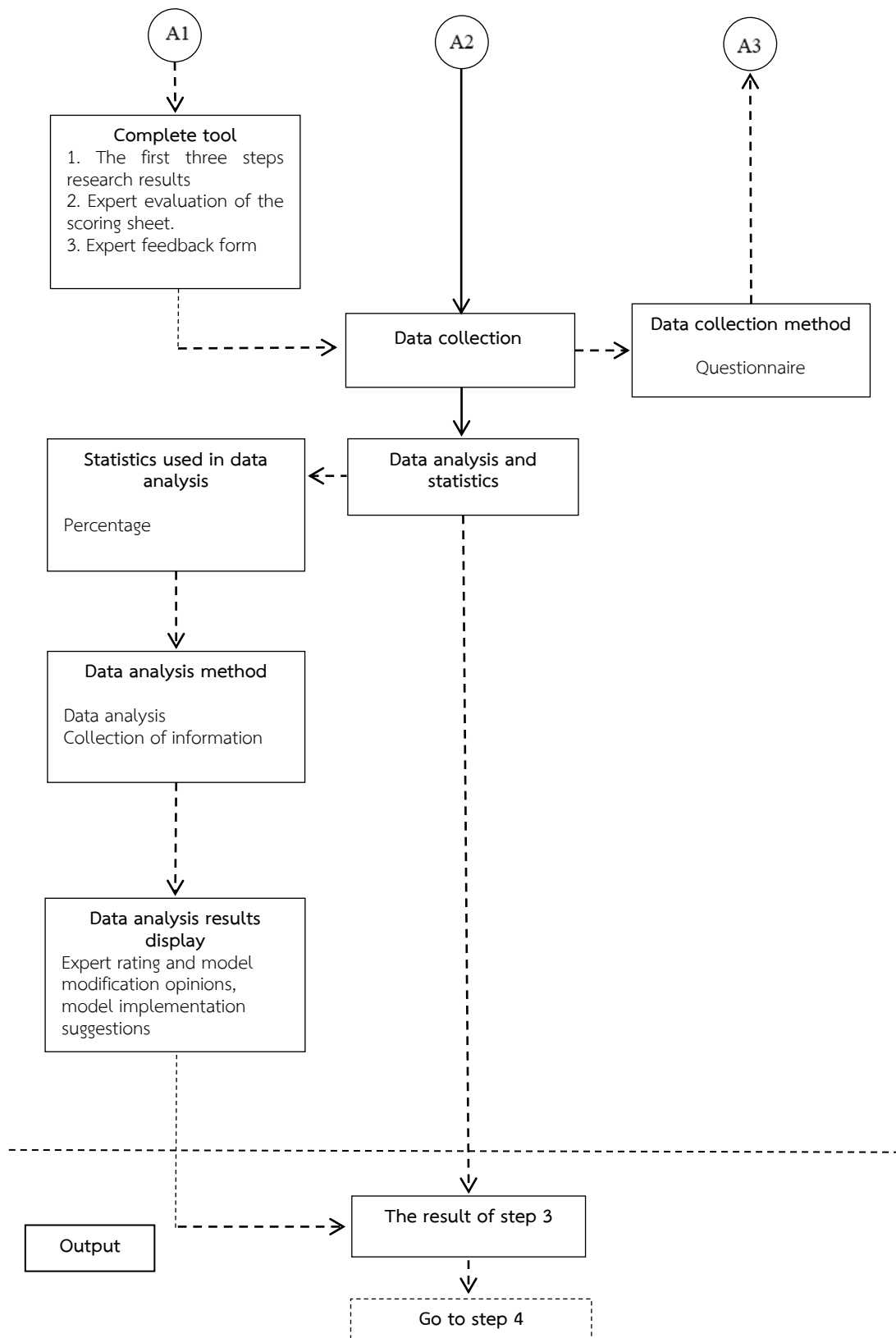


Figure 3.4 Details of the research process step 3

Step 3 To evaluate the the blended teaching model for College English Reading Course based on Unipus platform.

The population groups include 3 Modelling Experts, 3 Experts in Blended teaching of College English Reading Courses, 3 Online platform experts.

1. The selection criteria for Modelling Experts are: Having more than 20 years of relevant work experience, holding a senior professional title, having qualifications to supervise doctoral students, and having research achievements in modeling.

2. The selection criteria for Experts in Blended teaching of College English Reading Courses are: Having more than 15 years of relevant teaching experience, holding a senior professional title, having qualifications to supervise doctoral students, and having research achievements in blended teaching.

The selection criteria for Online platform experts are: Having more than 10 years of relevant work experience, holding a national senior researcher professional qualification, and being familiar with blended English teaching in universities.

Research Instruments

1. The tools used in this research are Expert consultation and scoring.
2. The procedure for creating the tool is as follows

The results of the first, second and third steps of the research and the guidelines for the use of the new blended teaching model will be used as review materials

3. To compile blended teaching model for College English Reading Course based on Unipus platform experts scoring table.

4. To compile the feedback form of experts' modified opinions and model implementation opinions on the blended teaching model for College English Reading Course based on Unipus platform.

Data collection

Collect expert ratings and feedback.

Data analysis and statistics used in data analysis

Calculate the average score of experts and summarize the feedback of experts.

Data Analysis and Statistical Methods

In Step 3, the study employs average score analysis and qualitative feedback analysis to evaluate the effectiveness and feasibility of the blended teaching model.

1. Average Score Analysis

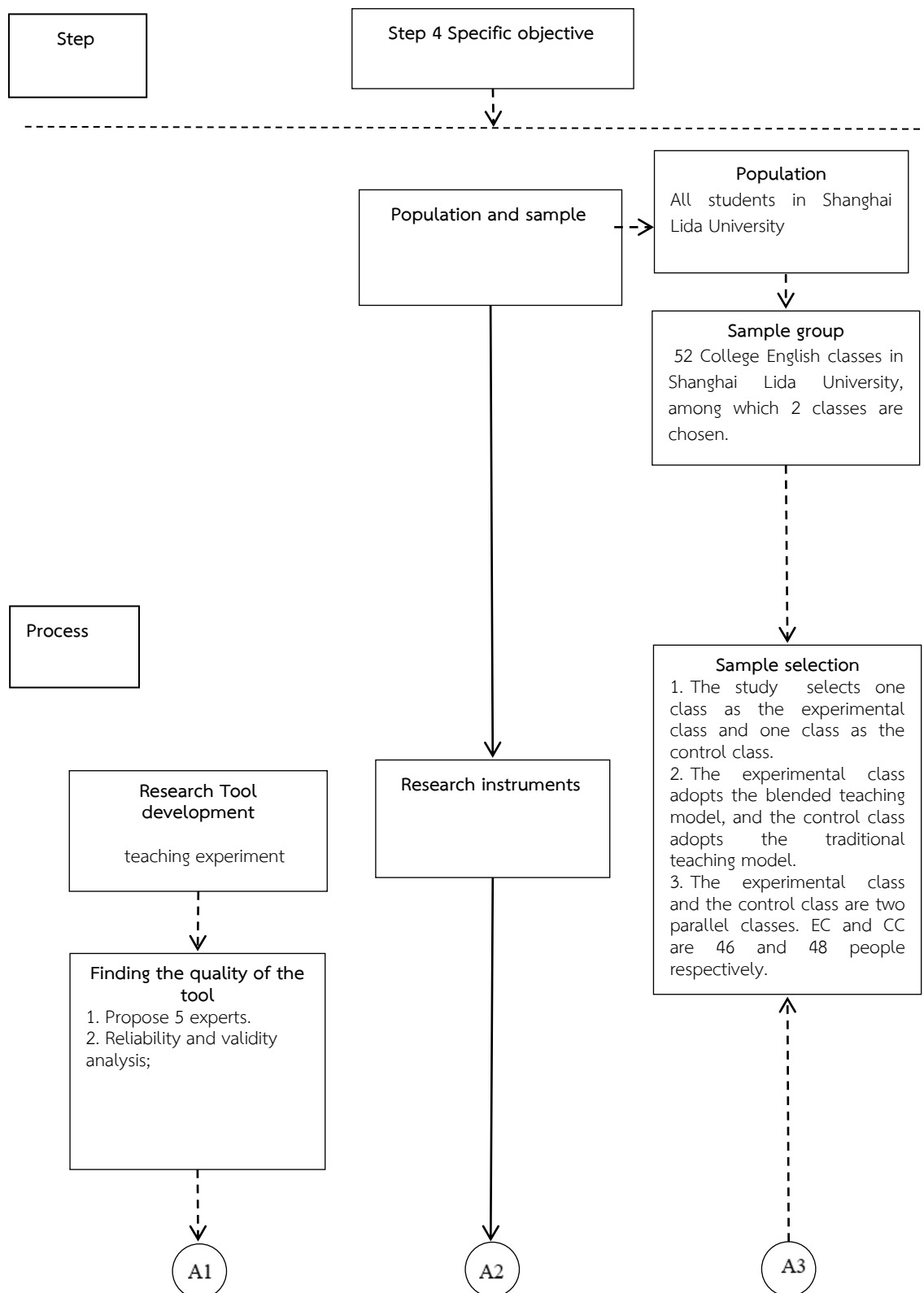
Average score analysis is used to quantify expert evaluations of the blended teaching model. Each expert provides ratings based on predefined criteria, and the final average score reflects the overall assessment of the model. A higher average score indicates a higher level of expert approval and validation of the model. A lower average score suggests that the model needs further refinement based on expert recommendations.

2. Qualitative Feedback Analysis

Experts provide written feedback on the blended teaching model, highlighting strengths, weaknesses, and areas for improvement. The feedback is categorized and analyzed to extract key themes and suggestions. The frequency of each feedback type is recorded, and the most frequently mentioned suggestions are prioritized for modification.

The study ensures that modifications align with expert recommendations to enhance the model's effectiveness.

Step 4 To implement the blended teaching Model for College English Reading Course based on Unipus platform in Shanghai Lida University.



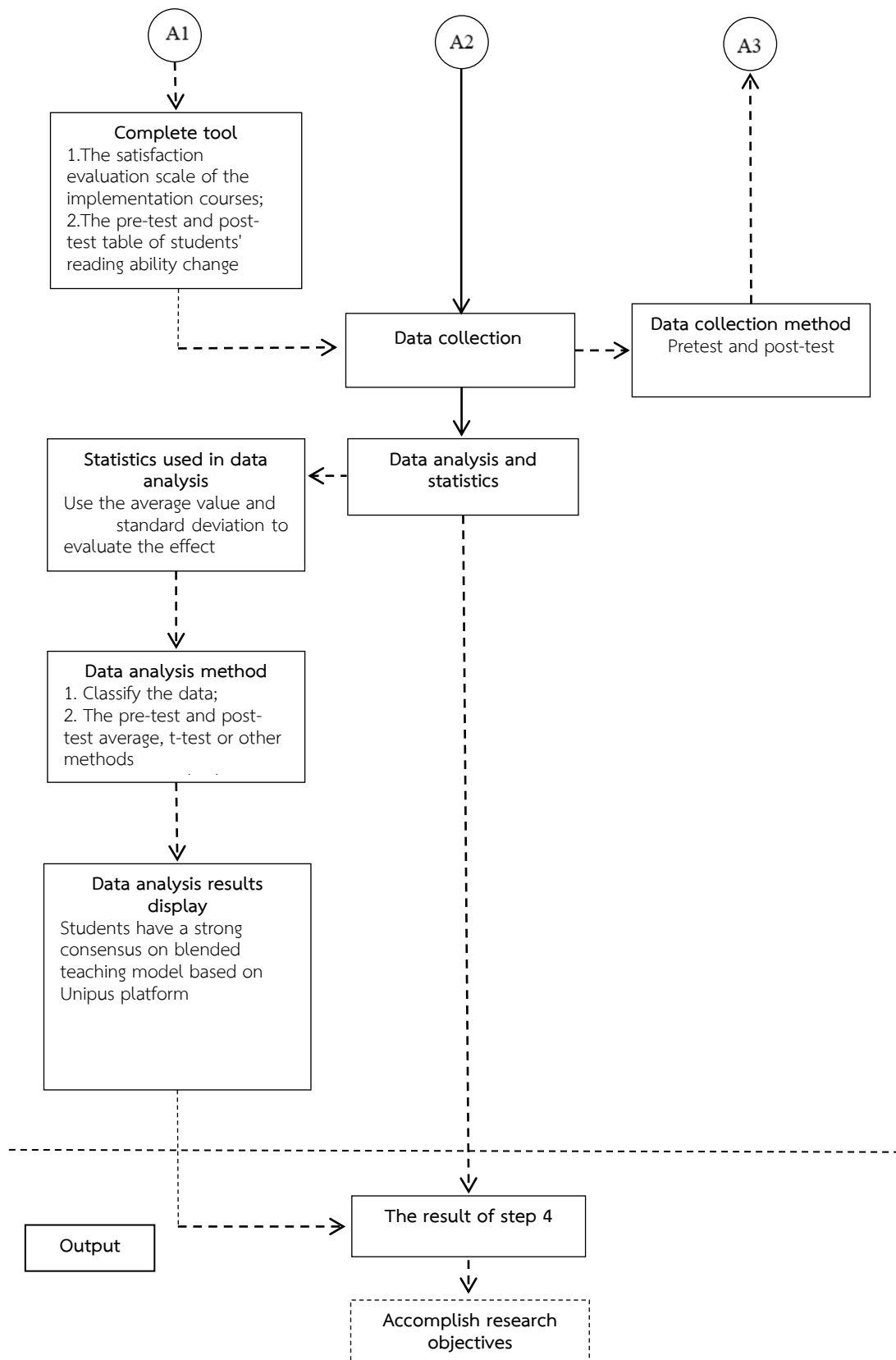


Figure 3.5 Details of the research process step 4

Step 4 To implement the blended teaching Model for College English Reading

Course based on Unipus platform in Shanghai Lida University.

Experimental Design

Participants: 94 second-year students at Shanghai Lida University.

Grouping: One experimental class (EC, 46 students) using the blended teaching

model and one control class (CC, 48 students) using the traditional model.

Consistency: Both classes are taught by the same teacher with identical materials and hours.

Duration: One semester.

Research Instruments

1. Test

To ensure reliability and validity, CET-4 (College English Test Band 4) reading comprehension materials are used. Pre-Test is administered in the first week. Post-Test is administered in the final week. Question Format: 4 passages per test. 20 multiple-choice questions (5 per passage). Scoring: Total score for both tests is 100 points. Equivalence: Pre-test and post-test maintain consistency in content, nature, and difficulty.

2. Questionnaire

In order to understand the implementation of Blended teaching model based on Unipus platform, a questionnaire is designed to investigate from four dimensions, namely Unipus utilization, materials evaluation, online autonomous learning, offline classroom teaching and overall satisfaction. The questionnaire is designed with a five-point Likert scale, which is marked with 1, 2, 3, 4, 5 respectively. In this study, 1 point and 2 point (less than 50% agree) represent disagreement with the stated opinions. 3 point (50% agree) is classified as positive tendency. 4 point and 5 point (more than 50% agree) represent support the stated opinions.

Data Collection for Pre-Test and Post-Test

To ensure the scientific validity and reliability of the research, a systematic data collection process is followed for both the Pre-Test and Post-Test. The data collection is divided into two parts: online (50%) and onsite (50%) to reflect the blended learning nature of the experiment.

1. Pre-Test Data Collection Process

Week 1: Pre-Test Administration

Online Data Collection (50%): The Unipus platform is used for online testing.

Students log in and complete the reading test within a limited time frame.

The system automatically records student responses and scores. Onsite Data Collection (50%): Students take the pre-test in a classroom setting under teacher supervision.

Test papers are printed and distributed. After completion, the papers are collected and manually graded.

2. Post-Test Data Collection Process

Final Week of Semester: Post-Test Administration

Online Data Collection (50%): The test is administered on Unipus platform, following the same format as the pre-test. The system records the test results automatically. Onsite Data Collection (50%): The test is conducted in a classroom setting under teacher supervision. Test papers are collected and manually graded.

Data Analysis Methods

1. Consistency Analysis

Verify the consistency between online and onsite test results. Ensure no significant discrepancy in test difficulty or student performance.

2. Descriptive Statistics

Calculate mean and standard deviation of pre-test and post-test scores. Determine performance improvements based on score differences.

3. T-Test Analysis

Conduct paired t-test to compare pre-test and post-test scores. Determine whether the blended teaching model significantly improves English reading proficiency.

Chapter 4

Data analysis results

This research objective is to design a blended teaching model for College English reading course based on Unipus platform. Conducting subsequent research based on the research methods outlined in Chapter 3 and presenting the data analysis results in the following 4 steps:

Step 1: Results of data analysis of expert interviews on the elements of blended teaching Model for College English Reading Course based on Unipus platform.

Step 2: Results of data analysis of expert evaluations on the development of blended teaching Model for College English Reading Course based on Unipus platform.

Step 3: Results of data analysis of expert evaluations on the blended teaching Model for College English Reading Course based on Unipus platform.

Step 4: Results of data analysis of the implementation of the blended teaching Model for College English Reading Course based on Unipus platform.

Step 1: Results of data analysis of expert interviews on the elements of the blended teaching Model for College English Reading Course based on Unipus platform

Personal information of the 9 experts interviewed, including gender, age, highest educational qualification, work experience in the field of innovation and entrepreneurship, etc., are presented in Table 4.1.

Table 4.1 Personal information of 9 experts involved in the interview

Indicator	Scope	Frequency	Percentage
Gender	Male	3	33.33
	Female	6	66.67
	Total	9	100
Age	36-45 yrs.	5	55.56
	Over 45 yrs.	4	44.44
	Total	9	100
Academic Degree	Doctor Degree	4	44.44
	Master degree	5	55.56
	Total	9	100
Working experience	8-10yrs.	2	22.22
	11-15yrs.	2	22.22
	Over 15yrs.	5	55.56
	Total	9	100

Interviewing a total of 9 experts, including 3 Experts in the Field of Blended Teaching, 3 Teachers of College English Reading Courses, 3 Online platform managers.

From the information in the table above, it can be observed that there are a total of 9 experts with a master's degree or above, and 7 experts with more than 10 years of relevant work experience. The experts with high academic qualifications and rich experience account for more than three-quarters of the total number of experts interviewed. This provides a solid foundation for identifying the elements of blended teaching Model for College English Reading Course based on Unipus platform through interviews.

2. The elements and sub-elements of blended teaching Model for College English Reading Course based on Unipus platform were determined through expert interviews. The specific procedure is as follows:

Firstly, based on a literature review, it was determined that the elements of blended teaching Model for College English Reading Course based on Unipus platform include: Teaching objective, Teaching content, Teaching method, Teaching process, Teaching environment, Teaching resources, Teaching activities, Teaching evaluation, Teaching time allocation, totaling 9 elements. An interview outline was formulated according to these 9 elements.

Subsequently, semi-structured interviews were conducted with experts. Repeat interviews were conducted for interview questions with unclear concepts or significant expert disagreements until relatively consistent interview conclusions were obtained.

Finally, the interview results were subjected to data analysis to derive the elements and sub-elements of blended teaching Model for College English Reading Course based on Unipus platform. The interview outline can be found in the appendix of the paper.

The data analysis results of the interviews are as follows:

2.1 Model element Teaching Objectives expert interview data analysis results. Based on the expert interview data analysis results presented in Table 4.2, it appears that improving understanding and analysis of complex texts, fostering critical evaluation, and expanding vocabulary are all rated 100%, showing they are deemed essential teaching objectives. Facilitating independent learning and increasing enthusiasm for reading both have a high rating of 88.89%. Equipping students with practical reading strategies is rated 77.78%. Enhancing teamwork and using technology each have a 66.67% rating. Creating a supportive and inclusive atmosphere is rated lower at 44.44%. This distribution shows a strong consensus on core teaching objectives, with slightly varied emphasis on other aspects.

Table 4.2 Model element Teaching Objectives expert interview data analysis results

Element	Element detail	Frequency	Percentage
Teaching objective	Understand and analyze complex texts	9	100.00
	Critically evaluate reading materials	9	100.00
	Expand students' vocabulary	9	100.00
	Facilitate Independent Learning	8	88.89
	Increase students' enthusiasm	8	88.89
	Equip students with practical strategies	7	77.78
	Collaboration & Peer Learning	6	66.67
	Technology Integration	6	66.67
	Create a supportive environment	4	44.44

2.2 Model element Teaching Content expert interview data analysis

results. Based on the expert interview data analysis results presented in Table 4.3, it is evident that techniques for active reading, exploration of genres, and critical reading/analysis are all considered essential, with a 100% rating. Techniques for expanding vocabulary and understanding text context are highly valued at 88.89%. Analysis of text structure and regular assessment of reading comprehension both have a 77.78% rating. Utilizing digital tools and resources is slightly less emphasized, with a 66.67% rating. These results indicate a strong focus on foundational reading techniques and critical analysis, with slightly less emphasis on digital tools and regular assessment.

Table 4.3 Model element Teaching Content expert Interview data analysis results

Element	Element detail	Frequency	Percentage
Teaching content	Techniques for active reading	9	100.00
	Techniques for expanding vocabulary	8	88.89
	Exploration of different genres	9	100.00
	Critical Reading and Analysis	9	100.00
	Understanding the background and context	8	88.89
	Analysis of text structure	6	66.67
	Utilizing digital tools and resources	6	66.67
	Regular assessment	7	77.78

2.3 Model element Teaching Method expert interview data analysis

results. Based on the expert interview data analysis results presented in Table 4.4, it is evident that there is a high level of consensus among the experts regarding the teaching methods of the blended teaching model. Specifically, Elements like Flipped Classroom and Scaffolded Instruction are applied consistently (100% of the time), indicating they are fundamental and widely accepted strategies in the educational framework being analyzed. Collaborative Learning, Differentiated Instruction, Synchronous and Asynchronous Learning, and Instructor-Led and Self-Directed Learning each have a high occurrence rate (88.89%), suggesting these methods are commonly used but not universally applied in every case. This indicates a strong emphasis but some variability in their application. Interactive Reading, with a frequency of 77.78%, is the least prevalent among the elements listed. This suggests it might be used less frequently or is less integral compared to the other strategies.

Table 4.4 Model element Teaching Method expert interview data analysis results

Element	Element detail	Frequency	Percentage
Teaching method	Flipped Classroom	9	100.00
	Interactive Reading	7	77.78
	Collaborative Learning	8	88.89
	Scaffolded Instruction	9	100.00
	Differentiated Instruction	8	88.89
	Synchronous and Asynchronous Learning	8	88.89
	Instructor-Led and Self-Directed Learning	8	88.89

2.4 Model element Teaching Process expert interview data analysis

results. Based on the expert interview data analysis results presented in Table 4.5, it is evident that Pre-Class Preparation, In-Class Instruction, and Online Learning Activities are all deemed essential, each with a 100% rating. Assessment and Feedback and Reflection and Improvement are highly emphasized, with an 88.89% rating. The integration of face-to-face and online components, as well as course evaluation and adjustment, appear in 66.67% of cases, suggesting they are important but may be less commonly implemented. This distribution highlights a strong focus on comprehensive planning, preparation, and delivery of instruction, along with a significant emphasis on continuous improvement and feedback mechanisms.

Table 4.5 Model element Teaching Process expert interview data analysis results

Element	Element detail	Frequency	Percentage
Teaching	Course Planning and Design	8	88.89
Process	Pre-Class Preparation	9	100.00
	In-Class Instruction	9	100.00
	Online Learning Activities	9	100.00
	Integration of Face-to-Face and Online Components	6	66.67
	Assessment and Feedback	8	88.89
	Reflection and Improvement	8	88.89
	Course Evaluation and Adjustment	6	66.67

2.5 Model element Training Environment expert interview data analysis results. The expert interview data in Table 4.6 indicates a strong consensus on crucial elements of the blended teaching environment. Physical Classroom Tools (100%): Essential for traditional and interactive learning environments. Online Learning Platforms (100%): Critical for facilitating remote learning and student engagement. Communication Channels (100%): Vital for maintaining interaction between students and instructors. Learning Analytics Tools (100%): Important for tracking and enhancing student performance. Digital Tools (88.89%): Widely used, but not as universally emphasized as other elements. Flexible Learning Spaces (88.89%): Increasingly valued for accommodating various learning styles. Library and Research Facilities (66.67%): Not universally integrated, potentially reflecting varying access or emphasis. Assessment and Feedback Mechanisms (55.56%): Less consistently used, indicating potential areas for improvement in evaluation practices. Overall: The data highlights a strong reliance on traditional and digital tools, with a notable emphasis on communication and analytics. However, there are opportunities to enhance library resources and feedback mechanisms to better support diverse learning needs.

Table 4.6 Model element Teaching Environment interview data analysis results

Element	Element detail	Frequency	Percentage
Teaching environment	Physical Classroom	9	100.00
	Online Learning Platform	9	100.00
	Digital Tools	8	88.89
	Communication Channels	9	100.00
	Learning Analytics Tools	7	77.78
	Library and Research Facilities	6	66.67
	Flexible Learning Spaces	4	44.44
	Assessment and Feedback Mechanisms	5	55.56

2.6 Model element Teaching Resources expert interview data analysis

results. The expert interview data in Table 4.7 shows a strong consensus on key aspects of entrepreneurial practice within the entrepreneur training model. Notably, activities like participating in entrepreneurship competitions and university-enterprise cooperation projects received unanimous agreement, with 100% frequency values. There's also significant support for virtual simulation courses and executing personal entrepreneurial plans, with frequency values of 88.89%. However, slightly less agreement is seen on participating in university entrepreneurship training programs and exploring science and technology projects, with frequency values of 66.67% and 55.56% respectively. Overall, the data indicates a general alignment among experts on the importance of diverse entrepreneurial practice opportunities, with some variations in emphasis.

Table 4.7 Model element Teaching Resources interview data analysis results

Element	Element detail	Frequency	Percentage
Teaching Resources	Instructor-Led Resources	9	100.00
	Digital Texts and E-Books	8	88.89
	Audio and visual materials	8	88.89
	Vocabulary and Language Learning Apps	6	66.67
	Reading and Writing Software	7	77.78
	Reading Comprehension Tools	8	88.89
	Discussion and Communication Platforms	9	100.00

2.7 Model element Teaching activities expert interview data analysis

results. Based on Based on the expert interview data analysis in Table 4.8, Synchronous discussions or debates through video conferencing and incorporating multimedia elements are regarded as essential, both with a 100% rating. Assigning online vocabulary exercises, using digital tools for interactive reading, creating online quizzes, and interactive assignments are also highly valued, each with an 88.89% rating. This indicates a strong preference for activities that enhance engagement and comprehension through interactive and multimedia methods.

Table 4.8 Model element Teaching Activities expert interview data analysis results

Element	Element detail	Frequency	Percentage
Teaching	Pre-Reading Online Modules	8	88.89
Activities	Interactive Digital Discussions	8	88.89
	Peer Review Platforms	9	100.00
	online quizzes and interactive assignments	8	88.89
	Multimedia Presentations	9	100.00

2.8 Model element Teaching Evaluation expert interview data analysis results. The expert interview data in Table 4.9 indicates that Ensuring learning objectives are clear and aligned, analyzing student engagement, assessing the online platform's effectiveness, and evaluating support resources are crucial elements, with a 100% rating for the first three and a 66.67% rating for support resources. Evaluating quiz results, assessment fairness, and effectiveness are important but slightly less emphasized, each at 88.89%. Using evaluation findings for course improvements has a 77.78% rating, indicating it's significant but less prioritized compared to other elements. This suggests a strong focus on clarity, engagement, and platform effectiveness, with somewhat less emphasis on support resources and improvement actions.

Table 4.9 Model element Teaching Evaluation expert interview data analysis results

Element	Element detail	Frequency	Percentage
Teaching evaluation	Attainment of learning goals	9	100.00
	Student Engagement	9	100.00
	Comprehension and Learning Outcomes	8	88.89
	Feedback Mechanisms	9	100.00
	Instructor Effectiveness:	8	88.89
	Technology Utilization	7	77.78
	Overall Course Satisfaction	6	66.67

2.9 Model element Teaching Time Allocation expert interview data analysis results. The expert interview data in Table 4.10 demonstrates that Equal allocation of 50% online and 50% offline is the most favored approach, with a 66.67% rating. Allocation of 40% online and 60% offline is the next most preferred, at 22.22%. Allocation of 30% online and 70% offline is considered, but less frequently, with only an 11.11% rating. Higher online proportions (60% and 70%) are not favored, with no support for these allocations. This indicates a clear preference

for a balanced approach to time allocation between online and offline components, with a strong inclination towards a 50/50 split.

Table 4.10 Model element Teaching Time Allocation interview data analysis results

Element	Element detail	Frequency	Percentage
Teaching Time Allocation	Online time 30% +Offline Time70%	1	11.11
	Online time 40% +Offline Time60%	2	22.22
	Online time 50% +Offline Time50%	6	66.67
	Online time 60% +Offline Time40%	--	--
	Online time 70% +Offline Time30%	--	--

Overall, the expert interview data analysis provides valuable insights into the essential elements of blended teaching model for College English reading course. Across various dimensions including teaching objectives, content, methods, environment, and evaluation, there is a remarkable level of consensus among experts. However, slight variations in agreement exist regarding certain aspects such as specific teaching content or teaching environment. These findings underscore the importance of a comprehensive and dynamic approach to college English reading teaching so as to cater to the diverse needs of college students.

Table 4.11 Statistics of Expert Consensus in the First Round of Interviews

Indicator	Scope	Frequency	Percentage
Expert Consensus	Below 50%	6	9.37
	50%-74%	8	12.50
	75%-99%	27	42.19
	100%	23	35.94
	Total	64	100

Step 2: Results of data analysis of expert evaluations on the development of the blended teaching model for College English Reading Course based on Unipus platform.

1. Personal information of the 21 experts interviewed, including gender, age, highest educational qualification, work experience in the field of blended teaching, etc., are presented in table 4.12.

Table 4.12 Personal information of 21 experts involved in the interview

Indicator	Scope	Frequency	Percentage
Gender	Male	9	42.86
	Female	12	57.14
	Total	21	100
Age	25-35 yrs.	5	23.81
	36-45 yrs.	7	33.33
	Over 45 yrs.	9	42.86
	Total	21	100
Academic Degree	Doctor Degree	9	42.86
	Master degree	10	47.62
	Bachelor degree	2	38.09
	Total	21	9.53
Working experience	Below 10yrs	5	23.81
	10-15yrs	6	28.57
	Above15yrs	10	47.62
	Total	21	100

Interviewing a total of 21 experts, including 7 Experts in the Field of Blended Teaching, 7 Teachers of College English Reading Courses and 7 Online platform managers.

From the information in the table above, the composition of the expert panel involved in the interview indicates a predominantly experienced and academically qualified group, with a balanced age distribution. Gender: 57.14% are female, 42.86% are male. Age: 42.86% are over 45 years, 33.33% are 36-45 years, and 23.81% are 25-35 years. Academic Degree: 47.62% hold a Master's degree, 42.86% have a Doctorate, and 9.53% have a Bachelor's degree. Working Experience: 47.62% have over 15 years of experience, 28.57% have 10-15 years, and 23.81% have less than 10 years.

Building upon the initial round of interviews, we distilled nine primary elements and sixty-four sub-elements. These elements were formulated into an expert assessment form, and twenty-one experts were invited to rate these elements using a five-point scale. Throughout the evaluation process, notable discrepancies emerged in expert opinions, inconsistencies in element descriptions, and suggested modifications from the experts. These issues were thoroughly addressed through iterative communication with the experts. Subsequently, the data was compiled, summarized, and analyzed. The results are presented below:

2.1 Model element Teaching Objective expert evaluation data analysis results. The expert evaluation data for the teaching objective element indicates consistent ratings across different sub-elements, with median (Mdn) scores ranging from 3.50 to 5.00. Objectives 1, 3, 6 are seen as universally important with no disagreement. These should be prioritized in lesson planning and professional development as they are clear focal points. Objectives 2, 4 and 5 are valued but have some variability in importance. Strategies supporting critical evaluation and increasing enthusiasm for reading should be carefully tailored to address varying educator perspectives. Objectives 7, 9 indicate mixed opinions. Additional discussions or surveys could clarify why variability exists (e.g., differences in student needs, teacher priorities, or contextual factors). Objective 8 (Technology Integration) shows that it's not a top priority. Therefore, Objectives 7, 8, and 9 are cut off from the list.

Table 4.13 Model element Teaching Objective expert evaluation data analysis results

Element	Element detail	Mdn	IQR
Teaching objective	Understand and analyze complex texts	5.00	0.00
	Critically evaluate reading materials	5.00	0.50
	Expand students' vocabulary	5.00	0.00
	Facilitate Independent Learning	5.00	0.50
	Increase students' enthusiasm for reading	4.50	0.50
	Equip students with practical strategies	5.00	0.00
	Collaboration & Peer Learning	3.60	1.50
	Technology Integration	3.50	1.00
	Create a supportive environment	3.80	1.50

2.2 Model element Teaching content expert evaluation data analysis

results. Expert evaluation of the data shows that techniques for active reading, vocabulary expansion, critical reading, and text structure analysis are highly valued, all receiving median scores of 5.0 and minimal variability (IQR=0.0 to 0.5). Exploration of genres, understanding text context, utilizing digital tools, and regular assessment are still important but show more variability, with median scores around 4.0 and IQRs ranging from 0.5 to 1.0. This suggests a consensus on core techniques and analysis, while genres and digital tools may require further focus and refinement.

Table 4.14 Model element Teaching content expert evaluation data analysis results

Element	Element detail	Mdn	IQR
Teaching content	Techniques for active reading	5.00	0.00
	Techniques for expanding vocabulary	5.00	0.00
	Exploration of different genres	4.00	1.00
	Critical Reading and Analysis	5.00	0.50
	Understanding the background and context	4.00	0.50
	Analysis of text structure	5.00	0.50
	Utilizing digital tools and resources	4.00	1.00
	Regular assessment	4.00	0.50

The original sub-element Regular assessment is relatively vague and lacks clarity. The modified version provides a more direct and understandable expression of regular assessment of reading comprehension.

Table 4.15 Model element Teaching Content, Expert revision suggestions

Original Item	New Item
Regular assessment	Regular assessment of reading comprehension

2.3 Model element Training Method expert evaluation data analysis results. The analysis of expert evaluation data reveals that Methods 1 (Flipped Classroom), 6 (Synchronous and Asynchronous Learning), and 7 (Instructor-Led and Self-Directed Learning) have universal agreement on their value. These methods are foundational and should be emphasized in teaching strategies and professional development. Methods 4 (Scaffolded Instruction) and 5 (Differentiated Instruction) are seen as critical but show some variability. While broadly important, there may be

differences in how educators approach or prioritize these methods based on specific classroom needs or experience levels. Methods 2 (Interactive Reading) and 3 (Collaborative Learning) are moderately valued, with some variability. These may be perceived as context-specific and could benefit from more targeted support or evidence of impact.

Table 4.16 Model element Teaching Method expert evaluation data analysis results

Element	Element detail	Mdn	IQR
Teaching method	Flipped Classroom	5.00	0.00
	Interactive Reading	4.00	0.50
	Collaborative Learning	4.00	1.00
	Scaffolded Instruction	5.00	0.50
	Differentiated Instruction	5.00	1.00
	Synchronous and Asynchronous Learning	5.00	0.00
	Instructor-Led and Self-Directed Learning	5.00	0.00

2.4 Model element Teaching Process expert evaluation data analysis results. The evaluation data provides valuable insights into the expertise deemed essential by the experts. Processes 1 (Course Planning and Design), 2 (Pre-Class Preparation), and 3 (In-Class Instruction) show universal agreement on their importance. These core activities are essential for teaching effectiveness and should be consistently prioritized and supported.

Process 4 (Online Learning Activities) is considered very important but has minor variability. While most see online learning as vital, individual experiences or resource availability might cause slight differences in perception.

Processes 5 (Integration of Face-to-Face and Online Components), 6 (Assessment and Feedback), and 7 (Reflection and Improvement) have mixed perceptions. These activities might depend on institutional priorities, educator expertise, or specific teaching contexts.

Process 8 (Course Evaluation and Adjustment) has lower perceived importance and the highest variability. This suggests a lack of consensus, possibly due to differences in how this process is implemented or valued across settings.

Table 4.17 Model element Teaching Process expert evaluation data analysis results

Element	Element detail	Mdn	IQR
Teaching	Course Planning and Design	5.00	0.00
Process	Pre-Class Preparation	5.00	0.00
	In-Class Instruction	5.00	0.00
	Online Learning Activities	5.00	0.50
	Online Integration	4.00	1.50
	Assessment and Feedback	4.00	0.50
	Reflection and Improvement	4.00	1.00
	Course Evaluation and Adjustment	3.50	1.50

The original sub-element Online Integration lacks clarity. The modified version provides a more direct and understandable expression of Integration of Face-to-Face and Online Components.

Table 4.18 Model element Teaching Process, Expert revision suggestions

Original Item	New Item
Online Integration	Integration of Face-to-Face and Online Components

2.5 Model element Teaching Environment expert evaluation data analysis results. The expert evaluation data for the teaching environment element reveals that elements such as Physical Classroom, Online Learning Platform, Digital Tools, Learning Analytics Tools all received median scores of 5.00, reflecting high and consistent approval. Communication Channels (Mdn 4.50, IQR 0.50) are seen as important but slightly less critical. This may reflect variability in the perceived importance of communication for different teaching scenarios. Library and Research Facilities (Mdn 4.00, IQR 1.50): This reflects a split opinion, possibly tied to differences in subject focus or institutional resources.

Views about Flexible Learning Spaces (Mdn 3.85, IQR 1.50) are mixed, likely influenced by the novelty of these spaces and their availability. Assessment and Feedback Mechanisms shows the lowest importance with high variability, which might stem from differing views on the role of environment in assessment, as opposed to teaching strategies.

Table 4.19 Model element Teaching Environment evaluation data analysis results

Element	Element detail	Mdn	IQR
Teaching environment	Physical Classroom	5.00	0.00
	Online Learning Platform	5.00	0.50
	Digital Tools	5.00	0.00
	Communication Channels	4.50	0.50
	Learning Analytics Tools	5.00	0.50
	Library and Research Facilities	4.00	1.50
	Flexible Learning Spaces	3.85	1.50
	Assessment and Feedback Mechanisms	3.44	1.50

2.6 Model element Teaching Resources expert evaluation data analysis results. The analysis of teaching resources indicates that Instructor-Led Resources and Digital Texts/E-Books are universally agreed upon as highly valuable resources. These should be the foundation of resource planning, receiving consistent investment and development. Audio and Visual Materials and Reading and Writing Software are seen as important, though slightly less critical than instructor-led or e-book resources. These tools are supportive, but their integration may vary by subject or teaching style.

Mixed opinions about Vocabulary/Language Learning Apps and Reading Comprehension Tools likely reflect differences in teaching contexts (e.g., language-focused vs. general education). Educators value these tools, but usage may depend on the specific needs of their students.

Discussion and Communication Platforms are perceived as the least important, with high variability, possibly due to differences in how communication tools are integrated into teaching. These platforms may be underutilized or seen as less critical compared to other resources. Therefore, it is deleted from the list.

Table 4.20 Model Element Teaching Resources Data Analysis Results

Element	Element detail	Mdn	IQR
Teaching Resources	Instructor-Led Resources	5.00	0.00
	Digital Texts and E-Books	5.00	0.00
	Audio and visual materials	4.00	0.50
	Vocabulary and Language Learning Apps	4.00	1.00
	Reading and Writing Software	4.00	0.50
	Reading Comprehension Tools	4.00	1.00
	Discussion and Communication Platforms	3.50	1.50

2.7 Model element Teaching Activities expert evaluation data analysis results. From the data analysis, it is evident that assigning online vocabulary exercises and pre-reading quizzes received a median score of 5.00 with no variability, indicating universal support and agreement on its effectiveness in building background knowledge. Organizing synchronous discussions or debates and using online forums for reflective discussions, as well as incorporating multimedia elements like videos or podcasts and having students create digital presentations or projects, also received high median scores (5.00) with some variability (IQR=0.50 to 1.00). This suggests strong support but some differences in opinions regarding implementation or impact. Using digital tools like annotation apps to facilitate interactive reading and encouraging students to highlight and comment on key passages received a median score of 4.00 with significant variability (IQR = 1.00). Creating online quizzes and interactive assignments to test comprehension, and utilizing digital platforms for peer reviews and feedback, also received a median score of 4.00 with similar variability (IQR = 0.50). This reflects general approval but indicates more varied perspectives on their effectiveness or application.

Table 4.21 Model element Teaching Activities expert evaluation data analysis results

Element	Element detail	Mdn	IQR
Teaching Activities	Pre-Reading Online Modules	5.00	0.00
	Interactive Digital Discussions	4.00	1.00
	Peer Review Platforms	5.00	0.50
	online quizzes and interactive assignments	4.00	0.50
	Multimedia Presentations	5.00	1.00

2.8 Model element Teaching evaluation expert evaluation data analysis results. The data analysis reveals that Attainment of Learning Goals, Student Engagement, and Comprehension and Learning Outcomes are universally acknowledged as critical components of teaching evaluation, with minimal variability.

These areas should remain the primary focus for evaluation frameworks and professional development initiatives. Variability over Feedback Mechanisms, Instructor Effectiveness, and Technology Utilization reflects differing opinions on their role in overall evaluation. These areas might need further refinement in implementation and alignment with institutional goals.

Overall Course Satisfaction is rated as the least important and shows the highest variability, likely due to differing priorities among educators or institutions. It may be seen as a secondary or indirect metric, compared to more measurable outcomes, so it is crossed off from the sub-elements.

Table 4.22 Model Element Teaching Evaluation Evaluation Data Analysis Results

Element	Element detail	Mdn	IQR
Teaching evaluation	Attainment of learning goals	5.00	0.00
	Student Engagement	5.00	0.00
	Comprehension and Learning Outcomes	5.00	0.50
	Feedback Mechanisms	5.00	1.00
	Instructor Effectiveness	4.00	1.00
	Technology Utilization	4.00	1.00
	Overall Course Satisfaction	3.60	1.50

2.9 Model element Continue learning expert evaluation data analysis results.

The data analysis for teaching time allocation reveals varying opinions on different online and offline time distributions. The balanced allocation of online and offline time (50% each) is the most favorably received, with a high median score and low variability. Other allocations receive more mixed responses, with significant variation in opinions, particularly for those with less balanced proportions of online and offline time. This suggests a preference for a more even distribution of online and offline activities in the teaching model.

Table 4.23 Model Element Teaching Time Allocation Evaluation Data Analysis Results

Element	Element detail	Mdn	IQR
Teaching Time Allocation	Online time 30% +Offline Time70%	3.00	2.00
	Online time 40% +Offline Time60%	4.00	2.00
	Online time 50% +Offline Time50%	5.00	0.50
	Online time 60% +Offline Time40%	3.00	2.00
	Online time 70% +Offline Time30%	3.00	2.00

Table 4.24 Summary of Items accepted by experts

Element	Accepted Element detail
Teaching objective	1. Understand and analyze complex texts
	2. Critically evaluate reading materials
	3. Expand students' vocabulary
	4. Facilitate Independent Learning
	5. Increase students' enthusiasm for reading
	6. Equip students with practical strategies
Teaching content	7. Techniques for active reading
	8. Techniques for expanding vocabulary
	9. Exploration of different genres
	10. Critical Reading and Analysis
	11. Analysis of text structure
	12. Regular assessment of reading comprehension
Teaching method	13. Flipped Classroom
	14. Interactive Reading
	15. Collaborative Learning
	16. Scaffolded Instruction
	17. Differentiated Instruction
	18. Synchronous and Asynchronous Learning
	19. Instructor-Led and Self-Directed Learning

Table 4.24 (Continued)

Element	Accepted Element detail
Teaching Process	20. Course Planning and Design 21. Pre-Class Preparation 22. In-Class Instruction 23. Online Learning Activities 24. Assessment and Feedback 25. Reflection and Improvement
Teaching environment	26. Physical Classroom 27. Online Learning Platform 28. Digital Tools 29. Communication Channels 30. Learning Analytics Tools
Teaching Resources	31. Instructor-Led Resources 32. Digital Texts and E-Books 33. Audio and visual materials 34. Vocabulary and Language Learning Apps 35. Reading and Writing Software 36. Reading Comprehension Tools
Teaching Activities	37. Pre-Reading Online Modules 38. Interactive Digital Discussions 39. Peer Review Platforms 40. Online quizzes and interactive assignments 41. Multimedia Presentations
Teaching evaluation	42. Attainment of learning goals 43. Student Engagement 44. Comprehension and Learning Outcomes 45. Feedback Mechanisms 46. Instructor Effectiveness: 47. Technology Utilization
Teaching Time Allocation	Online time 50% +Offline Time50%

Development of Blended teaching model for college English Reading course based on Unipus platform. After conducting interviews with 9 experts and evaluations from 21 experts, this study selects the elements with $PCT > 70\%$, $Mdn \geq 3.5$, and $IQR \leq 1.5$ as the content of further research according to the actual situation, and resulted in 9 main elements and 48 sub-elements for the blended teaching model. The specific model is illustrated in the Figure 4.1 below:



Figure 4.1 Blended teaching model for college English reading course based on Unipus platform

1. Teaching Objectives

According to the requirements of the teaching syllabus, teachers adhere to the principle of student-oriented, fit the interest points of college students, set up teaching objectives to meet the students' independent and personalized learning in a multi-modal environment, and focus on the mix of "online" and "offline". These objectives are designed to enhance students' reading skills, critical thinking, and engagement by leveraging the unique benefits of both online learning and traditional classroom experiences.

2. Teaching Content

The materials, topics, and resources used to facilitate learning through both online and in-person methods. It includes the selection and organization of reading materials and instructional resources designed to meet the course objectives and enhance students' reading and analytical skills, such as Core Texts: Academic articles, literature excerpts, and essays; Supplementary Materials: Vocabulary lists, comprehension exercises, and critical essays, Interactive Elements: Online quizzes, discussion forums, and multimedia content.

3. Teaching Method

Under the blended teaching mode, the teaching organization is mainly based on students' online autonomous learning, combined with offline group cooperative learning, to ensure organic collaboration inside and outside the classroom. On the one hand, in view of the detailed analysis of reading teaching on the "Unipus" platform, students are required to practice, think and remember more in accordance with the platform tutorials. On the other hand, for the difficulties and problems that cannot be resolved in group discussion, teachers should adopt the method of collective teaching, focus on the explanation of major and difficult points, and choose more appropriate teaching strategies to ensure the benefits of all students.

4. Teaching Process

In blended English reading teaching, the teaching steps are divided into three stages: before class, during class and after class. First, assign self-study tasks before class. With the help of the independent learning "Unipus" platform, pre-class research

tasks are published, course discussion areas are set up, and uploaded to the "Unipus" platform, which is convenient for students to focus on feedback. Teachers use the platform to organize student discussions, let students summarize, exercise students' practical ability and thinking, and ensure the effectiveness of training. Secondly, in the class, in order to promote the improvement of students' high-level critical thinking in reading, select discussion topics, carry out cross-group discussions, and jointly discuss the problems in order to stimulate students' learning enthusiasm. Random inspection or random questions are adopted to understand students' learning progress and improve the effectiveness of students' learning. Finally, after class, the design of output tasks should be strengthened. Students can choose to complete extension tasks. Under the premise of adhering to operability and objectivity, students are encouraged to reflect and summarize, make mind maps, and guide students to explore and discover new knowledge.

5. Teaching Environment

The combined physical and digital spaces where instruction and learning occur. This environment integrates both online and face-to-face elements to create a cohesive and interactive learning experience. The offline smart teaching platform is composed of advanced equipment and technology such as multimedia classroom, multifunctional display screen of smart classroom, electronic blackboard, and network teaching platform (smart learning space). The online Intelligent network learning and assessment platform is composed of foreign language learning software and systems such as Unipus, iTest, etc., covering English reading and writing skills training, which meets the actual language level and development needs of students. The platform supports the seamless learning mode of computers and mobile devices, and meets the diversified mobile learning needs of students. In addition, the platform provides real-time quantitative online learning behavior data, such as learning time, accuracy rate, interaction amount, etc., which is convenient for teachers to track and monitor learning situation, carry out personalized guidance, and promote the formation of students' autonomous learning habits.

6. Teaching Resources

Teaching resources are the various materials and tools employed in a blended College English reading course to deliver instruction, engage students, and support learning across both online and in-person components. These resources include digital content, physical materials, and interactive tools that aid in the effective teaching and understanding of reading concepts.

7. Teaching Activities

Teaching activities in the context of blended teaching for a College English reading course refer to the diverse instructional and interactive tasks designed to facilitate student learning across both online and face-to-face formats. These activities aim to engage students, reinforce reading skills, and achieve course objectives by integrating digital and traditional teaching methods. The offline smart teaching supports teachers and students to access multiple mobile intelligent terminal devices such as mobile phones and tablets, and supports interactive teaching activities such as resource sharing, voting questionnaires, brainstorming, timed answers and group presentations, forming tangible physical learning space and intangible digital learning space, assisting the presentation of teaching content, facilitating the acquisition of learning resources, and enriching classroom interaction forms.

8. Teaching Evaluation

Evaluation model is the main basis for testing the effectiveness of teaching practice. The Unipus platform is powerful and provides a multidimensional formative assessment. The overall evaluation design of English reading teaching includes formative assessment and final assessment. Formative assessment includes learning portfolio (platform learning record, homework completion, learning reflection), class performance (translation class performance, group task achievement and class homework), process test (platform unit learning test, class quiz), and final assessment is the final exam.

9. Teaching Time Allocation

The 50% online and 50% offline blended teaching model for college English reading is a flexible and engaging approach that can enhance the overall learning experience. By carefully integrating online and offline components, educators can provide students with a well-rounded educational experience that promotes critical thinking, collaboration, and a love for reading. Proper implementation, continuous assessment, and instructor training are essential for the success of this model, ensuring that students gain the maximum benefit from their learning experience.

Step 3: Results of data analysis of expert evaluations on the blended teaching model for college English reading course based on Unipus platform.

This step will evaluate the blended teaching model by inviting 9 experts to assess the model, including 3 Modelling Experts, 3 Experts in Blended teaching of College English Reading Courses, and 3 Online platform experts. The specific information of the experts is shown in the table below:

Table 4.25 Personal information of 9 experts involved in model evaluation

Item	Data	Frequency	Percentage
Gender	Male	6	66.67
	Female	3	33.33
	Total	9	100
Age	36-50 yrs.	5	55.56
	Over 50 yrs.	4	44.44
	Total	9	100
Academic Degree	Doctor's degree	5	66.67
	Master's degree	4	33.33
	Total	9	100

Table 4.25 (Continued)

Item	Data	Frequency	Percentage
Working life	10-15 yrs.	2	22.22
	16-25 yrs.	5	55.56
	26-30 yrs.	2	22.22
	Total	9	100

Among the 9 experts involved in the model evaluation, 6 are male (66.67%) and 3 are female (33.33%). In terms of age: 55.56% are aged 36-50 years, and 44.44% are over 50 years. No respondents are below 35 years.

In terms of academic degree: 66.67% hold a Doctor's degree, and 33.33% have a Master's degree. Working Life: 55.56% have 16-25 years of working experience, 22.22% have 10-15 years, and 22.22% have 26-30 years. Overall, the majority are male, middle-aged, highly educated with doctoral degrees, and have significant work experience.

The expert evaluation questionnaire for designing the blended teaching model comprises four sections: Overall Effectiveness of the Model, Completeness of Model Elements, Interrelationship of Model Elements, and Additional Evaluation Aspects, totaling 25 questions. The collected expert assessment data will be summarized and analyzed as shown in the following table:

Table 4.26 Expert evaluation for developing the blended teaching model

Questionnaire Sections	No. of agree	percentage
Part 1: Overall Effectiveness of the Model		
1. Do you think this model can effectively cultivate students' critical thinking and learning willingness?	9	100.00
2. Do you believe this model comprehensively covers the knowledge and skills required for students in the provided teaching content?	9	100.00
3. Does this model effectively stimulate learners' learning enthusiasm and enhance practical abilities through the adopted teaching methods?	9	100.00
4. Regarding the teaching process, do you think this model can integrate before-class, in-class and after-class into a whole?	9	100.00
5. In terms of the provided teaching environment, do you think this model can offer enough resources and space to support students' autonomous learning ?	9	100.00
6. Do you believe this model can increase the guidance of students' interactive activities, and avoid students' burnout?	9	100.00
7. With respect to teaching resource, do you think this model can provide ample support and incentive measures for learners?	9	100.00
8. Regarding assessment and evaluation, do you think this model can accurately assess learners' English reading proficiency and capability?	9	100.00

Table 4.26 (Continued)

Questionnaire Sections	No. of agree	percentage
9. In terms of time allocation, do you think Online time 50% +Offline time50% is appropriate in current college English blended teaching?	8	88.89
Part 2: Completeness of Model Elements		
10. In the setting of teaching objectives, do you think these objectives cover the comprehensiveness of college English reading education?	9	100.00
11. Regarding the arrangement of teaching content, do you think these contents cover various aspects required forcollege English reading teaching?	9	100.00
12. Concerning the selection of teaching methods, do you think these methods fully utilize different teaching tools and resources?	9	100.00
13. For the requirements of teaching activities, do you think they possess necessary teaching activities?	9	100.00
14. In the construction of teaching environment, do you think sufficient resources and support are provided?	9	100.00
15. Regarding the design of teaching process, do you think this model covers all the teaching procedures?	9	100.00
16. Concerning resource allocation, do you think sufficient learning materials are provided?	9	100.00
17. Regarding assessment and evaluation systems, do you think they possess comprehensiveness and objectivity?	9	100.00
Part 3: Interrelationship of Model Elements		
18. In the evaluation of overall effectiveness, do you think there is good coordination and cooperation among various elements?	9	100.00

Table 4.26 (Continued)

Questionnaire Sections	No. of agree	percentage
19. Regarding the assessment of the completeness of model elements, do you think they form an organic whole?	9	100.00
20. In the interrelationship of model elements, do you think there are deficiencies or conflicts between some elements?	8	88.89
21. Do you think there are relationships between some elements that can be further strengthened or improved?	9	100.00
Part 4: Additional Evaluation Aspects		
22. Do you think this model has long-term sustainability and can continuously provide effective college English reading teaching?	9	100.00
23. In terms of social impact and contribution, do you think this model can have a positive impact on current college English teaching?	9	100.00
24. Regarding internationalization and cross-cultural adaptability, do you think this model possesses sufficient characteristics to operate effectively in different cultural backgrounds and provide reference for foreign language teaching ?	8	88.89
25. Regarding the innovativeness and forward-looking nature of the model, do you think it can keep up with the times and continuously innovate and improve?	8	88.89

From the data analysis of expert evaluation, we can draw the conclusions from the following four aspects:

Section 1: Overall Effectiveness of the Model

High agreement (100%) across all statements indicates that the experts strongly believe in the model's ability to: (1) Cultivate critical thinking and learning willingness. (2) Cover necessary knowledge and skills. (3) Stimulate enthusiasm and practical abilities through effective teaching methods. (4) Integrate pre-class, in-class, and post-class learning processes. (5) Offer sufficient resources and space for autonomous learning. (6) Avoid student burnout by guiding interactive activities. (7) Provide ample resources for learners and assess their reading proficiency accurately.

One exception (88.89%): The statement regarding time allocation (50% online + 50% offline) received slightly less support, suggesting some experts might feel that this balance is not ideal for all situations.

Section 2: Completeness of Model Elements

High agreement in all items shows that the model is perceived to cover a comprehensive range of necessary elements for blended college English reading education, including: (1) Teaching objectives. (2) Content arrangement. (3) Selection of teaching methods and activities. (4) The construction of the teaching environment.

(5) Resource allocation and assessment systems. This suggests that the model is well-rounded and includes all essential components for effective teaching.

Section 3: Interrelationship of Model Elements

High agreement (100%) on the coordination and cooperation of the elements within the model, as well as the integration of these elements into an organic whole. One item (88.89%) indicates that there are some minor conflicts between certain model elements, which may suggest that while the model works well overall, there could be occasional friction or challenges in aligning some elements. The item about strengthening or improving relationships between some elements (100% agreement) suggests that there is a general consensus that the model could be further optimized in specific areas.

Section 4: Additional Evaluation Aspects

Long-term sustainability (100%): The model is seen as capable of providing continuous and effective college English reading teaching over time. Social impact and contribution (100%): Respondents agree that the model has a positive impact on current English teaching in colleges. Internationalization and cross-cultural adaptability (88.89%): While the model is seen as having the potential to work effectively in different cultural contexts, the slightly lower score indicates that some believe improvements could be made to enhance its global applicability. Innovativeness and forward-looking nature (88.89%): The model is seen as innovative and adaptable, but again, some respondents may feel that its potential for continuous innovation could be strengthened.

Summary of Findings:

Strengths:

The model is highly regarded for its overall effectiveness in cultivating students' learning and critical thinking, providing comprehensive teaching content, and offering a well-rounded teaching process (before, during, and after class). It is seen as sustainable, positively impactful on current education, and potentially adaptable for use in different cultural contexts.

Areas for Improvement:

Time allocation: The 50% online/50% offline balance might not be universally ideal for all teaching contexts.

Inter-element coordination: While there is generally good coordination, minor conflicts between elements were noted, which could suggest areas of potential refinement.

Cross-cultural adaptability and innovation: The model could be further enhanced to strengthen its international applicability and its capacity for continuous innovation.

Expert opinions and suggestions

Experts gave three suggestions: (1) Use lines or arrows of different colors and thicknesses to represent the interrelationships among the nine major elements. For

example, starting from the Teaching Objective, use a thick arrow pointing to the Teaching Content to indicate the guiding role of the teaching objective on the teaching content. (2) A two-way arrow can be used to connect Teaching content and Teaching Activities to represent their mutual interaction and influence. The associations between other elements are also represented in a similar manner, ensuring that each element has a clear connection with other elements. (3) Change the static display of the diagram to a process link display. For example, starting from the teaching design (Teaching Process), use a continuous arrow to point to subsequent links such as teaching activities, evaluation feedback (Teaching Evaluation), etc., forming a complete cycle process.

Through expert sorting, combined with expert suggestions, a new model system is established. See Figure 4.2.

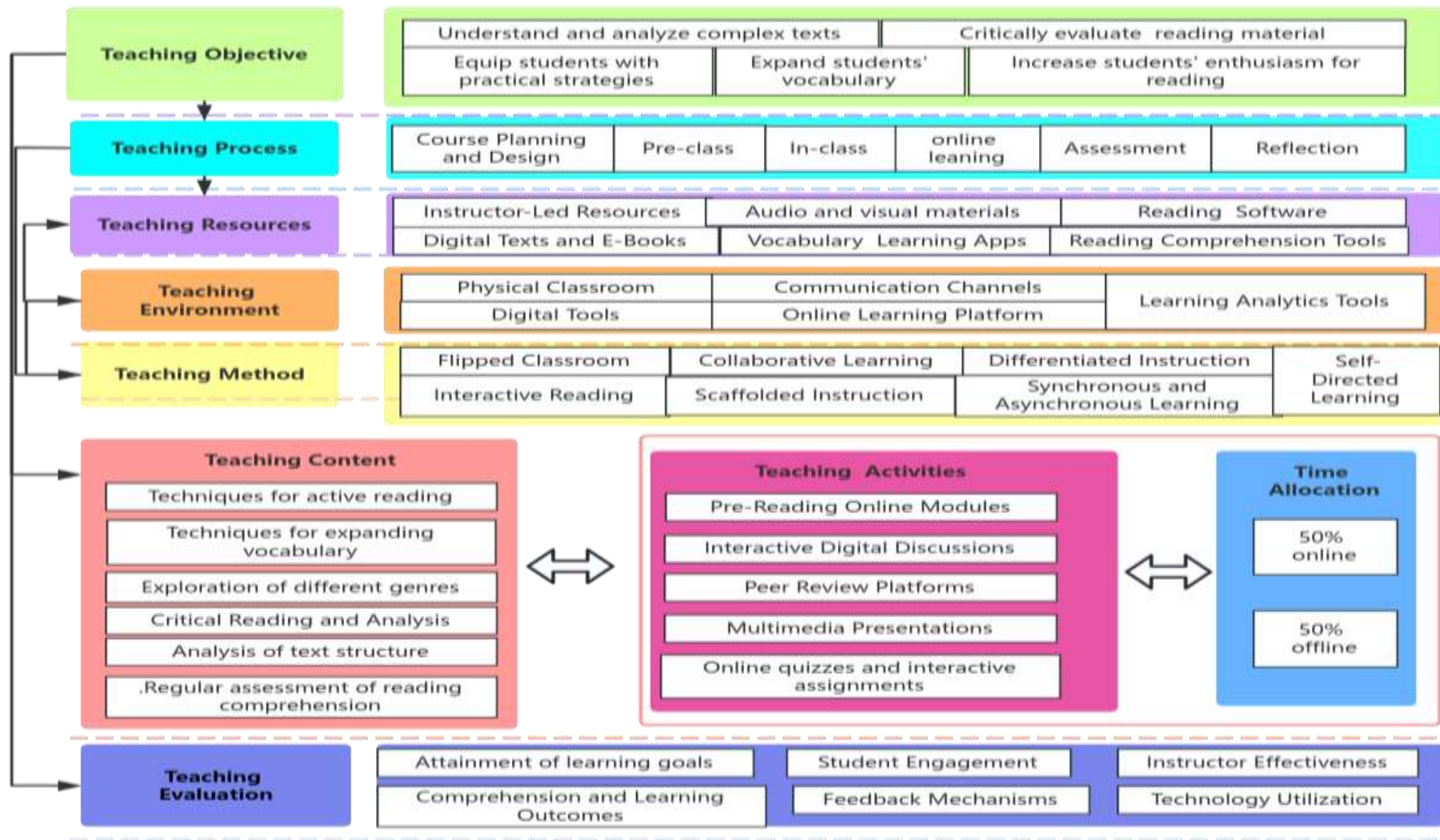


Figure 4.2. Modified Blended teaching model for college English reading course based on Unipus platform

The modified blended teaching model consists of nine interconnected elements, which collectively enhance the effectiveness of college English reading instruction. Their relationships can be described as follows:

Teaching Objectives: Define the core goals of the course, such as improving reading comprehension, expanding vocabulary, and fostering critical thinking. These objectives guide the structure and implementation of all other elements.

Teaching Process: Represents the instructional workflow, including course planning, pre-class preparation, in-class learning, online learning, assessment, and reflection. This structured process ensures a seamless integration of online and offline activities.

Teaching Resources: Provide the necessary materials, including instructor-led content, digital texts, vocabulary apps, audio-visual materials, and comprehension tools. These resources support both online and in-class learning, ensuring a rich, interactive learning experience.

Teaching Environment: Combines the physical classroom, digital tools, communication channels, and online learning platforms. This hybrid setting enables students to access content flexibly while maintaining engagement with peers and instructors.

Teaching Methods: Include flipped classroom strategies, collaborative learning, interactive reading, scaffolded instruction, and differentiated learning. These methods ensure that students receive personalized and structured support, aligning with their individual learning needs.

Teaching Content: Covers essential reading skills, such as active reading techniques, vocabulary expansion, genre exploration, critical reading, and text structure analysis. The content directly supports the teaching objectives and is adapted to both online and offline formats.

Teaching Activities: Involves a variety of engagement techniques, such as pre-reading online modules, digital discussions, peer review platforms, multimedia presentations, and interactive quizzes. These activities help bridge the gap between theory and practice.

Time Allocation: Maintains a balanced 50%-50% online and offline approach, ensuring that students receive sufficient face-to-face interaction while benefiting from digital resources and self-paced learning.

Teaching Evaluation: Assesses the effectiveness of the blended model through learning outcomes, student engagement, instructor effectiveness, feedback mechanisms, and technology utilization. Evaluation results continuously inform improvements in the other elements.

Interconnections among nine elements

Teaching objectives drive teaching content and methods, ensuring alignment between goals and instructional strategies.

Teaching resources and environment provide the foundation for teaching activities, which are carefully structured within the teaching process.

Time allocation dictates how the learning experience is split between online and offline modes, affecting teaching methods and activities.

Teaching evaluation informs future adjustments, ensuring a continuous cycle of improvement in teaching content, activities, and methods.

This interconnected framework creates an adaptive and student-centered blended learning experience, leveraging both traditional and digital tools for optimal learning outcomes.

Step 4. To implement the blended teaching Model for College English Reading Course based on Unipus platform in Shanghai Lida University

The research objects were students from Shanghai Lida University. The university offers college English courses for 52 classes in In the fall semester of 2024. At the beginning of the semester, the institution administers an English proficiency examination to all students. For this study, two classes with comparable English proficiency levels were selected as the experimental groups. The difference in English proficiency between them is less than 5%. The researcher selects one class as the experimental class and one class as the control class. The experimental class adopts the blended teaching model, and the control class adopts the traditional

teaching model. Experiment class (EC) and control class (CC) are 46 and 48 people respectively.

In this experiment, the advantages of blended teaching include the following points: (1) Students can obtain more learning resources; (2) Students can use online learning platforms for learning; (3) Classroom teaching is student-centered, so students can give full play to their learning initiative.

Teaching design of experiment class

The blended teaching model for College English reading courses based on the Unipus platform incorporates nine essential elements: teaching objectives, teaching content, teaching methods, teaching process, teaching environment, teaching resources, teaching activities, teaching evaluation, and teaching time allocation.

1. Teaching Objectives

The teaching objectives of the English reading course are designed to help students:

(1) Develop Reading Comprehension Skills

Equip students with strategies to understand complex texts, identify main ideas, make inferences, and critically evaluate the content.

(2) Enhance Vocabulary and Grammar

Build students' vocabulary and grammatical knowledge through context-based learning and text analysis.

(3) Foster Critical Thinking

Encourage students to analyze, synthesize, and critique the reading material, fostering independent thought and academic discourse.

(4) Improve Academic English Proficiency

Provide students with the tools to navigate academic texts, including identifying key arguments, supporting evidence, and underlying assumptions.

(5) Cultivate Autonomous Learning

Encourage students to take responsibility for their learning through self-guided activities and online resources.

2. Teaching Content

The course content is structured around various thematic units and reading strategies:

Unit 1: Introduction to Academic Reading

- Focus on reading for comprehension.
- Techniques for skimming and scanning.
- Introduction to academic genres (essays, articles, etc.).

Unit 2: Building Vocabulary and Context Clues

- Methods for determining word meanings from context.
- Strategies for learning new vocabulary efficiently.

Unit 3: Reading for Specific Information

- How to locate specific details within academic texts.
- Practice with reading exercises focused on detail extraction.

Unit 4: Identifying Main Ideas and Supporting Details

- Teaching students how to spot the main argument and supporting points in texts.
- Practice with identifying thesis statements and topic sentences.

Unit 5: Critical Reading and Analysis

- Techniques for analyzing academic articles critically.
- Identifying biases, assumptions, and rhetorical strategies in texts.

Unit 6: Integrating Knowledge and Writing

- How to synthesize information from multiple readings.
- Developing writing skills based on reading (e.g., summaries, critiques, reports).

3. Teaching Methods

The hybrid teaching model combines both traditional and digital methods to facilitate effective learning:

(1) Blended Learning Approach

Face-to-face teaching for key concepts and skills development. Online learning for supplementary activities, quizzes, and discussions.

(2) Task-Based Learning (TBL)

Students complete tasks that require them to use reading skills in real-world contexts (e.g., summarizing articles, writing response papers).

(3) Flipped Classroom

Students engage with content (e.g., video lectures, readings) before the face-to-face session. In-class time is dedicated to discussion, exercises, and application of skills.

(4) Collaborative Learning

Group discussions and peer assessments to encourage cooperative learning.

(5) Scaffolded Learning

Gradually increasing difficulty and complexity of reading materials and tasks to build student confidence and competence.

(6) Interactive Technology Integration

Use of tools like online quizzes, discussion forums, and interactive video lectures to engage students.

4. Teaching Process

The teaching process follows a structured, sequential approach that includes pre-class, in-class, and post-class activities:

(1) Pre-Class Activities

Assigned reading materials, videos, and vocabulary exercises via an online learning platform (e.g., Unipus platform).

Online quizzes to check comprehension of the pre-class materials.

(2) In-Class Activities

Interactive lectures that focus on explaining key concepts and engaging students in active discussions.

Group activities to apply reading strategies (e.g., finding the main idea, summarizing an article).

Peer review sessions where students evaluate each other's work.

(3) Post-Class Activities

Self-study assignments, including writing tasks and further reading.

Participation in online forums to discuss readings and clarify doubts.

Regular feedback through online assessments.

5. Teaching Environment

The hybrid teaching environment is designed to maximize student engagement both online and offline:

(1) Physical Classroom Setup

A flexible seating arrangement that encourages collaboration and group work.

Access to multimedia resources (projector, computers, etc.) for interactive learning.

(2) Online Platform

A central Learning Management System like Unipus platform, where students can access readings, assignments, quizzes, and discussion forums.

Use of video conferencing tools (Zoom, Microsoft Teams) for live online lectures and discussions.

(3) Library and Resource Centers

Online and physical library resources, including access to academic journals, e-books, and databases.

Study rooms for collaborative work.

6. Teaching Resources

The following resources are essential for supporting both the in-person and online aspects of the course:

(1) Textbooks

Core reading materials (academic articles, textbook chapters, e-books).

Supplementary readings for deeper exploration of topics.

(2) Online Learning Tools

Learning management systems, interactive quizzes, video lectures, and discussion forums.

Vocabulary learning apps, such as Quizlet.

(3) Multimedia

Videos, podcasts, and interactive web tools to enhance understanding of readings and concepts.

Screen-capturing and annotation software for visual explanations.

(4) Assessment Tools

Rubrics for evaluating student work.

Online assessment platforms for quizzes and assignments.

7. Teaching Activities

Teaching activities are designed to engage students in both individual and collaborative learning experiences:

(1) Reading and Analysis Exercises

Short readings followed by guided questions.

Group discussions on reading strategies and text interpretation.

(2) Peer Collaboration and Feedback

Group work on analyzing academic articles, where each group presents their findings to the class.

Peer-to-peer feedback on written assignments (e.g., summaries, critical reviews).

(3) Interactive Workshops

Workshops on academic reading strategies and note-taking techniques.

Real-time quizzes and games to reinforce vocabulary and grammar.

(4) Flipped Classroom Activities

Watching pre-recorded lectures at home and applying knowledge during in-class exercises.

8. Teaching Evaluation

Effective teaching evaluation ensures that students are progressing in their reading abilities and that the course design is meeting the intended learning outcomes. The evaluation process in a blended learning environment should be continuous and multifaceted, assessing both the in-class learning and the online components.

(1) Formative Evaluation

Formative assessment provides ongoing feedback to students during the course. It focuses on monitoring students' progress and guiding improvement. It should be an integral part of the blended learning process, as it allows instructors to adjust teaching strategies based on student performance.

(2) Summative Evaluation

Summative assessment evaluates student performance at the end of a course or a unit to determine if learning objectives have been met.

(3) Student Self-Evaluation

Encourage students to engage in self-reflection by evaluating their own learning progress throughout the course.

(4) Instructor Feedback

Regular and constructive feedback is essential for guiding students' learning. Instructors should provide timely feedback on assignments, quizzes, and participation to encourage students' improvement.

9. Teaching Time Allocation

In-Class Learning: 50% of total course time.

Online Learning: 50% of total course time.

Effect of Blended Teaching on College English Reading

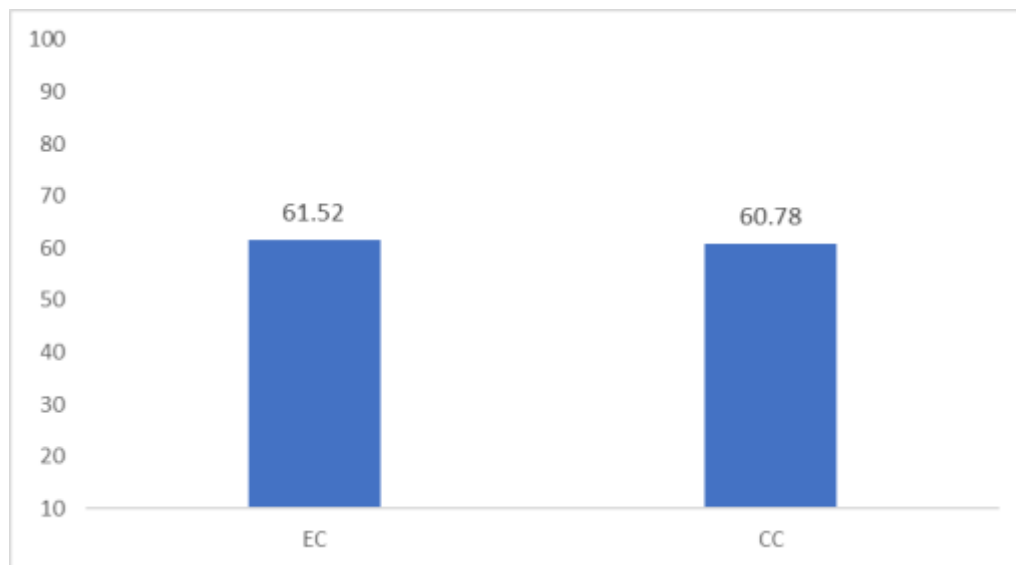
The thesis used computer program to carry out independent sample t-test and paired sample t-test on the pre-test and post-test results of the two classes and analyzed and discussed the statistical results. The full score of both pre-test and post-test is 100 marks.

1. Pre-test Scores of EC and CC

The thesis makes comparisons on the pre-test results of the EC and the CC. See Table 4.27, Figure 4.3 and Table 4.28 for details.

Table 4.27 Results of the Pre-test of EC and CC

Group	N	Mean	S.D.
Pre-test EC	46	61.52	.775
CC	48	60.78	.850

**Figure 4.3** Comparison of average scores of the pre-test in CC and EC**Table 4.28** Independent Samples T Test of Pre-test of EC and CC

t	df	Sig. (2-tailed)
-.023	93	.982

As is shown in Table 4.27, the Experimental Class (EC) had a mean score of 61.52 with a standard deviation of 0.775. The Control Class (CC) had a mean score of 60.78 with a standard deviation of 0.850. The mean difference between the two groups was 0.74 (61.52 - 60.78). This indicates that in the pre-test, the two groups performed very similarly, with the experimental class slightly outperforming the control class, but the difference is minimal.

As is shown in Table 4.28, the t-value was -0.023 with a degree of freedom (df) of 93. The two-tailed significance level (Sig. (2-tailed)) was 0.982. Since the significance level is greater than 0.05, the difference in pre-test scores between the two groups is not statistically significant. In other words, the performance of the experimental class and the control class in the pre-test is essentially equivalent and comparable.

From Figure 4.3, it is visually evident that the average scores of the experimental class and control class are nearly identical. This further supports the conclusions drawn from the tabular data and T-test results.

2. Pre-test and Post-test Scores of Experiment Class (EC)

The thesis makes comparisons on the results of the pre-test and post-test in EC. See Table 4.29, Figure 4.4 and Table 4.30 for details.

Table 4.29 Results of the Pre-test and Post-test in EC

	Mean	N	S.D.
Pair1 Pre-test	61.52	46	.775
Post-test	80.25	46	.569

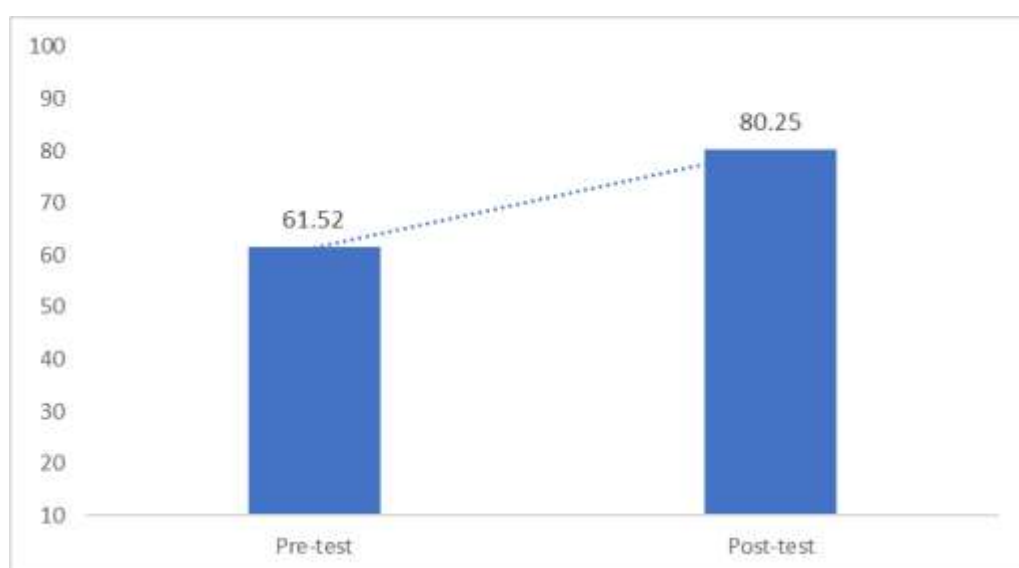


Figure 4.4 Comparison of average scores of the pre-test and post-test in EC

Table 4.30 Paired Samples Test of EC

	Mean	S.D.	T	Sig. (2-tailed)
Pair1 Pre-test	-18.73	.824	-3.004	.004
VS				
Post-test				

As is shown in Table 4.29, The data shows a substantial increase in the mean score from the pre-test to the post-test (an improvement of 18.73 points, 80.25 - 61.52). The smaller standard deviation in the post-test results suggests that the scores became more consistent among participants.

From Paired Samples T-Test (Table 4.30), we can see that Mean Difference is -18.73, indicating a significant improvement in scores from the pre-test to the post-test. Standard Deviation (S.D.) is 0.824, reflecting some variability in the improvement. T-value is -3.004, indicating a strong statistical difference between the pre-test and post-test scores. Significance (Sig. 2-tailed): 0.004, which is less than the threshold of 0.05. The significance value indicates that the improvement in scores from the pre-test to the post-test is statistically significant. This confirms that the observed difference is unlikely to be due to random chance.

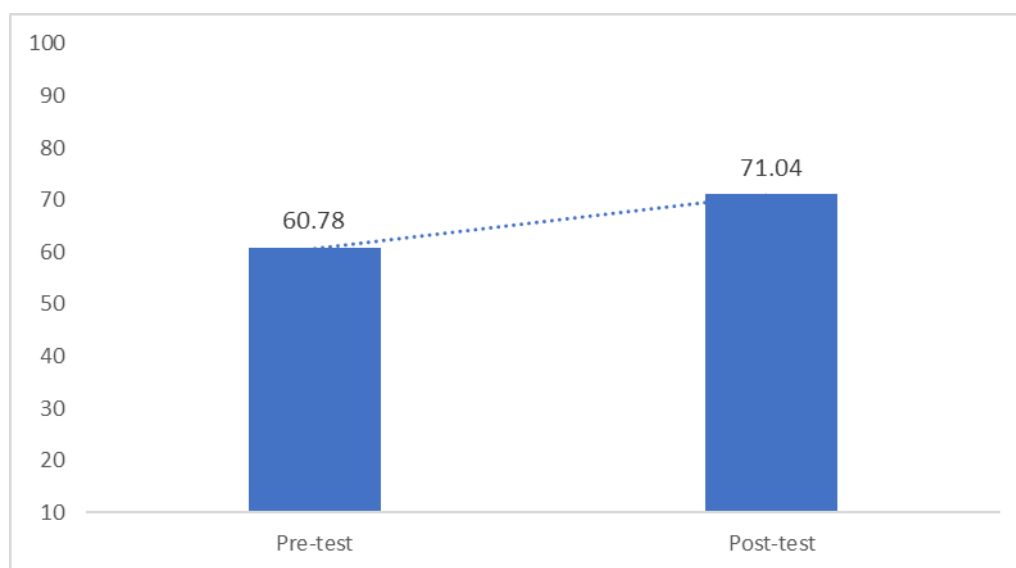
In summary, the large increase in the mean score from 61.52 to 80.25 demonstrates that the blended teaching model implemented in the EC was highly effective in improving performance. The paired samples t-test shows a statistically significant improvement, with a p-value of 0.004, indicating that the results are not due to chance. The reduction in standard deviation from 0.775 (pre-test) to 0.569 (post-test) suggests that the intervention not only improved overall performance but also narrowed the performance gap among participants.

3. Pre-test and Post-test Scores of Control Class (CC)

The thesis compares the pre-test and post-test results of CC. See Table 4.31, Figure 4.5 and Table 4.32 for details.

Table 4.31 Results of the Pre-test and Post-test in CC

	Mean	N	S.D.
Pair1 Pre-test	60.78	48	.850
Post-test	71.04	48	.622

**Figure 4.5** Comparison of average scores of the pre-test and post-test in CC**Table 4.32** Paired Samples Test of CC

	Mean	S.D.	T	F	Sig. (2-tailed)
Pair 1 Pre-test VS post-test	-10.26	1.050	.198	7	.344

As is shown in Table 4.31, the data indicates a mean improvement of 10.26 points from the pre-test to the post-test ($71.04 - 60.78$). While this shows progress, the magnitude of improvement is less pronounced compared to the Experimental Class (EC).

From Paired Samples T-Test (Table 4.32), Mean Difference is -10.26, reflecting an improvement in scores from the pre-test to the post-test. Standard Deviation (S.D.) is 1.050, indicating some variability in the improvement. T-value: 0.198, suggesting a weak effect size. F-value: 7, suggesting some differences in score distribution across the two tests. Significance (Sig. 2-tailed): 0.344, which is much greater than the standard threshold of 0.05.

In summary, the mean improvement of 10.26 points, while positive, is not statistically significant, as shown by the high p-value (0.344). This suggests that the intervention or teaching methods applied in the CC had a limited impact on overall performance. The relatively higher standard deviation of 1.050 indicates greater variability in the improvement across participants. This may suggest that the intervention's effect was inconsistent within the group.

When compared to the EC's improvement of 18.73 points, the CC's results are modest and lack statistical significance. This contrast highlights the effectiveness of the EC's intervention over the traditional methods used in the CC. While the Control Class showed some improvement in scores from the pre-test to the post-test, the results were not statistically significant. This indicates that the teaching methods applied in the CC may not have been effective enough to produce meaningful learning gains. The comparison to the EC further emphasizes the potential value of the intervention used in the experimental group. Future research should explore ways to enhance the effectiveness of traditional teaching approaches.

4. Post-test Scores of EC and CC

The thesis makes statistics on the post-test results of EC and CC. See Table 4.33, Figure 4.6 and Table 4.34 for details.

Table 4.33 Results of the Post-test of EC and CC

	Group	N	Mean	S.D.
Post-test	EC	46	80.25	.569
	CC	48	71.04	.621

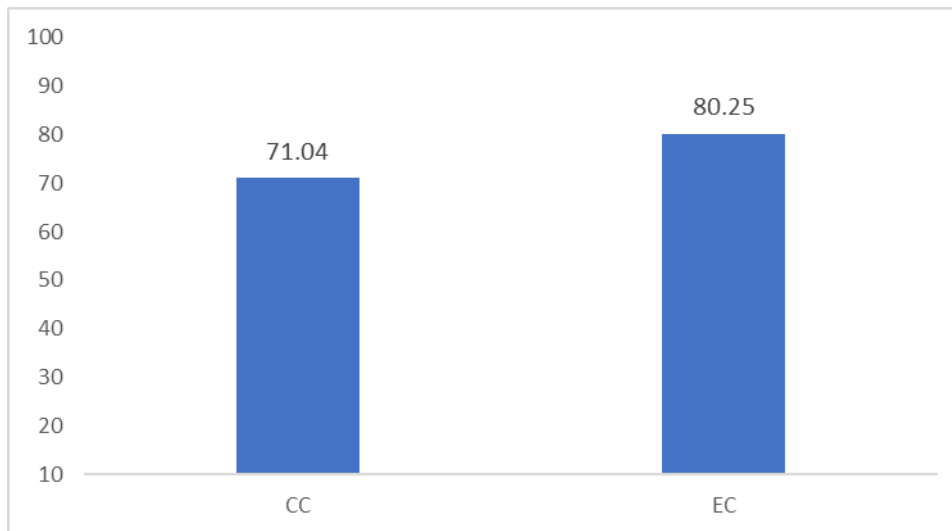


Figure 4.6 Comparison of average scores of the post-test in CC and EC

Table 4.34 Independent Samples Test of Post-test EC and CC

T	df	Sig. (2-tailed)
-2.722	93	.008

As is shown in Table 4.33, the data shows a substantial difference in the mean scores between the EC and CC, with the EC scoring 9.21 points higher than the CC (80.25 - 71.04). The lower standard deviation in both groups suggests relatively consistent performance within each class.

From Independent Samples T-Test (Table 4.34), t-value is -2.722, indicating a significant difference between the two groups. Significance (Sig. 2-tailed) is 0.008. The significance value is less than 0.05, indicating that the difference in post-test scores between the EC and CC is statistically significant. This suggests that the observed difference is unlikely due to random variation and likely reflects the impact of the blended teaching model in the EC.

In summary, the significant improvement in the EC compared to the CC underscores the importance of adopting innovative blended teaching methods. The traditional methods used in the CC may not have been as effective in promoting student achievement.

The results suggest that the intervention not only improved overall learning outcomes but also produced a statistically significant advantage compared to traditional methods. This has potential implications for broader educational practices and curriculum development.

Data analysis of students' satisfaction towards Blended Teaching Model based on Unipus platform

In order to know the students' attitude towards the application of BTM based on Unipus platform, and the effectiveness of this teaching model on students' learning interest and autonomous learning ability, 20 questions are divided into four major dimensions, that is, Unipus platform utilizing, online autonomous learning, offline classroom teaching and overall satisfaction.

Table 4.35 shows the mean of each dimension and total mean, which are 4.36, 4.07, 4.22, 4.16 and 4.21 respectively. The mean of each dimension is more than 3, which indicates that the students agree with the situations described in each item in general.

Table 4.35 Mean of the Dimensions in the Questionnaire

Dimension	Mean	No.	Question
Unipus platform utilizing	4.36	5	1, 2, 3, 4, 5
Online autonomous learning	4.07	5	6, 7, 8, 9, 10
Offline classroom teaching	4.22	5	11, 12, 13, 14, 15
Overall satisfaction	4.16	5	16, 17, 18, 19, 20
Total	4.21	20	All

1. Results and discussion on Unipus platform utilizing

The first dimension consists of five questions, which is designed to explore students' satisfaction on Unipus platform utilizing.

Table 4.36 Descriptive Statistics of the Unipus platform utilizing

N	Question	Mean	S.D.	Level
1	I think the quantity of materials on Unipus platform is moderate.	3.88	.627	M
2	I think the difficulty of materials on Unipus platform is moderate.	4.17	.495	H
3	I think the materials on Unipus platform are attractive.	4.25	.667	H
4	I think the operation interface of Unipus platform is clear and the operation process is easy to master.	4.62	.503	H
5	I think Unipus platform supports multi terminal (computer, mobile, PC) access, which helps me learn in my own pace.	4.45	.645	H

According to the descriptive statistical results in Table 4.36, the mean of quantity of materials is 3.88. It shows that students think that quantity of materials is plentiful. Students think that there are too many materials on Unipus platform.

The mean of difficulty of materials is 4.17, indicating that the difficulty of materials is between simpler or more difficult. The mean of attraction of materials is 3.25, which indicates that attraction for Unipus platform materials is between basically like and like.

The mean of Q4 and Q5 are very high and there are many students who choose the fourth option (agree). The mean of operation process is 4.62, which indicates students' proficiency in operation is between basic proficiency and

proficiency. The mean of Q5 is 4.45, which indicates that Unipus platform is open and convenient to learn in their own pace.

To sum up, in addition to the negative attitude towards the quantity of materials, students also hold a positive attitude towards the difficulty, attraction, proficiency and convenience. But there is a certain gap to completely satisfied.

Results and discussion on online autonomous learning

The second dimension consists of five questions, which are designed to explore students' online autonomous learning.

Table 4.37 Descriptive Statistics of Online Autonomous Learning

N	Question	Mean	S.D.	Level
6	I can autonomously use Unipus to learn English reading course, even if there is no requirement.	4.06	.731	H
7	I think online autonomous learning can stimulate my interest in English reading.	4.04	.600	H
8	I will make the autonomous learning plan of Unipus platform according to my English learning situation.	3.67	.683	M
9	I will complete the assignment on Unipus platform within the time limit specified by the teacher.	4.25	.717	H
10	I think autonomous learning on Unipus platform is helpful to my English reading ability.	4.29	.753	H

According to the descriptive statistical results in Table 4.37, among the five variables describing online autonomous learning, the mean of Q8 is 3.67, indicating that the content described is disagreement with the actual situation of the students. Therefore, according to the content of the item, it can be considered that the students basically will not make an autonomous learning plan.

The mean of Q6 and Q7 are 4.06 and 4.04, that is, students are basically neutral to the two views of autonomously use Unipus platform to learn English reading course and online autonomous learning to improve English learning interest, which show that students have motivation to study on Unipus platform.

The mean of Q9 and Q10 are 4.25 and 4.29, that is, students agree with these two views. It shows that students can finish the assignment on Unipus platform on time, and affirm the role of online autonomous learning, which has a positive impact on the improvement of students' English reading ability.

Results and discussion on offline classroom teaching

The third dimension consists of five questions, which are designed to explore offline classroom teaching.

Table 4.38 Descriptive Statistics of Offline Classroom Teaching

N	Question	Mean	S.D.	Level
11	I think the teacher has arranged the clear task and role division in the classroom interaction.	4.18	.793	H
12	I think the teaching activities designed by teachers in class are interesting and operable.	4.24	.810	H
13	I actively participate in the interaction with teachers and classmates in class.	4.28	.784	H
14	I think the relationship between teachers and students is more harmonious under BTM.	4.35	.785	H
15	I think it is helpful for me to improve my reading ability in the process of cooperation and problem-solving.	4.18	.612	H

According to the descriptive statistical results in Table 4.38, among the five variables describing offline classroom teaching, the mean of all items is more than 3, indicating that the content described is between agree and totally agree with the actual situation of the students.

The mean of Q11 and Q12 are 4.18 and 4.24, that is, students agree with these two views. It indicates that the teaching plan designed by teachers is reasonable. The teacher not only ensures that the teaching task is clear, but also ensures that the division of role of students is clear. According to Q12, the class activities designed by teachers such as debate and role play, etc. are accepted by students.

The mean of Q13, Q14 and Q15 are 4.28, 4.35 and 4.18 respectively. Q14 has the highest mean among the five questions, and the most people choose the fourth option (agree). Compared with the traditional teaching model, BTM gives students more opportunities to interact and answer questions in class. In addition, group learning and cooperative learning increase the interaction between students and teachers. Compared with the traditional teaching model, BTM based on Unipus platform has a more harmonious relationship between teachers and students, and students' English reading ability also improves.

Results and discussion on overall satisfaction

The fourth dimension consists of five questions which are designed to explore students' overall satisfaction.

Table 4.39 Descriptive Statistics of Overall Satisfaction

N	Question	Mean	S.D.	Level
16	I am generally satisfied with the learning resources on Unipus platform.	4.24	.600	H
17	I am generally satisfied with the proportion of content distribution on online learning and offline learning.	4.48	.620	H
18	I am generally satisfied with BTM in College English reading teaching based on Unipus platform.	4.46	.635	H

Table 4.39 (Continued)

N	Question	Mean	S.D.	Level
19	Compared with the traditional teaching model, I prefer BTM in College English reading teaching based on Unipus platform.	4.55	.682	H
20	I am willing to continue to use BTM in College English reading teaching based on Unipus platform.	4.56	.631	H

According to the descriptive statistical results in Table 4.39, the mean of Q16 is 4.24. The mean of Q17 is 4.48 and the most people choose the fourth option (agree). Students think that the classroom activities designed by teachers are effective and the curriculum arrangement is reasonable.

The mean of Q18, Q19 and Q20 are 4.46, 4.55 and 4.56, the mean of these three items are more than 3, indicating that the contents described are between agree and totally agree with the students' actual situation. Compared with the traditional teaching model, students prefer BTM based on Unipus platform and are willing to continue to use this teaching model in future learning.

Among the five variables describing overall satisfaction, the mean of five items are higher than 4.16. It indicates that, on the whole, the students are satisfied with BTM based on Unipus platform. Therefore, the effectiveness of BTM meets teaching objectives in this study.

In summary, the total mean and the mean of the four dimensions in the questionnaire are greater than 3, which indicates that Unipus material utilizing, online autonomous learning, offline classroom teaching and overall satisfaction are basically agreed. Students have strong adaptability to the combination of online learning and offline teaching and put forward higher requirements for the use of Unipus materials. BTM based on Unipus platform can promote students' autonomous learning awareness, and the classroom interaction is significantly increased compared with the traditional teaching model. Finally, the students express their satisfaction with this teaching model and are willing to continue to use it.

Chapter 5

Conclusion Discussion and Recommendations

The main objective of this research is to develop a blended teaching model for College English reading course based on Unipus platform. To this end, four specific objectives are put forward:

To study the elements of blended teaching Model for College English Reading Course based on Unipus platform.

To develop the blended teaching Model for College English Reading Course based on Unipus platform

To evaluate the blended teaching Model for College English Reading Course based on Unipus platform.

To implement the blended teaching Model for College English Reading Course based on Unipus platform

Conclusion

Objectives 1 Conclusion: Blended teaching Model for College English Reading Course based on Unipus platform consists of 9 elements.

Through expert interviews, nine primary elements and corresponding sub-elements of the blended teaching model were identified, including teaching objectives, content, methods, processes, environment, resources, activities, evaluation, and time allocation.

Most experts involved in the interviews held a master's degree or above, with over 75% having more than 10 years of relevant work experience, ensuring the reliability of conclusions.

1. Teaching Objectives

The most critical teaching objectives identified include: Enhancing understanding and analysis of complex texts (100% agreement). Fostering critical evaluation of reading materials (100% agreement). Expanding vocabulary (100%

agreement). Additional objectives such as promoting independent learning and increasing enthusiasm for reading had high support (88.89%).

2. Teaching Content

Key elements of content emphasized were: Techniques for active reading and critical analysis (100% agreement). Expanding vocabulary and understanding text context (88.89% agreement). Analysis of text structure (77.78% agreement). Use of digital tools received less emphasis (66.67%), indicating a potential area for improvement.

3. Teaching Methods

Universally recognized methods included: Flipped classroom and scaffolded instruction (100% agreement). Collaborative and differentiated learning had high support (88.89%). Interactive reading was rated slightly lower (77.78%).

4. Teaching Processes

The key stages of the teaching process—pre-class preparation, in-class instruction, and online learning activities—received full consensus (100% agreement). Reflection, feedback, and integration of online and face-to-face components were slightly less emphasized (66.67%-88.89%).

5. Teaching Environment

Essential elements such as physical classroom tools, online platforms, and communication channels were unanimously endorsed (100% agreement). Flexible learning spaces and library resources were deemed less critical (44.44%-66.67%).

6. Teaching Resources

Key Points: Prioritize instructor-led resources, digital texts, and audio-visual materials. Vocabulary apps and reading comprehension tools were considered supplementary. Instructor-led resources and digital texts received 100% and 88.89%, respectively. Vocabulary apps and reading comprehension tools scored 66.67%-77.78%.

7. Teaching Activities:

Key Points: Engage students with interactive digital discussions, pre-reading modules, and multimedia presentations. Peer review and collaborative exercises were highlighted. Peer review platforms and multimedia presentations had 100%

agreement. Online quizzes, interactive discussions, and pre-reading modules scored 88.89%.

8. Teaching Evaluation:

Key Points: Focus on achieving learning goals, assessing engagement, and providing feedback. Technology utilization and course satisfaction were less emphasized. Learning goals, engagement, and feedback scored 100%. Technology utilization and course satisfaction scored 77.78% and 66.67%, respectively.

9. Teaching Time Allocation:

Key Points: A 50% online and 50% offline distribution is preferred. Less balanced distributions (e.g., 30% online + 70% offline) were not favored. 50% online and 50% offline was rated most favorable (66.67%), while other distributions scored below 25%.

The nine elements identified and their sub-elements reflect a comprehensive and well-supported framework for the blended teaching model. Data shows high agreement (66.67%-100%) across most elements, indicating their relevance and applicability in the teaching context. Areas such as technology integration and flexible learning spaces require further attention to maximize effectiveness.

Objectives 2 Conclusion: Development of Blended teaching Model for College English Reading Course based on Unipus platform

Experts generally agreed that the model covered all essential elements required for college English reading education, with median scores of 4 or higher.

1. Teaching Objectives

The objectives were refined to focus on understanding complex texts, fostering critical evaluation, expanding vocabulary, and promoting independent learning. Technology integration and creating a supportive environment were deprioritized. Median (Mdn) scores for key objectives such as understanding complex texts and critical evaluation were 5.00, with interquartile range (IQR) ≤ 0.50 , reflecting strong consensus. Technology integration (Mdn=3.50, IQR=1.00) and creating a supportive environment (Mdn=3.80, IQR=1.50) were deprioritized due to lower ratings and variability.

2. Teaching Content

Focus was placed on active reading, critical analysis, and vocabulary expansion, while digital tools and assessment practices were slightly less emphasized. Techniques for active reading, vocabulary expansion, and critical analysis received $Mdn = 5.00$ with $IQR \leq 0.50$. Utilization of digital tools and resources scored $Mdn = 4.00$, $IQR = 1.00$, showing slightly more variability in expert opinions.

3. Teaching Methods

Flipped classrooms, scaffolded instruction, and differentiated learning were highlighted as critical methods, while interactive reading showed slightly more variability. Flipped classrooms and scaffolded instruction had unanimous agreement ($Mdn = 5.00$, $IQR = 0.00$). Interactive reading scored $Mdn = 4.00$, $IQR = 0.50$, reflecting moderate variability in its perceived importance.

4. Teaching Process

Core processes—pre-class preparation, in-class instruction, and online learning activities—were universally acknowledged, while integration of face-to-face and online components showed mixed views. Pre-class preparation and in-class instruction had $Mdn = 5.00$, $IQR = 0.00$. Integration of face-to-face and online components scored $Mdn = 4.00$, $IQR = 1.50$, indicating variability in opinions about its effectiveness.

5. Teaching Environment:

Emphasis was placed on physical classrooms, online platforms, and digital tools, while flexible learning spaces and library resources were less prioritized. Physical classrooms, online platforms, and digital tools scored $Mdn = 5.00$, $IQR \leq 0.50$. Flexible learning spaces scored $Mdn = 3.85$, $IQR = 1.50$, reflecting mixed opinions on their importance.

6. Teaching Resources:

Digital texts, instructor-led resources, and audio-visual materials were prioritized. Vocabulary apps and discussion platforms were considered less critical. Digital texts and instructor-led resources had $Mdn = 5.00$, $IQR = 0.00$. Vocabulary apps and reading comprehension tools scored $Mdn = 4.00$, $IQR = 1.00$, showing moderate variability in perceived value.

7. Teaching Activities:

Peer review, pre-reading modules, and multimedia presentations were rated highly, while interactive reading tools had more varied opinions. Peer review and multimedia presentations scored $Mdn = 5.00$, $IQR \leq 0.50$. Interactive reading activities scored $Mdn = 4.00$, $IQR = 1.00$, showing room for improvement in consistency of application.

8. Teaching Evaluation:

Focus was on achieving learning goals, evaluating engagement, and providing feedback. Course satisfaction was deprioritized. Attainment of learning goals and student engagement scored $Mdn = 5.00$, $IQR \leq 0.50$. Course satisfaction scored $Mdn = 3.60$, $IQR = 1.50$, reflecting lower prioritization.

9. Teaching Time Allocation:

Key Points: A 50/50 online-offline split was favored, while imbalanced distributions (e.g., 30% online) were less supported. A 50/50 split scored $Mdn = 5.00$, $IQR = 0.50$. Other distributions, such as 30% online + 70% offline, scored $Mdn = 3.00$, $IQR = 2.00$, reflecting less preference.

Refinements and Modifications: Some sub-elements, such as "Online Integration," were revised to "Integration of Face-to-Face and Online Components" for clarity.

Exclusions: Lower-rated elements like "Overall Course Satisfaction" were removed, reflecting a greater emphasis on directly measurable outcomes.

The evaluation results indicate that the nine elements of the blended teaching model are generally comprehensive and well-supported. Most elements received high consensus ($Mdn \geq 4.00$, $IQR \leq 1.00$), with minor variability in aspects like flexible learning spaces, technology integration, and course satisfaction. This highlights the need for targeted refinements to further align the model with diverse teaching contexts.

Objectives 3 Conclusion: Evaluation of Blended teaching Model for College English Reading Course based on Unipus platform

This step focuses on expert evaluations of the effectiveness, completeness, and relationships among the elements of the blended teaching model, along with additional evaluation aspects.

1. Overall Effectiveness of the Model

The model is highly effective in Cultivating students' critical thinking and learning enthusiasm; Covering necessary knowledge and skills; Integrating pre-class, in-class, and post-class learning processes; Providing sufficient resources and space for autonomous learning and Avoiding student burnout and increasing interactive activities.

All statements related to the model's effectiveness received unanimous agreement (100%). The time allocation of 50% online and 50% offline received slightly less support (88.89%), indicating some reservations about its universal applicability.

2. Completeness of Model Elements

Experts agreed that the model comprehensively covers: Teaching objectives, content, methods, and activities; Construction of teaching environment and Resource allocation and assessment systems. All related questions received 100% agreement, reflecting strong consensus on the model's completeness.

3. Interrelationship of Model Elements

The model demonstrates good coordination and cooperation among elements. The elements form an organic whole, though minor deficiencies or conflicts exist in certain interrelationships. Strengthening relationships between some elements could further optimize the model.

Questions about overall coordination and forming an organic whole received 100% agreement. Minor deficiencies or conflicts between elements were noted by 88.89% of experts, indicating room for improvement in aligning specific components.

4. Additional Evaluation Aspects

The model has long-term sustainability and can adapt to diverse teaching contexts. It has a positive social impact and contributes to improving college English teaching. Some experts suggested improving cross-cultural adaptability and innovation for broader application.

Long-term sustainability and social impact received 100% agreement. Cross-cultural adaptability and innovation scored 88.89%, reflecting slight variability in expert opinions.

Overall Conclusions

Strengths: The model is highly effective in achieving teaching objectives and integrating all essential elements. It demonstrates strong coordination and adaptability, with a positive social impact and long-term sustainability.

Improvement Areas: Minor conflicts between elements should be resolved to enhance cohesion. Time allocation (50% online and 50% offline) may require adjustment for certain teaching contexts. Enhancing cross-cultural adaptability and innovation could make the model more universally applicable.

These conclusions are strongly supported by unanimous agreement (100%) on most aspects and high consensus (88.89%) on areas requiring improvement. This highlights the model's robustness and its potential for further optimization.

Objectives 4 Conclusion: Implementation of Blended teaching Model for College English Reading Course based on Unipus platform

This step evaluates the implementation of the blended teaching model at Shanghai Lida University, comparing its effectiveness against traditional teaching methods and analyzing student satisfaction.

1. Effectiveness of the Blended Teaching Model

The experimental class (EC) using the blended teaching model significantly outperformed the control class (CC) using the traditional teaching model. Students in the EC demonstrated substantial improvement in English reading comprehension, while the CC showed minimal progress.

Pre-Test Comparison: EC mean score: 61.52, CC mean score: 60.78 (difference: 0.74). Independent samples t-test: $t = -0.023$, $p = 0.982$, indicating no significant difference in initial reading abilities.

Post-Test Comparison: EC mean score: 80.25, CC mean score: 71.04 (difference: 9.21). Independent samples t-test: $t = -2.722$, $p = 0.008$, showing a significant difference in performance after the intervention.

EC Pre-Test vs. Post-Test: Mean improvement: 18.73 points (30.45%). Paired t-test: $t = -3.004$, $p = 0.004$, confirming a significant improvement.

CC Pre-Test vs. Post-Test: Mean improvement: 10.26 points. Paired t-test: $t = -0.198$, $p = 0.344$, indicating a little but not significant improvement.

2. Student Satisfaction Analysis

Students expressed high satisfaction with the blended teaching model, especially in areas such as the usability of the Unipus platform, online autonomous learning, offline classroom teaching, and overall learning experience.

Some dissatisfaction was noted regarding the excessive quantity of materials on the Unipus platform.

2.1 Unipus Utilization

Mean scores ranged from 3.88 (quantity of materials) to 4.62 (operation interface usability). Students agreed that the platform is clear, convenient, and supports multi-device learning.

2.2 Online Autonomous Learning

Mean scores ranged from 3.67 (autonomous learning plan) to 4.29 (usefulness for reading improvement). Students acknowledged the platform's role in fostering motivation and timely completion of tasks.

2.3 Offline Classroom Teaching:

Mean scores ranged from 4.18 to 4.35. Students highly rated classroom interaction, teacher-student relationships, and task clarity.

2.4 Overall Satisfaction:

Mean scores ranged from 4.24 (learning resources satisfaction) to 4.56 (willingness to continue using the model). Students showed a preference for the blended teaching model over traditional methods.

Comparative Analysis of Teaching Methods

The blended teaching model effectively integrated online and offline components, promoting interactive learning and student engagement. The traditional model demonstrated limited improvement in student outcomes and engagement.

EC students significantly benefited from pre-class preparation, in-class discussions, and post-class reflection facilitated by the Unipus platform. The 50% online and 50% offline time allocation received high approval in satisfaction surveys (mean = 4.48).

Overall Conclusions

Effectiveness: The blended teaching model significantly improves students' English reading abilities compared to traditional methods, as evidenced by statistical analyses of pre-test and post-test results.

Student Feedback: Students are generally satisfied with the model, particularly its interactive and flexible design. Minor adjustments, such as optimizing material quantity, can further enhance the user experience.

Implications: The blended teaching model is a highly effective approach for college English reading, combining the strengths of online and offline learning to achieve substantial improvements in student performance and satisfaction.

This conclusion is supported by both quantitative test data and satisfaction survey results, demonstrating the model's value and areas for refinement. The analysis demonstrates that the blended teaching model based on Unipus significantly enhances students' reading skills and learning experience. However, continuous improvements in internationalization, technology integration, and personalized support are necessary to maximize its potential.

Discussion

Part 1: Discussion of Research Results and Findings

In this section, we will discuss the research results and findings based on the nine main elements and 48 sub-elements identified in the study.

1. Teaching Objectives

Our research has found that clear teaching objectives are crucial for enhancing students' English reading capabilities. According to the requirements of the teaching syllabus, teachers adhere to the principle of student-oriented, fit the interest points of college students, set up teaching objectives to meet the students' independent and personalized learning in a multi-modal environment, and focus on the mix of "online" and "offline". These objectives are designed to enhance students' reading skills, critical thinking, and engagement by leveraging the unique benefits of both online learning and traditional classroom experiences. They provide a roadmap for the instructional process and help in assessing student progress and success.

2. Teaching Content

The materials, topics, and resources used to facilitate learning through both online and in-person methods. It includes the selection and organization of reading materials and instructional resources designed to meet the course objectives and enhance students' reading and analytical skills, such as Core Texts: Academic articles, literature excerpts, and essays; Supplementary Materials: Vocabulary lists, comprehension exercises, and critical essays, Interactive Elements: Online quizzes, discussion forums, and multimedia content.

3. Teaching Method

Under the blended teaching mode, the teaching organization is mainly based on students' online autonomous learning, combined with offline group cooperative learning, to ensure organic collaboration inside and outside the classroom. On the one hand, in view of the detailed analysis of reading teaching on the "Unipus" platform, students are required to practice, think and remember more in accordance with the platform tutorials. On the other hand, for the difficulties and problems that cannot be resolved in group discussion, teachers should adopt the method of collective teaching, focus on the explanation of major and difficult points, and choose more appropriate teaching strategies to ensure the benefits of all students.

4. Teaching Process

In blended English reading teaching, the teaching steps are divided into three stages: before class, during class and after class. First, assign self-study tasks before class. With the help of the independent learning "Unipus" platform, pre-class research tasks are published, course discussion areas are set up, and uploaded to the "Unipus" platform, which is convenient for students to focus on feedback. Teachers use the platform to organize student discussions, let students summarize, exercise students' practical ability and thinking, and ensure the effectiveness of training. Secondly, in the class, in order to promote the improvement of students' high-level critical thinking in reading, select discussion topics, carry out cross-group discussions, and jointly discuss the problems in order to stimulate students' learning enthusiasm. Random inspection or random questions are adopted to understand students' learning progress and improve the effectiveness of students' learning. Finally, after class, the design of output tasks should be strengthened. Students can choose to complete extension tasks. Under the premise of adhering to operability and objectivity, students are encouraged to reflect and summarize, make mind maps, and guide students to explore and discover new knowledge.

5. Teaching Environment

The combined physical and digital spaces where instruction and learning occur. This environment integrates both online and face-to-face elements to create a cohesive and interactive learning experience. The offline smart teaching platform is composed of advanced equipment and technology such as multimedia classroom, multifunctional display screen of smart classroom, electronic blackboard, and network teaching platform (smart learning space). The online Intelligent network learning and assessment platform is composed of foreign language learning software and systems such as Unipus, iTest, etc., covering English reading and writing skills training, which meets the actual language level and development needs of students. The platform supports the seamless learning mode of computers and mobile devices, and meets the diversified mobile learning needs of students. In addition, the platform provides real-time quantitative online learning behavior data, such as

learning time, accuracy rate, interaction amount, etc., which is convenient for teachers to track and monitor learning situation, carry out personalized guidance, and promote the formation of students' autonomous learning habits.

6. Teaching Resources

Teaching resources are the various materials and tools employed in a blended College English reading course to deliver instruction, engage students, and support learning across both online and in-person components. These resources include digital content, physical materials, and interactive tools that aid in the effective teaching and understanding of reading concepts.

7. Teaching Activities

Teaching activities in the context of blended teaching for a College English reading course refer to the diverse instructional and interactive tasks designed to facilitate student learning across both online and face-to-face formats. These activities aim to engage students, reinforce reading skills, and achieve course objectives by integrating digital and traditional teaching methods. The offline smart teaching supports teachers and students to access multiple mobile intelligent terminal devices such as mobile phones and tablets, and supports interactive teaching activities such as resource sharing, voting questionnaires, brainstorming, timed answers and group presentations, forming tangible physical learning space and intangible digital learning space, assisting the presentation of teaching content, facilitating the acquisition of learning resources, and enriching classroom interaction forms.

8. Teaching Evaluation

Evaluation model is the main basis for testing the effectiveness of teaching practice. The Unipus platform is powerful and provides a multidimensional formative assessment. The overall evaluation design of English reading teaching includes formative assessment and final assessment. Formative assessment includes learning portfolio (platform learning record, homework completion, learning reflection), class performance (translation class performance, group task achievement and class homework), process test (platform unit learning test, class quiz), and final assessment is the final exam.

9. Teaching Time Allocation

The 50% online and 50% offline blended teaching model for college English reading is a flexible and engaging approach that can enhance the overall learning experience. By carefully integrating online and offline components, educators can provide students with a well-rounded educational experience that promotes critical thinking, collaboration, and a love for reading. Proper implementation, continuous assessment, and instructor training are essential for the success of this model, ensuring that students gain the maximum benefit from their learning experience.

Comparison with previous studies

In recent years, both domestic and international scholars have extensively studied blended teaching models, contributing significant insights to the field.

Graham (2016) emphasizes the importance of integrating face-to-face and online instruction to enhance educational outcomes. He advocates for a strategic approach to blending, considering factors such as content, pedagogy, and technology.

Seel (2017) focuses on instructional design and the cognitive processes involved in learning. He highlights the need for blended learning environments to support active learning and knowledge construction, ensuring that technological tools facilitate meaningful engagement.

Li Fuhua (2018) explores the application of blended learning in higher education, particularly in language instruction. He emphasizes the role of blended models in promoting learner autonomy and improving language proficiency through the combination of online resources and traditional classroom activities.

Zhang Wei (2020) investigates the integration of information technology in education, advocating for the "Internet+" approach to create more dynamic and interactive learning experiences. He stresses the importance of aligning online and offline components to achieve educational objectives.

Innovations in the Current Study

Building upon the foundational work of these scholars, the current study introduces several key innovations:

Enhanced Theoretical Integration: While previous models (Graham, 2016; Zhang, 2020) focused on either technological integration or pedagogical strategies, this study harmoniously combines both, ensuring that digital tools are effectively aligned with sound teaching principles.

Comprehensive Process Design: The study presents a detailed teaching process framework encompassing course planning, pre-class preparation, in-class learning, online learning, assessment, and reflection---addressing gaps in prior models.

Balanced Resource Utilization: By integrating instructor-led content with digital materials, the study ensures a rich and interactive learning experience, improving upon earlier models that predominantly relied on traditional resources.

Adaptive Teaching Environment: The creation of a hybrid environment that combines physical classrooms with digital tools and online platforms offers flexibility and accessibility, overcoming limitations in previous models.

Diverse Teaching Methods: The adoption of varied instructional strategies, such as flipped classrooms and collaborative learning, represents an advancement over earlier models with more uniform approaches.

Interactive Teaching Activities: Incorporating a range of engagement techniques, including pre-reading online modules and digital discussions, fosters active learning and student participation beyond traditional classroom activities.

Strategic Time Allocation: Maintaining a balanced 50%-50% split between online and offline learning optimizes the learning process compared to models with less defined time distribution.

Robust Evaluation Mechanism: The study's comprehensive evaluation system assesses learning outcomes, student engagement, instructor effectiveness, and technology utilization, providing actionable insights for continuous improvement—enhancing feedback mechanisms found in earlier models.

A detailed analysis reveals several distinguishing features and progressive elements of the proposed model:

1) Integration of Comprehensive Elements

Existing literature often focuses on individual aspects of blended learning, such as flipped classrooms or online resources. In contrast, this study incorporates a holistic approach by integrating nine essential elements: teaching objectives, content, methods, process, environment, resources, activities, evaluation, and time allocation. This comprehensive design ensures a balanced emphasis on pedagogical goals, practical implementation, and learner engagement.

2) Adaptation to Local Contexts

Unlike many previous studies that adopt generalized models, this research tailors the BTM to the specific needs of Chinese college students learning English. It aligns with cultural and institutional characteristics, ensuring relevance and practicality.

3) Emphasis on Technological Innovation:

While existing studies highlight the benefits of blended learning, they often lack a robust technological framework. This study's use of the Unipus platform introduces features such as data analytics, personalized learning paths, and resource optimization, providing an advanced digital infrastructure that facilitates both teaching and learning.

4) Data-Driven Validation:

Prior research frequently relies on qualitative feedback or limited quantitative data. This study employs a mixed-methods approach, combining expert interviews, student surveys, and experimental results to validate the effectiveness of the model. The significant improvement in reading performance and positive feedback from students and experts underscore the model's impact.

5) Sustainability and Scalability:

Unlike traditional methods, which are often resource-intensive and rigid, the proposed BTM is designed for scalability. Its reliance on a blend of online and offline components ensures sustainability by leveraging existing resources and reducing dependency on physical infrastructure.

Part 2: Evaluation of Research Implications and Contributions

This study aimed to develop a Blended Teaching Model (BTM) for the College English Reading Course based on the Unipus platform. By employing a combination of literature review, expert interviews, surveys, and teaching experiments, the study identified nine essential elements of the BTM: teaching objectives, content, methods, process, environment, resources, activities, evaluation, and time allocation. The results demonstrate that the proposed model effectively enhances students' reading performance and fosters positive attitudes toward learning.

During the research process, we made the following key findings:

1. **Improved Reading Performance:** The experimental class significantly outperformed the control class in reading competency, with higher average scores and greater improvements observed during pre- and post-tests. This indicates that the blended teaching approach not only enhances students' comprehension but also helps them apply reading strategies more effectively. The structured integration of online and offline activities was particularly instrumental in this success.

2. **Positive Student Feedback:** Surveys revealed that students found the blended teaching model highly engaging and motivating. Key aspects highlighted by students included the interactive nature of the learning environment, the flexibility of accessing resources at their convenience, and the diversity of activities that catered to different learning styles. These factors collectively contributed to a more personalized and effective learning experience.

3. **Expert Validation:** Interviews with educational experts emphasized the comprehensiveness of the model's design. Experts noted that the incorporation of diverse teaching methods, such as flipped classrooms and collaborative activities, addressed critical gaps in traditional English reading instruction. Furthermore, the alignment with modern educational technology, particularly the use of the Unipus platform, was commended for its ability to facilitate adaptive learning and data-driven insights.

The conclusion of this study underscores the critical role that a well-designed blended teaching model can play in addressing the limitations of traditional pedagogical approaches. The BTM developed in this research not only provides a structured framework for integrating online and offline learning but also aligns with contemporary educational trends emphasizing technology-enhanced learning and student-centered methodologies.

This study contributes to the field by offering a replicable model that can be adapted across various contexts. Specifically, the findings highlight the effectiveness of combining autonomous learning and interactive activities to foster deeper comprehension and critical thinking. Moreover, the use of platforms like Unipus ensures that learning remains accessible and data-driven, which is essential in today's dynamic educational landscape.

Finally, the positive reception from students and experts indicates that the BTM holds significant promise for improving not only academic outcomes but also learner motivation and engagement. This dual impact makes the BTM a valuable innovation for educators and institutions seeking to modernize English reading instruction.

1. Theoretical Implications

The study's theoretical foundation integrates humanism, constructivism, and cooperative learning theories, offering a multidimensional perspective on learning and teaching processes. These theoretical contributions include:

1.1 Enhancing Student-Centered Learning. Humanism emphasizes student autonomy, enabling learners to construct knowledge meaningfully in a supportive environment. This aligns with modern pedagogical paradigms that prioritize learners' needs and preferences.

1.2 Scaffolding for Deeper Understanding. Constructivist theory highlights the importance of scaffolding to build connections between new and prior knowledge. By incorporating tools like Unipus platform, the model provides contextualized resources that help students develop critical reading strategies.

1.3 Fostering Collaborative Skills: Cooperative learning theory underpins the group-based activities within the model. By encouraging collaboration, the BTM not only enhances comprehension but also promotes interpersonal and problem-solving skills critical for lifelong learning.

These theoretical contributions position the BTM as a robust framework that not only supports academic outcomes but also aligns with broader educational goals, such as developing critical thinkers and independent learners.

2. Practical Implications

This study offers several practical implications for addressing persistent challenges in traditional reading instruction:

2.1 Promoting Active Engagement. Interactive features, such as online discussions, real-time feedback, and gamified quizzes, actively involve students in the learning process. This approach counters the passive learning typical of traditional methods.

2.2 Improving Accessibility. The integration of digital resources ensures that students can access learning materials anytime and anywhere, accommodating diverse schedules and learning paces. This flexibility is particularly beneficial in accommodating students from varying socioeconomic backgrounds.

2.3 Personalization Through Data Analytics: Leveraging the analytics features of Unipus allows educators to monitor student progress in real time. This enables tailored interventions, ensuring that students receive the support they need to overcome specific learning barriers.

2.4 Scalable Implementation. The blended format reduces dependency on physical resources and traditional classroom infrastructure, making it easier for institutions to implement the model across diverse educational settings.

By addressing these practical considerations, the BTM demonstrates its value as a transformative approach for modern education, offering solutions that are both impactful and adaptable to future innovations.

3. Challenges and Limitations

Despite its strengths, the implementation of the BTM presents certain challenges:

3.1 Technological Barriers

The effectiveness of the BTM is heavily reliant on technological infrastructure. However, disparities in access to reliable internet and digital devices create inequities among students, particularly those in underprivileged regions. Institutions implementing the BTM must invest in robust technological infrastructure, including high-speed internet and sufficient device availability, to ensure that all learners can fully benefit from the model. Additionally, ensuring cybersecurity and the privacy of student data adds another layer of complexity that requires constant attention.

3.2 Instructor Readiness

Effective implementation of the BTM necessitates a high level of digital literacy among educators. Many instructors may lack the skills or confidence needed to integrate advanced technological tools into their teaching. Professional development programs must not only familiarize educators with the technical aspects of tools like Unipus but also train them in designing engaging online and offline learning experiences. Resistance to change among educators accustomed to traditional methods can further impede adoption, making it essential to provide ongoing support and incentives to encourage participation.

3.3 Student Adaptation

Transitioning from traditional teacher-centered approaches to a blended model poses significant challenges for students. Some learners may struggle with the self-directed learning required in online components, particularly if they lack prior exposure to autonomous learning strategies. Moreover, students unfamiliar with digital platforms may face technical difficulties, leading to frustration and disengagement. Orientation programs and scaffolding strategies, such as guided tutorials and step-by-step instructions, are critical to helping students acclimate to the new learning environment.

3.4 Pedagogical Alignment

Achieving a seamless integration of online and offline activities requires careful alignment of pedagogy with technological capabilities. Mismatches between instructional objectives and platform functionalities can undermine the effectiveness of the model. For instance, a lack of interactive features in the digital platform may limit opportunities for collaboration, while poorly designed offline activities may fail to complement online learning effectively. Regular evaluation and iterative refinements are essential to ensure that the pedagogical design aligns with both technological and educational goals.

3.5 Resource Allocation

Implementing the BTM requires significant financial and human resources, which may strain institutional budgets. Training educators, upgrading infrastructure, and developing high-quality digital content are resource-intensive processes. Institutions must carefully allocate resources and explore funding opportunities, such as grants and partnerships, to sustain the implementation of the BTM. Additionally, balancing the workload of educators tasked with managing both online and offline components poses a logistical challenge.

By addressing these challenges through strategic planning and stakeholder collaboration, institutions can maximize the potential of the BTM to transform college English education.

Recommendations

1. For Educators

1.1 Professional Development: Conduct regular training sessions focused on digital pedagogy, emphasizing the integration of Unipus platform and other tools into teaching practices. These sessions should also address strategies for managing both online and offline components effectively.

1.2 Resource Optimization: Fully utilize Unipus features, such as learning analytics, to track student progress and adapt teaching strategies in real time. Encouraging collaboration among teachers to share successful practices can also enhance model implementation.

1.3 Inclusive Practices: Design course materials and activities that address varying student needs, including accessibility for students with disabilities and consideration of diverse learning preferences. Encourage feedback mechanisms to refine these practices continuously.

2. For Institutions

2.1 Infrastructure Improvement: Invest in campus-wide technological infrastructure, including high-speed internet and availability of digital devices for all students. Establish dedicated IT support teams to address technical issues promptly.

2.2 Policy Support: Develop clear institutional policies that prioritize blended learning initiatives. These should include evaluation metrics for blended courses, incentives for faculty adoption, and periodic reviews for quality assurance.

2.3 Collaboration: Form strategic partnerships with technology providers to enhance platform capabilities. Collaborative initiatives can include custom feature development for Unipus platform and shared research projects to explore innovations in blended learning.

3. For Researchers

3.1 Longitudinal Studies: Extend research beyond the immediate outcomes to explore the long-term effects of the BTM on academic performance, career readiness, and lifelong learning skills.

3.2 Model Refinement: Investigate the integration of emerging technologies, such as artificial intelligence and virtual reality, to further enhance the BTM's effectiveness and engagement levels.

3.3 Cross-disciplinary Applications: Explore how the BTM framework can be adapted for use in other disciplines, such as STEM fields or humanities, to promote interdisciplinary innovations in teaching methodologies.

Although some positive efforts have been made in the experiment, it is undeniable that this research still has some limitations.

1.1 The duration of the experiment is relatively short. The experiment in this study lasted for only one semester. Excluding the time for the pre-experiment and post-experiment, the whole instructional time is only 16 weeks. If the duration of

this study could have been extended to one academic year, more adequate data could have been obtained, and at the same time, the results might have been more detailed and accurate.

1.2 The sample number of the subjects is small. The samples for this study are selected from two classes of 117 students in non-English major at Shanghai Lida University. In addition, the students in both classes are from the advanced classes, and the students' English ability is relatively good, so they might not represent the general reading level of all college students, and therefore the results of the study are not sufficient and could not be applied to all cases.

1.3 The integration effect of classroom and online learning needs to be improved. Due to various constraints such as the content of the teaching, the nature of the course, and the ability of the learner, it is difficult to achieve effective integration of the two environments in the process of designing teaching activities. Therefore, in the course of teaching content that is difficult to control and understand, it is simply a face-to-face classroom teaching method that fails to integrate online learning effectively. Similarly, at the self-learning stage of online learning, because teachers are not convenient to supervise and guide students in real time, it is impossible to guarantee the quality and efficiency of students' self-learning, and even whether students actually participate in the network learning environment is an unknown factor. At the internalization stage of student knowledge in the classroom, because the teacher's mastery of the students is unknown, it is not possible to control the breadth and depth of the teaching knowledge, which is not conducive to the understanding and mastery of the students.

Suggestions for Future Research

Due to the above limitations, it is necessary to make some recommendations for future studies so that these limitations can be avoided in the future.

If conditions permit, researchers should extend the duration of the experiment. In this study, the entire experiment lasted for only one semester, which is relatively short. Therefore, if the duration of the experiment could be extended, the final teaching effect would be better, and the students' reading competence and

achievement could be improved more significantly. For the teachers, the extended experimental time also gives them more opportunities to adjust the reading program according to the actual teaching situation. For the students, they also have more time to find the right learning methods for themselves.

It should increase the number of samples. In the future, this study should choose more students as subjects to test the application of the teaching model. The researcher can collect richer data to make the results more reliable and convinced. The accuracy of the study result will be improved through the increase of the number of samples.

The focus of the study should be diverse. Teachers should not focus only on students' reading score, but also on their learning process, on promoting cognitive development, on students' learning progress, and on promoting their zone of proximal development. In addition, teachers should pay more attention to students' opinions, allow students to evaluate the learning materials in each lesson, incorporate students' opinions, and reflect on each teaching. Based on the students' feedback, teachers should appropriately improve their teaching plans, design different teaching activities, and revise the learning materials to facilitate the next teaching.

In the future, researchers can continue to explore deeply on how to better integrate the advantages of the blended teaching model with English teaching, as well as expand the scope of the study to all aspects of college English teaching, so that the researches can really connect theory with practice and use theory for practice service. It is hoped that this study can help college English teachers to reasonably apply the blended teaching model in their future teaching.

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Appendices

Appendix A

Guideline manual



Development of College English Reading Course Based on Blended Teaching Model

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Chapter 1

Preface

In the contemporary educational landscape, the demand for effective and innovative teaching strategies has grown significantly, particularly in the realm of language education. Blended teaching model, an educational model that integrates both traditional classroom teaching and online learning, has emerged as one of the most effective methods for enhancing student engagement and improving learning outcomes. This guide is designed to provide comprehensive instructions for developing a College English Reading course based on the blended learning approach. The goal of this teaching guide is to assist educators in designing, implementing, and evaluating a hybrid learning environment for college English reading courses. By combining face-to-face classroom instruction with online activities and resources, blended learning aims to offer students a flexible, interactive, and engaging learning experience that accommodates diverse learning preferences and promotes autonomy.

1. Problem and Necessity

Traditional English reading courses often face challenges such as insufficient student engagement, limited interaction opportunities, and the difficulty in addressing diverse learning styles. Furthermore, the rapid evolution of digital tools and online platforms has necessitated a shift toward more adaptable teaching methods. Blended learning addresses these issues by offering a flexible and varied approach that enhances students' overall reading skills through a combination of in-person and digital learning activities. The necessity of adopting a blended learning model in English reading courses can be attributed to several factors:

(1) Increased Student Engagement: Blended learning allows for more interactive and diverse learning experiences, promoting greater student participation.

(2) Flexibility: With the availability of online resources, students can access materials at their convenience, allowing for self-paced learning.

(3) Improved Learning Outcomes: Research suggests that blended learning improves retention, comprehension, and the development of critical thinking skills.

(4) Technological Integration: As digital literacy becomes increasingly important, the blended learning model prepares students for a future in which technology plays a central role in both education and professional life.

2. Principles

The development of this course is guided by the following principles:

(1) Student-Centered teaching: The course design should prioritize student needs and encourage active participation.

(2) Integration of Technology: Technology should enhance and complement traditional learning, providing additional resources and interactive tools.

(3) Flexibility and Accessibility: The course should be accessible anytime and anywhere, allowing students to learn at their own pace and according to their own schedule.

(4) Collaboration and Interaction: A key feature of the blended learning approach is the ability to facilitate collaborative activities and peer-to-peer learning.

(5) Continuous Assessment and Feedback: Regular assessment and timely feedback help monitor student progress and adjust teaching methods accordingly.

3. Goal

The primary goal of this teaching guide is to provide a systematic framework for designing and implementing a College English Reading course that effectively combines traditional teaching methods with online learning. This approach aims to improve students' reading comprehension, critical thinking, and language proficiency while providing them with the necessary tools to succeed in an increasingly digital world.

4. Course Objectives

The objectives of the College English Reading course based on the blended learning model are:

(1) To improve students' reading comprehension skills through a variety of texts, such as academic articles, literary works, and contemporary media.

(2) To develop critical thinking and analytical skills by encouraging students to engage with the texts in meaningful ways.

(3) To enhance students' vocabulary and grammar through targeted reading activities and exercises. To foster independent learning by offering online resources that allow students to progress at their own pace.

(4) To promote collaborative learning by integrating group discussions, online forums, and peer reviews into the course design.

(5) To utilize technology in a way that supports and enhances the learning process.

5. Participants

The participants in the development and implementation of this course include:

Course Instructors: Teachers who will be responsible for designing the course content, delivering lessons, and assessing student performance.

Instructional Designers: Professionals who will assist in the creation of online materials, multimedia resources, and the integration of technology into the curriculum.

Students: The primary beneficiaries of the course, whose engagement and progress will be central to the evaluation of the course's effectiveness.

Educational Technologists: Experts in digital tools and platforms who will help ensure that the online components of the course are user-friendly and effective.

6. Training Duration

The duration of the training for the instructors and participants in the course development process will vary depending on the specific needs of the educational institution. Typically, the development process should take approximately 3-6 months, with ongoing evaluation and adjustments throughout the implementation phase. The course itself will be designed to be completed over a semester, typically 14-16 weeks, with a combination of in-class sessions and online activities.

7. Structure and Scope of Course Content

The course content will be divided into several thematic units, each focusing on a different aspect of English reading. The units will incorporate both offline and online activities to ensure that students have ample opportunities to practice their reading and analytical skills.

Course Structure:

Module 1:

- Introduction to English Reading Skills
- Overview of reading strategies
- Skimming and scanning techniques
- Vocabulary building exercises

Module 2:

- Academic Texts and Reading Comprehension Reading strategies for academic articles
- Analyzing the structure of academic papers
- Critical reading and note-taking

Module 3:

- Literary Texts and Interpretation
- Reading fiction, poetry, and drama
- Analyzing literary devices and themes
- Discussions on character development and narrative techniques

Module 4:

- Contemporary Media and Critical Thinking
- Reading news articles, blogs, and opinion pieces Analyzing bias and perspective in media
- Engaging with digital texts

Module 5:

- Independent Reading and Personal Projects Encouraging independent reading of students' choice
- Developing personal reading goals
- Peer feedback and discussions

8. Media Used in Development

The course will incorporate a variety of media to enhance the learning experience, including:

Textual Materials: Online e-books, PDFs, academic articles, and literary texts.

Multimedia Resources: Videos, podcasts, and interactive presentations to introduce key concepts and supplement reading material.

Discussion Platforms: Online forums and group discussion boards to facilitate peer interaction.

Assessments and Quizzes: Online quizzes, self-assessment tools, and peer reviews to assess reading comprehension and critical thinking.

9. Evaluation of Learning Activities and Actual Practices

The evaluation process will be based on a combination of formative and summative assessments, including:

Formative Assessment: Regular quizzes, discussions, and written reflections to monitor student progress and understanding.

Summative Assessment: Final exams, project submissions, and group presentations that assess the overall outcomes of the course.

Peer Evaluation: Peer feedback on reading comprehension and analysis through online platforms.

Regular feedback from students will also be sought to evaluate the effectiveness of the blended learning model and make adjustments where necessary.

10. Teaching Modes

The course will utilize a variety of teaching modes:

Face-to-Face Instruction: Traditional classroom teaching will introduce new topics, facilitate discussions, and guide students through complex texts.

Online Learning: Digital platforms will provide students with access to reading materials, supplementary resources, and self-paced activities.

Blended Learning: The combination of in-class sessions and online work will allow for continuous learning, both inside and outside the classroom.

Collaborative Learning: Group discussions, peer reviews, and project-based tasks will encourage students to learn from each other and develop communication skills.

11. Evaluation

The course's success will be evaluated based on:

Student Performance: The extent to which students meet the course objectives, as reflected in their reading comprehension, analytical skills, and participation.

Student Engagement: The level of interaction and participation in both online and offline activities.

Feedback from Stakeholders: Feedback from students, instructors, and educational technologists will be used to assess the course's effectiveness and make improvements.

Chapter 2

Guidelines for Development Operations

1. Course Vision and Objectives

1.1 Mission of the Course: Develop students' reading comprehension skills, expand vocabulary, and promote critical thinking through a combination of traditional classroom instruction and digital learning tools.

1.2 Long-term Goals: Equip students with the skills to read academic texts, analyze information critically, and communicate ideas clearly in written form.

1.3 Rationale for Blended Learning in English Reading: Maximizes learning opportunities by using digital platforms for practice and self-assessment. Facilitates a more individualized learning experience, allowing students to progress at their own pace. Promotes active learning and critical thinking through interactive content.

1.4 Course Delivery Strategy

Pre-Class: Online modules, readings, and video lectures to introduce key concepts.

In-Class: Face-to-face discussions, collaborative activities, and interactive tasks to deepen understanding.

Post-Class: Online quizzes, assignments, and discussion boards to reinforce learning and track progress.

2. Teacher Procedures

2.1 Role of the Teacher in Blended Learning

Facilitator: Guide students through both the online and offline components of the course, ensuring they understand the course objectives, structure, and tools.

Coach: Provide personalized feedback and support for students' reading development, offering resources and suggestions tailored to individual needs.

Content Expert: Deliver expert knowledge during face-to-face sessions and design engaging online content.

2.2 Teacher Responsibilities

Before the Course: Design the blended learning materials, select appropriate texts, and develop interactive online activities.

During the Course: Monitor student progress in both in-class and online activities, conduct assessments, and facilitate collaborative discussions.

After the Course: Analyze student feedback, review assessments, and adjust the course for future cohorts.

2.3 Teacher's Use of Technology

Learning Management System (LMS): Use platforms like Unipus to deliver course content, manage assignments, and track student progress.

Multimedia Resources: Leverage video lectures, podcasts, and online articles to supplement traditional reading materials.

3. Development Process

3.1 Needs Analysis

Student Profiles: Assess students' current reading proficiency, language skills, and digital literacy to tailor the course content.

Learning Objectives: Based on student needs, establish clear goals for reading comprehension, vocabulary development, and analytical skills.

Technology Assessment: Evaluate the available digital tools and platforms, ensuring they are accessible to all students.

3.2 Course Design

Syllabus Development: Create a course syllabus that integrates both online and offline components. This should outline weekly topics, assignments, readings, and assessments.

Module Structure: Organize the course into manageable online modules and in-class sessions, each focusing on specific aspects of reading and comprehension.

3.3 Content Selection

Reading Materials: Choose a mix of academic and non-academic texts, such as journal articles, novels, and newspaper pieces.

Supplementary Resources: Include multimedia resources like podcasts and videos that align with the reading materials.

3.4 Learning Activities

Design Online Activities: Develop quizzes, discussion posts, and peer reviews on the Unipus platform to encourage engagement outside of class.

In-Class Activities: Plan group discussions, reading comprehension exercises, and presentations to encourage active participation.

3.5 Evaluation Strategy

Formative Assessment: Conduct quizzes, assignments, and group activities during the course to provide ongoing feedback.

Summative Assessment: Use final exams, research papers, and project-based assessments to evaluate students' overall progress.

Peer Review: Implement peer review processes for certain assignments, fostering collaboration and improving writing skills.

4. Course Content

Overview of Course Topics

Week 1-2: Introduction to Academic Reading: Developing basic reading strategies and identifying the main idea, details, and structure of texts.

Week 3-4: Vocabulary Building: Techniques for expanding academic vocabulary and understanding word usage in context.

Week 5-6: Reading Strategies: Skimming, scanning, and in-depth reading techniques for academic texts.

Week 7-8: Critical Reading: Identifying bias, evaluating arguments, and developing analytical reading skills.

Week 9-10: Reading Research Articles: How to read and critically analyze academic journal articles.

Week 11-12: Reading for Academic Writing: Using reading as a foundation for writing essays and research papers.

Week 13-14: Reading in Digital Environments: Reading e-books, online articles, and using digital tools for reading comprehension.

For each week, detail the learning objectives, readings, activities (both online and in-class), and assessment tasks.

5. Course Topic: Reading Strategies

5.1 Understanding Different Types of Reading

Skimming vs. Scanning: Techniques for quickly extracting the gist of a text or finding specific information.

Close Reading: A more detailed, analytical approach to understanding deeper meanings and structure.

Speed Reading: Methods to increase reading speed without sacrificing comprehension.

5.2 Analytical Skills for Academic Texts

Identifying Thesis Statements: Understanding the main argument or purpose of a text.

Recognizing Supporting Evidence: Analyzing how authors support their claims with evidence and examples.

Critical Analysis: Evaluating the credibility of sources and arguments.

6. Teaching Process

6.1 Pre-Class Activities

Online Reading Assignments: Provide students with articles, chapters, or excerpts to read in preparation for in-class discussions.

Interactive Learning Modules: Use videos and quizzes to introduce key concepts like reading strategies and academic vocabulary.

6.2 In-Class Activities

Group Discussions: Facilitate discussions where students share their insights and ask questions based on the assigned readings.

Collaborative Exercises: Have students work together to analyze a text, identify its main points, and present their findings.

6.3 Post-Class Activities

Reflection Papers: Ask students to reflect on their reading experience and what strategies they found most effective.

Online Discussions: Encourage students to participate in asynchronous discussions on the Unipus to deepen their understanding of the readings.

Assessment Tasks: Assign written summaries, critical essays, or presentations based on the readings.

Conclusion

This teaching manual is designed to guide instructors through the process of creating and delivering a successful College English reading course using the blended learning model. By combining traditional classroom techniques with modern digital tools, teachers can offer a more flexible and personalized learning experience that caters to the diverse needs of students.

Chapter 3

Blended Teaching Model Development for College English Reading Course Based on Unipus Platform

The blended teaching model for College English reading courses based on the Unipus platform incorporates nine essential elements: teaching objectives, teaching content, teaching methods, teaching process, teaching environment, teaching resources, teaching activities, teaching evaluation, and teaching time allocation.

1. Teaching Objectives

The teaching objectives of the English reading course are designed to help students:

(1) Develop Reading Comprehension Skills

Equip students with strategies to understand complex texts, identify main ideas, make inferences, and critically evaluate the content.

(2) Enhance Vocabulary and Grammar

Build students' vocabulary and grammatical knowledge through context-based learning and text analysis.

(3) Foster Critical Thinking

Encourage students to analyze, synthesize, and critique the reading material, fostering independent thought and academic discourse.

(4) Improve Academic English Proficiency

Provide students with the tools to navigate academic texts, including identifying key arguments, supporting evidence, and underlying assumptions.

(5) Cultivate Autonomous Learning

Encourage students to take responsibility for their learning through self-guided activities and online resources.

2. Teaching Content

The course content is structured around various thematic units and reading strategies:

Unit 1: Introduction to Academic Reading

- Focus on reading for comprehension.
- Techniques for skimming and scanning.
- Introduction to academic genres (essays, articles, etc.).

Unit 2: Building Vocabulary and Context Clues

- Methods for determining word meanings from context.
- Strategies for learning new vocabulary efficiently.

Unit 3: Reading for Specific Information

- How to locate specific details within academic texts.
- Practice with reading exercises focused on detail extraction.

Unit 4: Identifying Main Ideas and Supporting Details

- Teaching students how to spot the main argument and supporting points in texts.
- Practice with identifying thesis statements and topic sentences.

Unit 5: Critical Reading and Analysis

- Techniques for analyzing academic articles critically.
- Identifying biases, assumptions, and rhetorical strategies in texts.

Unit 6: Integrating Knowledge and Writing

- How to synthesize information from multiple readings.
- Developing writing skills based on reading (e.g., summaries, critiques, reports).

3. Teaching Methods

The hybrid teaching model combines both traditional and digital methods to facilitate effective learning:

(1) Blended Learning Approach

Face-to-face teaching for key concepts and skills development.

Online learning for supplementary activities, quizzes, and discussions.

(2) Task-Based Learning (TBL)

Students complete tasks that require them to use reading skills in real-world contexts (e.g., summarizing articles, writing response papers).

(3) Flipped Classroom

Students engage with content (e.g., video lectures, readings) before the face-to-face session. In-class time is dedicated to discussion, exercises, and application of skills.

(4) Collaborative Learning

Group discussions and peer assessments to encourage cooperative learning.

(5) Scaffolded Learning

Gradually increasing difficulty and complexity of reading materials and tasks to build student confidence and competence.

(6) Interactive Technology Integration

Use of tools like online quizzes, discussion forums, and interactive video lectures to engage students.

4. Teaching Process

The teaching process follows a structured, sequential approach that includes pre-class, in-class, and post-class activities:

(1) Pre-Class Activities

Assigned reading materials, videos, and vocabulary exercises via an online learning platform (e.g., Unipus).

Online quizzes to check comprehension of the pre-class materials.

(2) In-Class Activities

Interactive lectures that focus on explaining key concepts and engaging students in active discussions.

Group activities to apply reading strategies (e.g., finding the main idea, summarizing an article).

Peer review sessions where students evaluate each other's work.

(3) Post-Class Activities

Self-study assignments, including writing tasks and further reading.

Participation in online forums to discuss readings and clarify doubts.

Regular feedback through online assessments.

5. Teaching Environment

The hybrid teaching environment is designed to maximize student engagement both online and offline:

(1) Physical Classroom Setup

A flexible seating arrangement that encourages collaboration and group work.

Access to multimedia resources (projector, computers, etc.) for interactive learning.

(2) Online Platform

A central Learning Management System like Unipus, where students can access readings, assignments, quizzes, and discussion forums.

Use of video conferencing tools (Zoom, Microsoft Teams) for live online lectures and discussions.

(3) Library and Resource Centers

Online and physical library resources, including access to academic journals, e-books, and databases.

Study rooms for collaborative work.

6. Teaching Resources

The following resources are essential for supporting both the in-person and online aspects of the course:

(1) Textbooks

Core reading materials (academic articles, textbook chapters, e-books).

Supplementary readings for deeper exploration of topics.

(2) Online Learning Tools

Learning management systems, interactive quizzes, video lectures, and discussion forums.

Vocabulary learning apps, such as Quizlet.

(3) Multimedia

Videos, podcasts, and interactive web tools to enhance understanding of readings and concepts.

Screen-capturing and annotation software for visual explanations.

(4) Assessment Tools

Rubrics for evaluating student work.

Online assessment platforms for quizzes and assignments.

7. Teaching Activities

Teaching activities are designed to engage students in both individual and collaborative learning experiences:

(1) Reading and Analysis Exercises

Short readings followed by guided questions.

Group discussions on reading strategies and text interpretation.

(2) Peer Collaboration and Feedback

Group work on analyzing academic articles, where each group presents their findings to the class.

Peer-to-peer feedback on written assignments (e.g., summaries, critical reviews).

(3) Interactive Workshops

Workshops on academic reading strategies and note-taking techniques.

Real-time quizzes and games to reinforce vocabulary and grammar.

(4) Flipped Classroom Activities

Watching pre-recorded lectures at home and applying knowledge during in-class exercises.

8. Teaching Evaluation

Effective teaching evaluation ensures that students are progressing in their reading abilities and that the course design is meeting the intended learning outcomes. The evaluation process in a blended learning environment should be continuous and multifaceted, assessing both the in-class learning and the online components.

(1) Formative Evaluation

Formative assessment provides ongoing feedback to students during the course. It focuses on monitoring students' progress and guiding improvement. It should be an integral part of the blended learning process, as it allows instructors to adjust teaching strategies based on student performance.

Suggested Methods:

Online Quizzes and Surveys: Conduct short quizzes after each online reading module to test comprehension and encourage self-assessment. Online surveys can be used to gather student feedback on the course materials and the clarity of instructions.

Discussion Forums: Create an online platform where students can participate in discussions related to the reading content. Evaluate their contributions based on critical thinking, the relevance of their points, and engagement with peers.

Peer Review: Allow students to review each other's work, such as written responses or reflections, to foster collaborative learning and critical engagement with the material.

(2) Summative Evaluation

Summative assessment evaluates student performance at the end of a course or a unit to determine if learning objectives have been met.

Suggested Methods:

Final Exam: An end-of-semester exam that tests both content knowledge (comprehension of the texts studied) and reading strategies (e.g., identifying main ideas, inferring meaning).

Written Assignments: Assign students essays or research papers that require critical analysis of the reading materials. Students should demonstrate their ability to synthesize information and present well-organized arguments.

Project-Based Assessment: Design projects that integrate reading skills with practical applications, such as creating a multimedia presentation summarizing key texts or conducting a group project that explores themes from the readings in greater depth.

(3) Student Self-Evaluation

Encourage students to engage in self-reflection by evaluating their own learning progress throughout the course.

Suggested Methods:

Learning Journals: Ask students to maintain a reflective journal where they record their thoughts on the readings, challenges faced, and learning strategies they found effective.

Self-Assessment Rubrics: Provide students with a rubric to assess their own reading comprehension, participation in discussions, and completion of assignments. This can foster a sense of responsibility for their own learning.

(4) Instructor Feedback

Regular and constructive feedback is essential for guiding students' learning. Instructors should provide timely feedback on assignments, quizzes, and participation to encourage students' improvement.

Suggested Methods:

Personalized Feedback on Assignments: Provide written or verbal feedback that highlights strengths and areas for improvement, focusing on specific aspects of reading comprehension and critical thinking.

Online Office Hours: Hold virtual office hours for students to ask questions, clarify doubts, and receive personalized guidance on their work.

9. Teaching Time Allocation

Blended learning requires a strategic balance between in-class and online learning components. The teaching time allocation should aim to maximize student engagement, while ensuring that the course content is thoroughly covered and that students have sufficient opportunities for both independent study and collaborative activities.

(1) Classroom Instruction (In-Class Learning)

In-class time should focus on active, interactive learning activities that complement the online content. Since students may already have reviewed the

reading materials online, classroom activities should focus on discussion, application of reading strategies, and higher-order thinking.

Recommended Time Allocation:

Introduction to New Topics (15-20%): Dedicate a portion of each class to introducing new reading materials or thematic units, explaining the key concepts, vocabulary, and reading strategies.

Guided Reading Practice (30-35%): In small groups or as a whole class, read and analyze excerpts from the texts. Focus on comprehension, interpretation, and discussion of the text's meaning.

Interactive Activities (25-30%): Use activities such as debates, role-playing, or group projects to deepen students' understanding of the texts and encourage critical thinking.

Q&A and Clarification (10-15%): Allow time for students to ask questions, clarify doubts, and engage in discussions to reinforce their understanding of the material.

(2) Online Learning

The online component of the course should provide students with the flexibility to learn at their own pace. Online materials can include reading assignments, multimedia content, quizzes, and discussion boards. This part of the course can be used to develop students' independent study skills and foster a deeper understanding of the readings before and after class.

Recommended Time Allocation:

Pre-Class Preparation (25-30%): Assign readings and interactive online activities that introduce key vocabulary, concepts, and themes. These materials should prepare students for in-class discussions and activities.

Post-Class Reinforcement (20-25%): After each class, assign review materials and quizzes that reinforce the key points discussed in class. This ensures that students are retaining and applying the knowledge.

Collaborative Learning (15-20%): Create group-based activities or discussions in online forums, where students can share insights, ask questions, and analyze readings in more depth.

(3) Total Time Allocation

In-Class Learning: 50-60% of total course time.

Online Learning: 40-50% of total course time.

The exact distribution may vary depending on the course structure and the institution's specific requirements, but this balance ensures that students benefit from both the structure of in-class instruction and the flexibility of online learning.

10. Conclusion

By integrating blended learning into the College English Reading course, instructors can offer students a comprehensive and engaging learning experience. This guide provides the foundational principles for incorporating blended learning effectively. With regular assessment, interactive activities, and a strategic use of online resources, both students and instructors can make the most of the blended learning environment.

Teaching Plan						
Unit 1 Introduction to Academic Reading						
Teaching Process		Teaching Objective(s)	Teaching Content	Teaching Activities	Teaching Method(s)	Time
Before the class						
Prepare 1 :	Students' preparation for the class	*Help students understand the basics of academic reading and introduce strategies for reading academic texts effectively.	*Engaging students with background knowledge. *Ensuring students stay focused and engaged in the pre-reading task.	<p>Ss are expected to complete the following activities on Unipus platform</p> <ol style="list-style-type: none"> 1. Watch the mini-lecture of Unit orientation. 2. Think about the questions in Discussion point. 3. Read the text in Academic exploration 1 and finish the tasks in Reading & understanding. 4. Watch the mini-lecture of Getting the skill (Recognizing & understanding classification). 5. Watch the video in Developing cultural awareness (AE1). 6. Read the text in Academic exploration 2 and finish the tasks in Reading & understanding. 7. Watch the mini-lecture of Getting the skill (AE2) (Recognizing substitution words). 8. Watch the mini-lecture of Critical thinking (AE2) (Making generalizations). 	<i>Online-learning & Task-based</i>	45 mins

Teaching Plan						
Unit 1 Introduction to Academic Reading						
Teaching Process		Teaching Objective(s)	Teaching Content	Teaching Activities	Teaching Method(s)	Time
In the class						
iPrepare 2 :	Warming-up activities	* Understand the structure and features of academic texts. *Develop strategies for reading and interpreting academic materials.		1. The teacher introduces the topic of the unit and arouses the students’ interest. 2. The teacher provides a scenario, driving students to produce. 3. The teacher gives students 5 minutes to prepare and then to talk with partners. 10-15 minutes later, the teacher invites some students to share. 4. The teacher evaluates the presentations and gives some feedback. 5. The teacher introduces the task of the unit	<i>Task-based & Elicitation & Group work & Presentation</i>	25 mins
	Pre-reading	*Introduce the basic characteristics of academic texts (e.g., formal tone, complex vocabulary, structure).	Discussing	Discuss the nature of academic texts (research papers, essays, reports, reviews). Introduce common genres and structures of academic writing (e.g., introduction, methodology, results, conclusion). Explain the importance of reading academic texts critically and analytically.	<i>Discussion</i>	5 mins

Teaching Plan						
Unit 1 Introduction to Academic Reading						
Teaching Process		Teaching Objective(s)	Teaching Content	Teaching Activities	Teaching Method(s)	Time
iExplore1	While-reading	*Analyze and evaluate academic arguments. *Apply reading comprehension strategies to understand complex academic texts. *Increase academic vocabulary and reading fluency.	Identifying key sections and understanding the author's argument. Understanding complex academic language and concepts.	Introduce the topic of the unit by dealing with Discussion point. Check Ss' understanding of the text; deal with Interpreting the text and Thinking critically. Check Ss' online study of Getting the skill (Recognizing & understanding classification) by asking Ss to do the tasks. Assign Ss to do the mini-project.	<i>Task-based & Discussion</i>	45 mins
	Post-reading	*Encourage peer interaction and critical thinking about reading challenges.	Writing	1. Find an academic article on a current topic and summarize the main argument, evidence, and conclusion. 2. The teacher gives feedback.	<i>Task-based & Discussion & evaluation</i>	15 mins
	After the class					
	Assignment	*To practice what students have learned in class	Doing exercise	Students finish the exercises of Building your language and scan and learn Vocabulary learning strategies and Language focus .	<i>Task-based</i>	30 mins

Teaching Plan					
Unit 1 Introduction to Academic Reading					
Teaching Process		Teaching Objective(s)	Teaching Content	Teaching Activities	Teaching Method(s)
	Self-assessment	*Ss do the “check and review” activity. I can... ✓ understand the words and phrases of this unit ✓ understand terms and concepts in the academic literature and apply them flexibly ✓ identify and clarify the different purposes of academic reading, such as understanding, criticizing, analyzing, or summarizing the core ideas and structure of the text ✓ learn how to scan and skim to capture the main information and structure of the text ✓ participate in group or class discussions, raise their own problems and puzzles in the academic reading process, and improve with feedback from peers and teachers ✓ express my understanding and analysis of the content of the text in the discussion ✓ adjust my reading strategies and comprehension based on feedback from classmates			Self-assess
Preview before next class		*To make students get to know the topic		Watch the video clip and finish Exercise 1 on Page 28.	Self-Study

Teaching Plan						
Unit 2 Building Vocabulary and Context Clues						
Teaching Process		Teaching Objective(s)	Teaching Content	Teaching Activities	Teaching Method(s)	Time
Before the class						
Prepare 1 :	Students' preparation for the class	*Help students understand the Methods for determining word meanings from context. Learn strategies for learning new vocabulary efficiently.	*Engaging students with background knowledge. *Ensuring students stay focused and engaged in the pre-reading task.	Students are expected to complete the following activities on Unipus platform 1. Watch the mini-lecture of Unit orientation. 2. Think about the questions in Discussion point. 3. Read the text in Academic exploration 1 and finish the tasks in Reading & understanding. 4. Watch the mini-lecture of Getting the skill (AE1) (Recognizing & understanding classification). 5. Watch the video in Developing cultural awareness (AE1). 6. Read the text in Academic exploration 2 and finish the tasks in Reading & understanding. 7. Watch the mini-lecture of Getting the skill (AE2) (Recognizing substitution words).	Online-learning & Task-based	45 mins

Teaching Plan						
Unit 2 Building Vocabulary and Context Clues						
Teaching Process		Teaching Objective(s)	Teaching Content	Teaching Activities	Teaching Method(s)	Time
In the class						
iPrepare 2 :	Warming-up activities	* Understand the structure and features of academic texts. *Develop strategies for reading and interpreting academic materials.	Academic Texts and Reading Comprehension Reading strategies for academic articles • Analyzing the structure of academic papers • Critical reading and note-taking	1.T prepares 5-6 key words on board / screen. 2. Ss are given 20 sec to remember the words. 3. Then Ss close eyes, T wipes off one word, and / or change the order or position of other words. 4. Ss open eyes and try to find which word is missing. 5. T chooses one S to give explanation or make sentence of that word. 6. Next round, T can change one word in the same group, or provides another group of words.	<i>Task-based & Elicitation & Group work & Presentation</i>	25 mins
	Pre-reading	*Introduce the basic characteristics of academic texts (e.g., formal tone, complex vocabulary, structure).	Discussing	1. T & Ss brainstorm the problems of family relationship. 2. Re-group Ss, 4-5 in each group. 3. In each group, set one leader to take notes and one to keep the time. 4. Each group discuss the solutions to one problem. 5. The leader of each group makes a group report	<i>Discussion</i>	5 mins

Teaching Plan					
Unit 2 Building Vocabulary and Context Clues					
Teaching Process	Teaching Objective(s)	Teaching Content	Teaching Activities	Teaching Method(s)	Time
In the class					
iExplore1	While-reading	*Analyze and evaluate academic arguments. *Apply reading comprehension strategies to understand complex academic texts. *Increase academic vocabulary and reading fluency.	Identifying key sections and understanding the author's argument. Understanding complex academic language and concepts.	Introduce the topic of the unit by dealing with Discussion point. Check Ss' understanding of the text; deal with Interpreting the text and Thinking critically. Check Ss' online study of Getting the skill (Recognizing & understanding classification) by asking Ss to do the tasks. Assign Ss to do the mini-project.	Task-based & Discussion 45 mins
	Post-reading	*Encourage peer interaction and critical thinking about reading challenges.	Writing	3. Find an academic article on a current topic and summarize the main argument, evidence, and conclusion. 4. The teacher gives feedback.	Task-based & Discussion & evaluation 15 mins
After the class					
	Assignment	*To practice what students have learned in class	Doing exercise	Students finish the exercises of Building your language and scan and learn Vocabulary learning strategies and Language focus .	Task-based 30 mins
	Self-assessment	*Ss do the “check and review” activity. I can... ✓ correctly use the vocabulary related to family relationships and emotions. ✓ recognize narrative devices in reading materials.		Self-assess	10mins

Teaching Plan					
Unit 2 Building Vocabulary and Context Clues					
Teaching Process	Teaching Objective(s)	Teaching Content	Teaching Activities	Teaching Method(s)	Time
In the class					
		<ul style="list-style-type: none"> ✓ catch the main idea of the reading material by way of thought groups ✓ critically think about the implications of parent-child relationship. ✓ understand and apply effective communication strategies in family interactions. ✓ write a structured paragraph using the problem-solution pattern. ✓ conduct a survey among family members to understand their perspectives and feelings. ✓ share and reflect on the survey results to enhance mutual understanding within a family. 			
Preview before next class	*To make students get to know the topic of next class.		Watch the video clip and finish Exercise 1 on Page 45.	<i>Self-Study</i>	40mins

Teaching Plan						
Unit 3 Reading for Specific Information						
Teaching Process	Teaching Objective(s)	Teaching Content	Teaching Activities	Teaching Method(s)	Time	
Before the class						
iPrepare 1 :	Students' preparation for the class	*Help students learn to locate specific details within academic texts. *Practice with reading exercises focused on detail extraction. *Encourage students to take responsibility for their learning through self-guided activities and online resources.	*Engaging students with background knowledge. *Ensuring students stay focused and engaged in the pre-reading task.	Ss are expected to complete the following activities on Unipus platform 1. Watch the mini-lecture of Unit orientation. 2. Think about the questions in Discussion point. 3. Read the text in Academic exploration 1 and finish the tasks in Reading & understanding. 4. Watch the mini-lecture of Getting the skill (AE1) (Recognizing & understanding classification). 5. Watch the video in Developing cultural awareness (AE1). 6. Read the text in Academic exploration 2 and finish the tasks in Reading & understanding.	<i>Online-learning & Task-based</i>	45 mins

Teaching Plan						
Unit 3 Reading for Specific Information						
Teaching Process		Teaching Objective(s)	Teaching Content	Teaching Activities	Teaching Method(s)	Time
In the class						
iPrepare 2 :	Warming-up activities	* Understand the structure and features of academic texts. *Develop strategies for reading and interpreting academic materials.	*Literary Texts and Interpretation *Reading fiction, poetry, and drama *Analyzing literary devices and themes *Discussions on character development	Ss complete an online reading comprehension test. 1. T issues reading comprehension questions through the Online 2. Interactive Courseware on Unipus platform AI, Ss respond in real time online. 3. T can either create personalized questions or select reading comprehension questions from the textbook	<i>Task-based & Elicitation</i>	25 mins
iExplore1	Pre-reading	*Introduce the basic characteristics of academic texts (e.g., formal tone, complex vocabulary, structure).	Discussing	T gives a mini-lecture. T introduces the paragraph development method ---problem-solution pattern. Ss do the “think-pair-share” activity 1.Ss do some practice on reading materials 2. Ss discuss with partners. 3. Ss finish a paragraph with problem-solution pattern on P. 46. 4. Ss exchange the draft with partner.	<i>Discussion</i>	5 mins

Teaching Plan						
Unit 3 Reading for Specific Information						
Teaching Process		Teaching Objective(s)	Teaching Content	Teaching Activities	Teaching Method(s)	Time
	While-reading	*Analyze and evaluate academic arguments. *Apply reading comprehension strategies to understand complex academic texts. *Increase academic vocabulary	Identifying key sections and understanding the author's argument.	Introduce the topic of the unit by dealing with Discussion point. Check Ss' understanding of the text; deal with Interpreting the text and Thinking Check Ss' online study of Getting the skill (Recognizing & understanding classification) by asking Ss to do the tasks.	<i>Task-based & Discussion</i>	45 mins
	Post-reading	*Encourage peer interaction and critical thinking about reading challenges.	Writing	1. Find an academic article on a current topic and summarize the main argument, evidence, and conclusion. 2. The teacher gives feedback.	<i>Task-based & Discussion & evaluation</i>	15 mins
	After the class					
	Assignment	*To practice what students have learned in class	Doing exercise	Students finish the exercises of Building your language and scan and learn Vocabulary learning strategies and Language focus .	<i>Task-based</i>	30 mins
	Self-assessment	*Ss do the “check and review” activity. I can... ✓ understand the words and phrases of this unit ✓ understand terms and concepts in the academic literature and apply them flexibly ✓ identify and clarify the different purposes of academic reading, such as understanding, criticizing, analyzing, or summarizing the core ideas and structure of the text			<i>Self-assess</i>	10mins

Teaching Plan					
Unit 3 Reading for Specific Information					
Teaching Process		Teaching Objective(s)	Teaching Content	Teaching Activities	Teaching Method(s)
		<ul style="list-style-type: none"> ✓ learn how to scan and skim to capture the main information and structure of the text ✓ participate in group or class discussions, raise their own problems and puzzles in the academic reading process, and improve with feedback from peers and teachers ✓ express my understanding and analysis of the content of the text in the discussion 			
Preview before next class		*To make students get to know the topic		Watch the video clip and finish Exercise 1 on Page 54.	<i>Self-Study</i>
					40mins

Teaching Plan						
Unit 4 Identifying Main Ideas and Supporting Details						
Teaching Process		Teaching Objective(s)	Teaching Content	Teaching Activities	Teaching Method(s)	Time
Before the class						
Prepare 1 :	Students' preparation for the class	*Equip students with strategies to understand complex texts, identify main ideas, make inferences, and critically evaluate the content. *Build students' vocabulary and grammatical knowledge through context-based learning and text analysis.	*Engaging students with background knowledge. *Ensuring students stay focused and engaged in the pre-reading task.	Ss are expected to complete the following activities on Unipus platform 1. Watch the mini-lecture of Unit orientation. 2. Think about the questions in Discussion point. 3. Read the text in Academic exploration 1 and finish the tasks in Reading & understanding. 4. Watch the mini-lecture of Getting the skill (AE1) (Recognizing & understanding classification). 5. Watch the video in Developing cultural awareness (AE1). 6. Read the text in Academic exploration 2 and finish the tasks in Reading & understanding.	Online-learning & Task-based	45 mins

Teaching Plan						
Unit 4 Identifying Main Ideas and Supporting Details						
Teaching Process	Teaching Objective(s)	Teaching Content	Teaching Activities	Teaching Method(s)	Time	
In the class						
iPrepare 2 :	Warming-up activities	* Understand the structure and features of academic texts. *Develop strategies for reading and interpreting academic materials.	*Teaching students how to spot the main argument and supporting points in texts. *Practice with identifying thesis statements and topic sentences.	Ss complete an online reading comprehension test. 1. T issues reading comprehension questions through the Online 2. Interactive Courseware on Unipus platform AI, Ss respond in real time online. 3. T can either create personalized questions or select reading comprehension questions from the textbook	<i>Task-based & Elicitation</i>	25 mins
iExplore1	Pre-reading	*Introduce the basic characteristics of academic texts (e.g., formal tone, complex vocabulary, structure).	Discussing	Ss do the group discussion activity. 1. Ss stay at the same group. 2. Each group choose a leader and a timekeeper. 3. Each group have a 5-min discussion about their life at home. 4. The group leaders make a report in class. 5. Ss in other groups vote for the best report.	<i>Discussion</i>	5 mins
	While-reading	*Analyze and evaluate academic arguments. *Apply reading	Identifying key sections and understanding the	Introduce the topic of the unit by dealing with Discussion point. Check Ss' understanding of the text; deal	<i>Task-based &</i>	45 mins

Teaching Plan					
Unit 4 Identifying Main Ideas and Supporting Details					
Teaching Process	Teaching Objective(s)	Teaching Content	Teaching Activities	Teaching Method(s)	Time
In the class					
		comprehension strategies to understand complex academic texts. *Increase academic vocabulary and reading fluency.	author's argument. Understanding complex academic language and concepts.	with Interpreting the text and Thinking critically. Check Ss' online study of Getting the skill (Recognizing & understanding classification) by asking Ss to do the tasks. Assign Ss to do the mini-project.	<i>Discussion</i>
	Post-reading	*Encourage peer interaction and critical thinking about reading challenges.	Writing	1. Find an academic article on a current topic and summarize the main argument, evidence, and conclusion. 2. The teacher gives feedback.	<i>Task-based & Discussion & evaluation</i> 15 mins
After the class					
	Assignment	*To practice what students have learned in class	Doing exercise	Students finish the exercises of Building your language and scan and learn Vocabulary learning strategies and Language focus .	<i>Task-based</i> 30 mins
	Self-assessment	*Ss do the “check and review” activity. I can... ✓ understand the words and phrases of this unit ✓ understand terms and concepts in the academic literature and apply them flexibly ✓ identify and clarify the different purposes of academic reading, such as understanding, criticizing, analyzing, or summarizing the core ideas and structure of the text ✓ learn how to scan and skim to capture the main information and structure of the text			<i>Self-assess</i> 10mins

Teaching Plan					
Unit 4 Identifying Main Ideas and Supporting Details					
Teaching Process	Teaching Objective(s)	Teaching Content	Teaching Activities	Teaching Method(s)	Time
In the class					
		✓ participate in group or class discussions, raise their own problems and puzzles in the academic reading process, and improve with feedback from peers and teachers ✓ express my understanding and analysis of the content of the text in the discussion, and put forward constructive opinions			
Preview before next class	*To make students get to know the topic of next class.		Watch the video clip and finish Exercise 1 on Page 62.	<i>Self-Study</i>	40mins

Teaching Plan						
Unit 5 Critical Reading and Analysis						
Teaching Process	Teaching Objective(s)	Teaching Content	Teaching Activities	Teaching Method(s)	Time	
Before the class						
iPrepare 1 :	Students' preparation for the class	*Help students learn to locate specific details within academic texts. *Practice with reading exercises focused on detail extraction. *Encourage students to take responsibility for their learning through self-guided activities and online resources.	*Engaging students with background knowledge. *Ensuring students stay focused and engaged in the pre-reading task.	Ss are expected to complete the following activities on Unipus platform 1. Watch the mini-lecture of Unit orientation. 2. Think about the questions in Discussion point. 3. Read the text in Academic exploration 1 and finish the tasks in Reading & understanding. 4. Watch the mini-lecture of Getting the skill (AE1) (Recognizing & understanding classification). 5. Watch the video in Developing cultural awareness (AE1). 6. Read the text in Academic exploration 2 and finish the tasks in Reading & understanding. 7. Watch the mini-lecture of Getting the skill (AE2) (Recognizing substitution words). 8. Watch the mini-lecture of Critical thinking.	<i>Online-learning & Task-based</i>	45 mins

Teaching Plan						
Unit 5 Critical Reading and Analysis						
Teaching Process		Teaching Objective(s)	Teaching Content	Teaching Activities	Teaching Method(s)	Time
In the class						
iPrepare 2 :	Warming-up activities	* Understand the structure and features of academic texts. *Develop strategies for reading and interpreting academic materials.	*Literary Texts and Interpretation *Reading fiction, poetry, and drama *Analyzing literary devices and themes *Discussions on character development and narrative techniques	Ss complete an online reading comprehension test. 1. T issues reading comprehension questions through the Online 2. Interactive Courseware on Unipus platform AI, Ss respond in real time online. 3. T can either create personalized questions or select reading comprehension questions from the textbook	<i>Task-based & Elicitation</i>	25 mins
	Pre-reading	*Introduce the basic characteristics of academic texts (e.g., formal tone, complex vocabulary, structure).	Discussing	1.The teacher introduces the topic of the unit and arouses the students' interest. 2.The teacher provides a scenario, driving students to produce. 3.The teacher gives students 5 minutes to prepare and then to talk with partners. 10-15 minutes later, the teacher invites some students to share. 4. The teacher evaluates the presentations and gives some feedback.	<i>Discussion</i>	5 mins

Teaching Plan					
Unit 5 Critical Reading and Analysis					
Teaching Process		Teaching Objective(s)	Teaching Content	Teaching Activities	Teaching Method(s)
iExplore1	While-reading	*Analyze and evaluate academic arguments. *Apply reading comprehension strategies to understand complex academic texts. *To explain with examples the value of interest in making choices and infer the meaning of conditional structures.	Identifying key sections and understanding the author's argument. Understanding complex academic language and concepts.	Introduce the topic of the unit by dealing with Discussion point. Check Ss' understanding of the text; deal with Interpreting the text and Thinking critically. Check Ss' online study of Getting the skill (Recognizing & understanding classification) by asking Ss to do the tasks. Assign Ss to do the mini-project.	Task-based & Discussion
	Post-reading	*Encourage peer interaction and critical thinking about reading challenges.	Writing	1. Find an academic article on a current topic and summarize the main argument, evidence, and conclusion. 2. The teacher gives feedback.	Task-based & Discussion & evaluation
	After the class				
	Assignment	*To practice what students have learned in class	Doing exercise	Students finish the exercises of Building your language and scan and learn Vocabulary learning strategies and Language focus .	Task-based
					30 mins

Teaching Plan					
Unit 5 Critical Reading and Analysis					
Teaching Process		Teaching Objective(s)	Teaching Content	Teaching Activities	Teaching Method(s)
	Self-assessment	*Ss do the “check and review” activity. I can... ✓ understand the words and phrases of this unit ✓ understand terms and concepts in the academic literature and apply them flexibly ✓ identify and clarify the different purposes of academic reading, such as understanding, criticizing, analyzing, or summarizing the core ideas and structure of the text ✓ learn how to scan and skim to capture the main information and structure of the text ✓ participate in group or class discussions, raise their own problems and puzzles in the academic reading process, and improve with feedback from peers and teachers ✓ express my understanding and analysis of the content of the text in the discussion, and put forward constructive opinions			Self-assess
Preview before next class		*To make students get to know the topic		Watch the video clip and finish Exercise 1 on Page 75.	Self-Study

Teaching Plan						
Unit 6 Integrating Knowledge and Writing						
Teaching Process		Teaching Objective(s)	Teaching Content	Teaching Activities	Teaching Method(s)	Time
Before the class						
Prepare 1 :	Students' preparation for the class	*Help students learn to synthesize information from multiple readings. *Developing writing skills based on reading (e.g., summaries, critiques, reports)..	*Engaging students with background knowledge. *Ensuring students stay focused and engaged in the pre-reading task.	Ss are expected to complete the following activities on Unipus platform 1. Watch the mini-lecture of Unit orientation. 2. Think about the questions in Discussion point. 3. Read the text in Academic exploration 1 and finish the tasks in Reading & understanding. 4. Watch the mini-lecture of Getting the skill (AE1) (Recognizing & understanding classification). 5. Watch the video in Developing cultural awareness (AE1). 6. Read the text in Academic exploration 2 and finish the tasks in Reading & understanding.	Online-learning & Task-based	45 mins

Teaching Plan						
Unit 6 Integrating Knowledge and Writing						
Teaching Process		Teaching Objective(s)	Teaching Content	Teaching Activities	Teaching Method(s)	Time
In the class						
iPrepare 2 :	Warming-up activities	* Understand the structure and features of academic texts. *Develop strategies for reading and interpreting academic materials.	*Literary Texts and Interpretation *Reading fiction, poetry, and drama *Analyzing literary devices and themes *Discussions on character development and narrative techniques	Ss complete an online reading comprehension test. 1. T issues reading comprehension questions through the Online 2. Interactive Courseware on Unipus platform AI, Ss respond in real time online. 3. T can either create personalized questions or select reading comprehension questions from the textbook	<i>Task-based & Elicitation</i>	25 mins
	Pre-reading	*Introduce the basic characteristics of academic texts (e.g., formal tone, complex vocabulary, structure).	Discussing	T gives a mini-lecture. T introduces the paragraph development method ---problem-solution pattern. Ss do the “think-pair-share” activity 1.Ss do some practice on reading materials. 2. Ss discuss with partners. 3. Ss finish a paragraph with problem-solution pattern on P. 46. 4. Ss exchange the draft with partner. 5. Some present in class.	<i>Discussion</i>	5 mins

Teaching Plan						
Unit 6 Integrating Knowledge and Writing						
Teaching Process		Teaching Objective(s)	Teaching Content	Teaching Activities	Teaching Method(s)	Time
iExplore1	While-reading	<ul style="list-style-type: none">*Analyze and evaluate academic arguments.*Apply reading comprehension strategies to understand complex academic texts.*Increase academic vocabulary and reading fluency.	Identifying key sections and understanding the author's argument. Understanding complex academic language and concepts.	<p>Introduce the topic of the unit by dealing with Discussion point.</p> <p>Check Ss' understanding of the text; deal with Interpreting the text and Thinking critically.</p> <p>Check Ss' online study of Getting the skill (Recognizing & understanding classification) by asking Ss to do the tasks.</p> <p>Assign Ss to do the mini-project.</p>	<i>Task-based & Discussion</i>	45 mins
	Post-reading	<ul style="list-style-type: none">*Encourage peer interaction and critical thinking about reading challenges.	Writing	<p>1. The teacher helps students prepare for the unit project by:Explaining the basic elements in a essay, such as a beginning, a body and an ending.</p> <p>2.The teacher encourage students to make full use of the expressions and structures they have learned from the two texts, such as the unreal conditional structures for expressing gratitude or regrets, and the sentence structures for offering suggestions; the teacher ask students to use proper terms about their universities and majors</p>	<i>Task-based &Discussion & evaluation</i>	15 mins

Teaching Plan						
Unit 6 Integrating Knowledge and Writing						
Teaching Process		Teaching Objective(s)	Teaching Content	Teaching Activities	Teaching Method(s)	Time
				3.The teacher discusses the writing standards with students and sets one finally.		
	After the class					
	Assignment	*To practice what students have learned in class	Doing exercise	Students finish the exercises of Building your language and scan and learn Vocabulary learning strategies and Language focus .	<i>Task-based</i>	30 mins
	Self-assessment	*Ss do the “check and review” activity. I can... ✓ understand the words and phrases of this unit ✓ understand terms and concepts in the academic literature and apply them flexibly ✓ identify and clarify the different purposes of academic reading, such as understanding, criticizing, analyzing, or summarizing the core ideas and structure of the text ✓ learn how to scan and skim to capture the main information and structure of the text ✓ participate in group or class discussions, raise their own problems and puzzles in the academic reading process, and improve with feedback from peers and teachers ✓ express my understanding and analysis of the content of the text in the discussion, and put forward constructive opinions ✓ deliver your opinions on what other factors may affect the development of friendship, besides gender. ✓ recognize the writing method of composing a paragraph of cause and effect.			<i>Self-assess</i>	10mins

Teaching Plan					
Unit 6 Integrating Knowledge and Writing					
Teaching Process	Teaching Objective(s)	Teaching Content	Teaching Activities	Teaching Method(s)	Time
Post Class	*Ss will be able to compose a passage of cause and effect		Ss learn about the texts and complete the following exercises on Unipus platform AI. 1. Section A: Structured writing 2. Unit review	<i>Self-Study</i>	40mins

Appendix B

List of Specialists and Letters of Specialists Invitation
for IOC Verification



Ref.No. MHESI 0643.14/ 2196

Bansomdejchaopraya Rajabhat University
1061 Itsaraparb Hirunrujee
Thonburi Bangkok 10600

13 August 2024

Subject: Invitation to validate research instrument

Dear Dr.Nattachai Plienvijarn

Mr. Cheng Qipin is a graduate student in Doctor of Philosophy Program in Technology and Innovation Management of Bansomdejchaopraya Rajabhat University. He is undertaking research entitled "Development of Blended Teaching Model for College English Reading Course Based on Unipus"

The thesis advisory committee has considered that you are an expert in this topic. Your recommendations would be useful for further improvement of this research instrument.

With your expertise, we would like to ask your permission to validate the attached research instrument. In this regard, we would like to avail ourselves of this opportunity to express our sincere thanks and appreciation for your help.

Yours faithfully,

Assistant Professor Dr.Thanaput Chanchaen
(Vice Dean of Graduate School for Dean of Graduate School)

Bansomdejchaopraya Rajabhat University

Tel.+662-473-7000

www.bsru.ac.th

E-mail: grad@bsru.ac.th



Ref.No. MHESI 0643.14/ 2795

Bansomdejchaopraya Rajabhat University
1061 Itsaraparb Hirunrujee
Thonburi Bangkok 10600

13 August 2024

Subject: Invitation to validate research instrument

Dear Asst.Prof.Dr.Nukul Sarawong

Mr. Cheng Qipin is a graduate student in Doctor of Philosophy Program in Technology and Innovation Management of Bansomdejchaopraya Rajabhat University. He is undertaking research entitled "Development of Blended Teaching Model for College English Reading Course Based on Unipus"

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(Vice Dean of Graduate School for Dean of Graduate School)

Bansomdejchaopraya Rajabhat University

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Ref.No. MHESI 0643.14/ 274

Bansomdejchaopraya Rajabhat University
1061 Itsaraparb Hirunrujee
Thonburi Bangkok 10600

13 August 2024

Subject: Invitation to validate research instrument

Dear Dr.Soisuda Lohmood

Mr. Cheng Qipin is a graduate student in Doctor of Philosophy Program in Technology and Innovation Management of Bansomdejchaopraya Rajabhat University. He is undertaking research entitled "Development of Blended Teaching Model for College English Reading Course Based on Unipus"

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Appendix C

Official Letter

1. Invitation from 9 interviewed experts
2. Invitation from 21 scoring experts
3. Invitation from 9 model evaluation experts

1. Invitation from 9 interviewed experts

Ref. No. MHESI 0643.14/ 2661



Graduate School
Bansomdejchaopraya Rajabhat University
1061 Itsarapap 15 Itsarapap Rd.
Thonburi Bangkok 10600

August 2024

Subject Request permission to collect data by attending an in-depth interview

Dear Mr. Dai Zhaohui, Professor, Vice Dean, School of Information, Shanghai University

Attachment Interview Form

Mr. Cheng Qipin is a graduate student in Doctor of Philosophy in Technology and Innovation Management Program at Bansomdejchaopraya Rajabhat University. He is undertaking research entitle "Development of Blended Teaching Model for College English Reading Course Based on Unipus". There is a thesis advisory committee as follows:

1. Assoc. Prof.Dr.Nutdanai Sighkhleewon Major advisor
2. Assoc.Prof Dr Sombat Teekasap Co-advisor
3. Dr.Sirigam Phokheaw Co-advisor

In this regard, the thesis advisory committee has considered that you are an expert in this topic. Your recommendations would be useful for further improvement of this research instrument. Therefore, permission was requested to allow the students to take the evaluation. and set a date and time for students at your convenience.

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Sincerely,

(Assistant Professor Dr.Thanaput Chanchaen)
Vice Dean of Graduate School for Dean of Graduate School

Graduate School
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E-mail: grad@bsru.ac.th



Ref. No. MHESI 0643.14/ 2670

Graduate School
Bansomdejchaopraya Rajabhat University
1061 Itsarapap 15 Itsarapap Rd.
Thonburi Bangkok 10600

August 2024

Subject Request permission to collect data by attending an in-depth interview

Dear Mr. Li Guangbu, Professor, Dean of School of Digital Science, Shanghai Normal University

Attachment Interview Form

Mr. Cheng Qipin is a graduate student in Doctor of Philosophy in Technology and Innovation Management Program at Bansomdejchaopraya Rajabhat University. He is undertaking research entitle "Development of Blended Teaching Model for College English Reading Course Based on Unipus". There is a thesis advisory committee as follows:

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Ref. No. MHESI 0643.14/ 2671



Graduate School
Bansomdejchaopraya Rajabhat University
1061 Itsarapap 15 Itsarapap Rd.
Thonburi Bangkok 10600

August 2024

Subject Request permission to collect data by attending an in-depth interview

Dear Mr. Shi Yuexun, Professor, School-level teaching Supervisor, Shanghai Lida University

Attachment Interview Form

Mr. Cheng Qipin is a graduate student in Doctor of Philosophy in Technology and Innovation Management Program at Bansomdejchaopraya Rajabhat University. He is undertaking research entitle "Development of Blended Teaching Model for College English Reading Course Based on Unipus". There is a thesis advisory committee as follows:

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Ref. No. MHESI 0643.14/ 2672

Graduate School
Bansomdejchaopraya Rajabhat University
1061 Itsarapap 15 Itsarapap Rd.
Thonburi Bangkok 10600

August 2024

Subject Request permission to collect data by attending an in-depth interview

Dear Ms. Yan Yuping, Professor, Teacher, School of Foreign Languages, Shanghai Business School

Attachment Interview Form

Mr. Cheng Qipin is a graduate student in Doctor of Philosophy in Technology and Innovation Management Program at Bansomdejchaopraya Rajabhat University. He is undertaking research entitled "Development of Blended Teaching Model for College English Reading Course Based on Unipus". There is a thesis advisory committee as follows:

1. Assoc. Prof. Dr. Nutdanai Sighkhleewon Major advisor
2. Assoc. Prof. Dr. Sombat Teekasap Co-advisor
3. Dr. Sirigam Phokheaw Co-advisor

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Vice Dean of Graduate School for Dean of Graduate School

Graduate School
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Ref. No. MHESI 0643.14/ 1673



Graduate School
Bansomdejchaopraya Rajabhat University
1061 Itsarapap 15 Itsarapap Rd.
Thonburi Bangkok 10600

August 2024

Subject Request permission to collect data by attending an in-depth interview

Dear Ms. Wang Huiping, Associate professor, Teacher, School of Foreign Languages, Shanghai
Jianqiao University

Attachment Interview Form

Mr. Cheng Qipin is a graduate student in Doctor of Philosophy in Technology and Innovation Management Program at Bansomdejchaopraya Rajabhat University. He is undertaking research entitle "Development of Blended Teaching Model for College English Reading Course Based on Unipus". There is a thesis advisory committee as follows:

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Vice Dean of Graduate School for Dean of Graduate School

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Ref. No. MHESI 0643.14/ 2574

Graduate School
Bansomdejchaopraya Rajabhat University
1061 Itsarapap 15 Itsarapap Rd.
Thonburi Bangkok 10600

August 2024

Subject Request permission to collect data by attending an in-depth interview

Dear Ms. Sui Peng, Associate professor, Teacher, School of General Education and Foreign Languages, Shanghai Lida University

Attachment Interview Form

Mr. Cheng Qipin is a graduate student in Doctor of Philosophy in Technology and Innovation Management Program at Bansomdejchaopraya Rajabhat University. He is undertaking research entitled "Development of Blended Teaching Model for College English Reading Course Based on Unipus". There is a thesis advisory committee as follows:

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Ref. No. MHESI 0643.14/ 2675

Graduate School
Bansomdejchaopraya Rajabhat University
1061 Itsarapap 15 Itsarapap Rd.
Thonburi Bangkok 10600

August 2024

Subject Request permission to collect data by attending an in-depth interview

Dear Ms. Wang Yue, Online Platform Operations Manager, Foreign Language Teaching and Research Press

Attachment Interview Form

Mr. Cheng Qipin is a graduate student in Doctor of Philosophy in Technology and Innovation Management Program at Bansomdejchaopraya Rajabhat University. He is undertaking research entitled "Development of Blended Teaching Model for College English Reading Course Based on Unipus". There is a thesis advisory committee as follows:

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Sincerely,

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Vice Dean of Graduate School for Dean of Graduate School

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Ref. No. MHESI 0643.14/ 2176



Graduate School
Bansomdejchaopraya Rajabhat University
1061 Itsarapap 15 Itsarapap Rd.
Thonburi Bangkok 10600

August 2024

Subject Request permission to collect data by attending an in-depth interview

Dear Ms. Li Lin, Online Platform Operations Manager, Beijing Rain Classroom Education Technology Co., LTD

Attachment Interview Form

Mr. Cheng Qipin is a graduate student in Doctor of Philosophy in Technology and Innovation Management Program at Bansomdejchaopraya Rajabhat University. He is undertaking research entitle "Development of Blended Teaching Model for College English Reading Course Based on Unipus". There is a thesis advisory committee as follows:

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Ref. No. MHESI 0643.14/ 2677

Graduate School
Bansomdejchaopraya Rajabhat University
1061 Itsarapap 15 Itsarapap Rd.
Thonburi Bangkok 10600

August 2024

Subject Request permission to collect data by attending an in-depth interview

Dear Ms. Yang Kexin, Lecturer, Teaching secretary, Office of Academic Affairs, Shanghai Lida University

Attachment Interview Form

Mr. Cheng Qipin is a graduate student in Doctor of Philosophy in Technology and Innovation Management Program at Bansomdejchaopraya Rajabhat University. He is undertaking research entitled "Development of Blended Teaching Model for College English Reading Course Based on Unipus". There is a thesis advisory committee as follows:

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Vice Dean of Graduate School for Dean of Graduate School

Graduate School
Tel. +662-473-7000 ext. 1814
E-mail: grad@bsru.ac.th

2. Invitation from 21 scoring experts

Ref. No. MHESI 0643.14/ 2660



Graduate School
Bansomdejchaopraya Rajabhat University
1061 Itsarapap 15 Itsarapap Rd.
Thonburi Bangkok 10600

August 2024

Subject Evaluate the consistency of elements of blended teaching model for College Reading course based on Unipus

Dear Mr. Mao Liqun, Professor, Dean, School of Communications, Shanghai Maritime University

Attachment Validation sheets

Mr. Cheng Qipin is a graduate student in Doctor of Philosophy in Technology and Innovation Management Program at Bansomdejchaopraya Rajabhat University. He is undertaking research entitle "Development of Blended Teaching Model for College English Reading Course Based on Unipus". There is a thesis advisory committee as follows:

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Ref. No. MHESI 0643.14/ ๒๕๖๔

Graduate School
Bansomdejchaopraya Rajabhat University
1061 Itsarapap 15 Itsarapap Rd.
Thonburi Bangkok 10600

August 2024

Subject Evaluate the consistency of elements of blended teaching model for College Reading course based on Unipus

Dear Mr. Jiao Zongmin, Professor, Vice Director of the Academic Affairs Office, Shanghai JiaoTong University

Attachment Validation sheets

Mr. Cheng Qipin is a graduate student in Doctor of Philosophy in Technology and Innovation Management Program at Bansomdejchaopraya Rajabhat University. He is undertaking research entitle "Development of Blended Teaching Model for College English Reading Course Based on Unipus" . There is a thesis advisory committee as follows:

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Vice Dean of Graduate School for Dean of Graduate School

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Ref. No. MHESI 0643.14/ 2๒๗๑



Graduate School
Bansomdejchaopraya Rajabhat University
1061 Itsarapap 15 Itsarapap Rd.
Thonburi Bangkok 10600

August 2024

Subject Evaluate the consistency of elements of blended teaching model for College Reading course based on Unipus

Dear Mr. Wang Chuming, Professor, Teacher, School of Finance and Economics, Shanghai University of Engineering Technology

Attachment Validation sheets

Mr. Cheng Qipin is a graduate student in Doctor of Philosophy in Technology and Innovation Management Program at Bansomdejchaopraya Rajabhat University. He is undertaking research entitle "Development of Blended Teaching Model for College English Reading Course Based on Unipus". There is a thesis advisory committee as follows:

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Vice Dean of Graduate School for Dean of Graduate School

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Ref. No. MHESI 0643.14/ 2140



Graduate School
Bansomdejchaopraya Rajabhat University
1061 Itsarapap 15 Itsarapap Rd.
Thonburi Bangkok 10600

August 2024

Subject Evaluate the consistency of elements of blended teaching model for College Reading course based on Unipus

Dear Mr. Wang Chuanjin, Professor, Teacher, School of Information, Shanghai Lida University

Attachment Validation sheets

Mr. Cheng Qipin is a graduate student in Doctor of Philosophy in Technology and Innovation Management Program at Bansomdejchaopraya Rajabhat University. He is undertaking research entitle "Development of Blended Teaching Model for College English Reading Course Based on Unipus". There is a thesis advisory committee as follows:

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Vice Dean of Graduate School for Dean of Graduate School

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Ref. No. MHESI 0643.14/ 2691



Graduate School
Bansomdejchaopraya Rajabhat University
1061 Itsarapap 15 Itsarapap Rd.
Thonburi Bangkok 10600

August 2024

Subject Evaluate the consistency of elements of blended teaching model for College Reading course based on Unipus

Dear Mr. Chen Wenjie, Professor, Vice Dean, School of General Education, Shanghai Normal University

Attachment Validation sheets

Mr. Cheng Qipin is a graduate student in Doctor of Philosophy in Technology and Innovation Management Program at Bansomdejchaopraya Rajabhat University. He is undertaking research entitle "Development of Blended Teaching Model for College English Reading Course Based on Unipus". There is a thesis advisory committee as follows:

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Ref. No. MHESI 0643.14/ 2691



Graduate School
Bansomdejchaopraya Rajabhat University
1061 Itsarapap 15 Itsarapap Rd.
Thonburi Bangkok 10600

August 2024

Subject Evaluate the consistency of elements of blended teaching model for College Reading course based on Unipus

Dear Ms. Liu Jun, Associate professor, Teacher, School of Arts, Shanghai Sanda University

Attachment Validation sheets

Mr. Cheng Qipin is a graduate student in Doctor of Philosophy in Technology and Innovation Management Program at Bansomdejchaopraya Rajabhat University. He is undertaking research entitle "Development of Blended Teaching Model for College English Reading Course Based on Unipus". There is a thesis advisory committee as follows:

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Ref. No. MHESI 0643.14/ 2193



Graduate School
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1061 Itsarapap 15 Itsarapap Rd.
Thonburi Bangkok 10600

August 2024

Subject Evaluate the consistency of elements of blended teaching model for College Reading course based on Unipus

Dear Ms. Yang Hong, Associate professor, School of Engineering, University of Shanghai for Science and Technology

Attachment Validation sheets

Mr. Cheng Qipin is a graduate student in Doctor of Philosophy in Technology and Innovation Management Program at Bansomdejchaopraya Rajabhat University. He is undertaking research entitle "Development of Blended Teaching Model for College English Reading Course Based on Unipus". There is a thesis advisory committee as follows:

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Sincerely,

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Ref. No. MHESI 0643.14/ 2694

Graduate School
Bansomdejchaopraya Rajabhat University
1061 Itsarapap 15 Itsarapap Rd.
Thonburi Bangkok 10600

August 2024

Subject Evaluate the consistency of elements of blended teaching model for College Reading course based on Unipus

Dear Mr. Han Zonghua, Professor, Dean of School of Foreign Languages, Shanghai Ocean University

Attachment Validation sheets

Mr. Cheng Qipin is a graduate student in Doctor of Philosophy in Technology and Innovation Management Program at Bansomdejchaopraya Rajabhat University. He is undertaking research entitle "Development of Blended Teaching Model for College English Reading Course Based on Unipus". There is a thesis advisory committee as follows:

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Vice Dean of Graduate School for Dean of Graduate School

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Ref. No. MHESI 0643.14/ 2145



Graduate School
Bansomdejchaopraya Rajabhat University
1061 Itsarapap 15 Itsarapap Rd.
Thonburi Bangkok 10600

August 2024

Subject Evaluate the consistency of elements of blended teaching model for College Reading course based on Unipus

Dear Ms. Zhang Yushuan, Professor, Vice dean of School of Foreign Languages, Shanghai University of Medicine & Health Sciences

Attachment Validation sheets

Mr. Cheng Qipin is a graduate student in Doctor of Philosophy in Technology and Innovation Management Program at Bansomdejchaopraya Rajabhat University. He is undertaking research entitle "Development of Blended Teaching Model for College English Reading Course Based on Unipus". There is a thesis advisory committee as follows:

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Sincerely,

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August 2024

Subject Evaluate the consistency of elements of blended teaching model for College Reading course based on Unipus

Dear Ms. Wen Jianping, Professor, School of Foreign Languages, Shanghai University of Finance and Economics

Attachment Validation sheets

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August 2024

Subject Evaluate the consistency of elements of blended teaching model for College Reading course based on Unipus

Dear Mr. Feng Qi, Professor, School of Foreign Languages, Shanghai Lida University

Attachment Validation sheets

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August 2024

Subject Evaluate the consistency of elements of blended teaching model for College Reading course based on Unipus

Dear Ms. Xiao Jianyun, Associate professor, School of Foreign Languages, Shanghai Normal University

Attachment Validation sheets

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August 2024

Subject Evaluate the consistency of elements of blended teaching model for College Reading course based on Unipus

Dear Ms. Xu Xiaoli, Associate professor, School of Foreign Languages, Shanghai Sanda University

Attachment Validation sheets

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August 2024

Subject Evaluate the consistency of elements of blended teaching model for College Reading course based on Unipus

Dear Ms. Zhang Lei, Associate professor, School of Foreign Languages, Shanghai Jianqiao University

Attachment Validation sheets

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August 2024

Subject Evaluate the consistency of elements of blended teaching model for College Reading course based on Unipus

Dear Ms. Hong Ying, Manager, Shanghai Futian Technology Co., LTD

Attachment Validation sheets

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August 2024

Subject Evaluate the consistency of elements of blended teaching model for College Reading course based on Unipus

Dear Ms. Chen Danni, Executive Director of Shanghai Chuanghai Culture Co., LTD

Attachment Validation sheets

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August 2024

Subject Evaluate the consistency of elements of blended teaching model for College Reading course based on Unipus

Dear Mr.Zhao Hua, Director, Shanghai Fudan Press Co., LTD

Attachment Validation sheets

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Subject Evaluate the consistency of elements of blended teaching model for College Reading course based on Unipus

Dear Mr. Liu Nian, Vice director, Shanghai Leijing Technology Co., LTD

Attachment Validation sheets

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August 2024

Subject Evaluate the consistency of elements of blended teaching model for College Reading course based on Unipus

Dear Mr. Zhu Hui, Technician, Shanghai Tiyun network technology Co., LTD

Attachment Validation sheets

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August 2024

Subject Evaluate the consistency of elements of blended teaching model for College Reading course based on Unipus

Dear Ms. Pan Ting, Assistant Manager, Foreign Language Teaching and Research Press Co. LTD

Attachment Validation sheets

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August 2024

Subject Evaluate the consistency of elements of blended teaching model for College Reading course based on Unipus

Dear Ms. Yang Xue, Assistant Manager of Beijing Jingtian Technology Co., LTD

Attachment Validation sheets

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3. Invitation from 9 model evaluation experts

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August 2024

Subject Invitation to evaluate the model

Dear Mr. Dai Zhanghui, Professor, Vice Dean, School of Information, Shanghai University

Attachment Interview Form

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August 2024

Subject Invitation to evaluate the model

Dear Mr.Zhu Fangshe, Professor, Dean of School of Information, Shanghai University of Science and Technology

Attachment Interview Form

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August 2024

Subject Invitation to evaluate the model

Dear Mr. Lin Xun, Professor, Vice Dean of School of Finance, Shanghai Lida University

Attachment Interview Form

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August 2024

Subject Invitation to evaluate the model

Dear Ms. Yan Yuping, Professor, Dean of School of Foreign Languages, Shanghai Business School

Attachment Interview Form

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August 2024

Subject Invitation to evaluate the model

Dear Mr. Zhang Aiming, Professor, School of Foreign Languages and Culture, Nanjing University

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August 2024

Subject Invitation to evaluate the model

Dear Ms. Li Rong, Professor, School of General Education and Foreign Languages, Shanghai Lida University

Attachment Interview Form

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Subject Invitation to evaluate the model

Dear Mr. Qiu Wenping, Associate Professor, School of Information and Technology,
Shanghai Jianqiao University

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August 2024

Subject Invitation to evaluate the model

Dear Mr.Zhao Hua, Senior Researcher, Online Platform Operations Manager, Beijing Rain Classroom Education Technology Co., LTD

Attachment Interview Form

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August 2024

Subject Invitation to evaluate the model

Dear Ms.Liu Yujie, Senior Researcher, Vice Director of Office of Academic Affairs, Shanghai Normal University

Attachment Interview Form

Mr. Cheng Qipin is a graduate student in Doctor of Philosophy in Technology and Innovation Management Program at Bansomdejchaopraya Rajabhat University. He is undertaking research entitle "Development of Blended Teaching Model for College English Reading Course Based on Unipus". There is a thesis advisory committee as follows:

1. Assoc. Prof.Dr.Nutdanai Sighkhleewon Major advisor
2. Assoc.Prof Dr Sombat Teekasap Co-advisor
3. Dr.Sirigam Phokheaw Co-advisor

In this regard, the thesis advisory committee has considered that you are an expert in this topic. Your recommendations would be useful for further improvement of this research instrument. Therefore, permission was requested to allow the students to take the evaluation. and set a date and time for students at your convenience.

We would like to avail ourselves of this opportunity to express our sincere thanks and appreciation for your help.

Sincerely,

(Assistant Professor Dr.Thanaput Chanchaen)
Vice Dean of Graduate School for Dean of Graduate School

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Appendix D

Research Instrument

1. Research interview form
2. Elements evaluation form
3. Model evaluation form
4. Pre-test and post-test scale
5. Questionnaire

Research interview form

Research objective

To study the elements of blended teaching model for college English Reading course based on Unipus platform.

Explanation

This interview form is part of research for a dissertation. The objective is to study the elements of blended teaching model for college English Reading course based on Unipus platform. College English reading is an academic course designed to improve students' ability to understand, analyze, and critically engage with various English texts. It emphasizes the development of reading comprehension, critical thinking, and vocabulary skills through the study of diverse materials, including literature, scholarly articles, and other written content relevant to college-level coursework. I will extract the elements of the blended teaching model from the information obtained, and use these elements to create the blended teaching model for college English Reading course based on Unipus platform. The information obtained will be kept confidential and will not cause any harm to your work. Please answer the interview questions as truthfully as possible. The interview is divided into 11 parts:

Part 1: General information of the interviewee

Part 2: Teaching objective

Part 3: Teaching content

Part 4: Teaching method

Part 5: Teaching process

Part 6: Teaching environment

Part 7: Teaching resources

Part 8: Teaching activities

Part 9: Teaching evaluation

Part 10: Teaching time allocation

Part 11: Supplement and suggestion

Part 1: General information of the interviewee

1. Name.....
2. Age.....years
3. Highest educational qualification..... ..
4. Work experience.....years
5. Current job position

Part 2: Teaching objective

What do you consider the main objectives of College English reading teaching?

What methods do you use to verify that the teaching objectives meet the actual needs of students?

Write down the answers

Part 3: Teaching content

What do you consider the main content of College English reading teaching?

Does the course design of College English reading adequately meet the learning needs of college students, and what aspects need further improvement?

Are there any topics or content that should be added to the course to better address the students' needs?

Write down the answers

Part 4: Teaching method

Do you think teaching method is a crucial element of the blended teaching model?

What methods do you believe should be included in an effective blended teaching model?

Are there any new teaching methods or trends worth paying attention to? What new technologies or platforms do you think could be incorporated into the blended teaching model?

Write down the answers

Part 5: Teaching process

Do you think teaching process is a crucial element of the blended teaching model?

What roles do they play in the process of blended teaching ?

Write down the answers

Part 6: Teaching environment

Do you think the teaching environment is a crucial element of the blended teaching model?

If yes, what environmental support do you think schools should provide to college students in blended teaching?

Write down the answers

Part 7: Teaching resources

Are teaching resources essential in the blended teaching model?

If yes, what teaching resources can be provided to enhance students' English reading abilities?

What are the current and future directions in the design of teaching resources?

Write down the answers

Part 8: Teaching activities

Do you think teaching activities are an important element of the blended teaching model?

If yes, which activities do you believe best enhance student engagement in a blended learning environment?

Write down the answers

Part 9: Teaching Evaluation

Do you believe teaching effectiveness evaluation is an important element of the blended teaching model? If yes, what aspects should be evaluated to assess the effectiveness of blended teaching?

What are the specific methods and standards for evaluating teaching outcomes?

Is the current mechanism for evaluating teaching effectiveness complete? What potential improvements can be suggested to ensure a more comprehensive measurement of College English reading learning outcomes?

What specific methods do you use to assess student participation in online learning components?

Write down the answers

Part 10: Teaching time allocation

Do you believe teaching time allocation is an important element of the blended teaching model?

How do you think the teaching time is divided between online and offline in blended teaching? What is the proportion of online teaching time and offline teaching time?

Write down the answers

Part 11: Supplement and suggestion

What elements do you believe should be included in the blended teaching model that are not mentioned in this interview outline? Please list them and provide a brief description.

Definition of terms

Definition of terms used in this research The researcher has defined the meanings used for mutual understanding as follows:

1. Teaching Objectives: Specific, measurable outcomes that the course aims to achieve by combining online and in-person instructional methods. These objectives are designed to enhance students' reading skills, critical thinking, and engagement by leveraging the unique benefits of both online learning and traditional classroom experiences.

2. Teaching Content: The materials, topics, and resources used to facilitate learning through both online and in-person methods. It includes the selection and

organization of reading materials and instructional resources designed to meet the course objectives and enhance students' reading and analytical skills.

3. Teaching Method: The strategic approach and techniques employed to deliver instructional content and facilitate learning through both online and in-person formats. These methods are designed to effectively integrate digital tools and traditional classroom activities to achieve educational objectives.

4. Teaching Process: The structured approach and sequence of activities used to deliver and facilitate a College English reading course through a blend of online and in-person methods. It involves designing, implementing, and evaluating instructional strategies that effectively combine digital and traditional learning environments to enhance student comprehension, engagement, and skill development.

5. Teaching Environment: The combined physical and digital spaces where instruction and learning occur. This environment integrates both online and face-to-face elements to create a cohesive and interactive learning experience.

6. Teaching Resources: The materials, tools, and supports utilized to facilitate instruction and enhance learning in both online and face-to-face settings. These resources are designed to support the teaching process, engage students, and help achieve the course's educational objectives.

7. Teaching Activities: the diverse instructional and interactive tasks designed to facilitate student learning across both online and face-to-face formats. These activities aim to engage students, reinforce reading skills, and achieve course objectives by integrating digital and traditional teaching methods.

8. Teaching Evaluation: The systematic assessment of both the effectiveness of instructional methods and the overall learning experience provided through a combination of online and face-to-face components. This evaluation process aims to measure how well the blended teaching approach meets educational objectives and supports student learning, as well as to identify areas for improvement.

9. Teaching Time Allocation: The strategic distribution of instructional time between online and face-to-face components to optimize learning outcomes. This involves planning how much time is dedicated to each mode of instruction to ensure that both online and in-person elements complement each other effectively.

10. Blended Teaching: An instructional approach that combines traditional face-to-face teaching with online learning components. This hybrid method leverages the strengths of both in-person and digital environments to enhance educational experiences, allowing for flexible, interactive, and effective learning.

11. College English reading: An academic course designed to improve students' ability to understand, analyze, and critically engage with various English texts. It emphasizes the development of reading comprehension, critical thinking, and vocabulary skills through the study of diverse materials, including literature, scholarly articles, and other written content relevant to college-level coursework.

Elements evaluation form

Research objective

To evaluate the elements of blended teaching model for college English Reading course based on Unipus platform.

Explanation

1. This element evaluation form is intended to collect your opinions as an expert. The questions in the assessment are about the details of the elements of blended teaching model for college English Reading course based on Unipus platform. College English reading is an academic course designed to improve students' ability to understand, analyze, and critically engage with various English texts. It emphasizes the development of reading comprehension, critical thinking, and vocabulary skills through the study of diverse materials, including literature, scholarly articles, and other written content relevant to college-level coursework. The assessment is divided into 9 Sections.

2. Comments are given to assess the consistency of the elements of blended teaching model for college English Reading course based on Unipus platform. Please consider what is specified in each item. How consistent is it in practice? Then check ✓ in the box according to your opinion as follows:

Score level 5 means most consistent.

Score level 4 means very consistent.

Score level 3 means moderately consistent.

Score level 2 means less consistent.

Score level 1 means least consistent.

The last section suggestions and reasons asks you to express your opinions. In order to make the details of the elements of the model more complete.

Open-ended questions at the end of each episode's schedule. Please give additional comments or suggestions for the completeness of each aspect of the format in particular.

Part 1: General information of the interviewee

Part 2: Teaching objective

Part 3: Teaching content

Part 4: Teaching method

Part 5: Teaching process

Part 6: Teaching environment

Part 7: Teaching resources

Part 8: Teaching activities

Part 9: Teaching evaluation

Part 10: Teaching time allocation

Part 11: Supplement and suggestion

Note: Definitions of terms are at the end of the evaluation form.

Part 1: General information of the evaluator.

1. Name.....

2. Age.....years

3. Highest educational qualification.....

4. Work experience.....years

5. Current job position.....

Part 2: The elements of blended teaching model for college English Reading course based on Unipus platform, **Teaching objective.**

Explanation: Please mark ✓ in the box for the level of consistency that you think is most appropriate for the elements of blended teaching model for college English Reading course based on Unipus platform, along with your comments, suggestions, and reasons.

	Teaching objective	level of compliance					Suggestions and
		5	4	3	2	1	reasons (if any)
1	Improve students' ability to understand and analyze complex texts						
2	Foster students' ability to critically evaluate and interpret reading materials						
3	Expand students' vocabulary and enhance their use of language in both written and spoken forms						
4	Facilitate Independent Learning						
5	Increase students' enthusiasm for reading through interactive and varied learning experiences						
6	Equip students with practical strategies for efficient and effective reading						
7	Enhance students' ability to work together and learn from peers.						
8	Utilize technology to complement and enhance traditional teaching methods						
9	Create a supportive and inclusive atmosphere that encourages participation and growth.						

Additional comments or suggestions regarding training objective.

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Part 3: The elements of blended teaching model for college English Reading course based on Unipus platform, **Teaching content.**

Explanation: please mark ✓ in the box for the level of consistency that you think is most appropriate for the elements of blended teaching model for college English Reading course based on Unipus platform, along with your comments, suggestions, and reasons.

	Teaching content	level of compliance					Suggestions and
		5	4	3	2	1	reasons (if any)
1	Techniques for active reading, including skimming, scanning, predicting, questioning, and summarizing.						
2	Techniques for expanding vocabulary, including context clues, word roots, prefixes, and suffixes						
3	Exploration of different genres such as fiction, non-fiction, poetry, and drama.						
4	Critical Reading and Analysis						
5	Understanding the background and context in which texts were written						
6	Analysis of text structure, including organization, genre conventions, and rhetorical devices.						
7	Utilizing digital tools and resources for reading and analysis						
8	Regular assessment of reading comprehension and critical thinking skills						

Additional comments or suggestions regarding teaching content.

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Part 4: The elements of blended teaching model for college English Reading course based on Unipus platform, **Teaching method.**

Explanation: please mark ✓ in the box for the level of consistency that you think is most appropriate for the elements of blended teaching model for college English Reading course based on Unipus platform, along with your comments, suggestions, and reasons.

	Teaching method	level of compliance					Suggestions and
		5	4	3	2	1	reasons (if any)
1	Flipped Classroom						
2	Interactive Reading						
3	Collaborative Learning						
4	Scaffolded Instruction						
5	Differentiated Instruction						
6	Synchronous and Asynchronous Learning						
7	Instructor-Led and Self-Directed Learning						

Additional comments or suggestions regarding teaching method.

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Part 5: The elements of blended teaching model for college English Reading course based on Unipus platform, **Teaching process.**

Explanation: please mark ✓ in the box for the level of consistency that you think is most appropriate for the elements of blended teaching model for college English Reading course based on Unipus platform, along with your comments, suggestions, and reasons.

	Teaching process	level of compliance					Suggestions and
		5	4	3	2	1	reasons (if any)
1	Course Planning and Design						
2	Pre-Class Preparation						
3	In-Class Instruction						
4	Online Learning Activities						
5	Integration of Face-to-Face and Online Components						
6	Assessment and Feedback						
7	Reflection and Improvement						
8	Course Evaluation and Adjustment						

Additional comments or suggestions regarding teaching process.

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Part 6: The elements of blended teaching model for college English Reading course based on Unipus platform, Teaching environment.

Explanation: please mark ✓ in the box for the level of consistency that you think is most appropriate for the elements of blended teaching model for college English Reading course based on Unipus platform, along with your comments, suggestions, and reasons.

	Teaching environment	level of compliance					Suggestions and
		5	4	3	2	1	reasons (if any)
1	Physical Classroom such as whiteboard, Smartboard, projectors, etc						
2	Online Learning Platform for online discussions, peer interactions, and Q&A, quizzes, tests, and assignment submission portals,etc.						
3	Digital Tools, such as E-books and Online Libraries, Interactive Reading Platforms, Educational Apps, etc						
4	Communication Channels between students and instructors,such as Email, Wechat						
5	Learning Analytics Tools to track and analyze student progress and engagement.						
6	Library and Research Facilities for in-depth research and access to academic materials.						
7	Flexible Learning Spaces						
8	Assessment and Feedback Mechanisms						

Additional comments or suggestions regarding training environment.

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Part 7: The elements of blended teaching model for college English Reading course based on Unipus platform, **Teaching resources.**

Explanation: please mark ✓ in the box for the level of consistency that you think is most appropriate for the elements of blended teaching model for college English Reading course based on Unipus platform, along with your comments, suggestions, and reasons.

	Teaching resources	level of compliance					Suggestions and reasons (if any)
		5	4	3	2	1	
1	Instructor-Led Resources, such as lecture slides, handouts, and recorded lectures.						
2	Digital Texts and E-Books to provide access to required readings and supplementary materials.						
3	Audio and visual materials to provide alternative perspectives, and enhance comprehension						
4	Vocabulary and Language Learning Apps to help students build and reinforce their vocabulary.						
5	Reading and Writing Software to support reading and writing tasks.						
6	Reading Comprehension Tools to create interactive quizzes, games, and activities that test comprehension.						
7	Discussion and Communication Platforms to enable Q&A sessions, and peer interactions outside of class.						

Additional comments or suggestions regarding teaching resources.

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Part 8: The elements of blended teaching model for college English Reading course based on Unipus platform, **Teaching activities.**

Explanation: please mark ✓ in the box for the level of consistency that you think is most appropriate for the elements of blended teaching model for college English Reading course based on Unipus platform, along with your comments, suggestions, and reasons.

	Teaching activities	level of compliance					Suggestions and
		5	4	3	2	1	reasons (if any)
1	Assign online vocabulary exercises and pre-reading quizzes to build background knowledge						
2	Use digital tools like annotation apps to facilitate interactive reading. Encourage students to highlight and comment on key passages.						
3	Organize synchronous discussions or debates through video conferencing to delve into the text. Use online forums for reflective discussions.						
4	Create online quizzes and interactive assignments to test comprehension. Utilize digital platforms for peer reviews and feedback.						
5	Incorporate multimedia elements like videos or podcasts related to the reading material and have students create digital presentations or projects						

Additional comments or suggestions regarding teaching activities.

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Part 9: The elements of blended teaching model for college English Reading course based on Unipus platform, **Teaching evaluation.**

Explanation: please mark ✓ in the box for the level of consistency that you think is most appropriate for the elements of blended teaching model for college English Reading course based on Unipus platform, along with your comments, suggestions, and reasons.

	Teaching evaluation	level of compliance					Suggestions and
		5	4	3	2	1	reasons (if any)
1	Ensure that learning objectives are clearly stated and aligned across both online and face-to-face components						
2	Analyze student engagement in both online discussions and in-class activities.						
3	Evaluate the results of quizzes, tests, and assignments						
4	Assess the effectiveness and user-friendliness of the online platform						
5	Evaluate the fairness and effectiveness of the assessment methods used.						
6	Use the evaluation findings to make informed decisions about potential improvements to the course						
7	Evaluate the availability and effectiveness of support resources for both students and instructors in managing the blended course						

Additional comments or suggestions regarding teaching evaluation.

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Part 10: The elements of blended teaching model for college English Reading course based on Unipus platform, **Teaching time allocation.**

Explanation: please mark ✓ in the box for the level of consistency that you think is most appropriate for the elements of blended teaching model for college English Reading course based on Unipus platform, along with your comments, suggestions, and reasons.

	Teaching time allocation	level of compliance					Suggestions and
		5	4	3	2	1	reasons (if any)
1	Online time 30% +Offline Time70%						
2	Online time 40% +Offline Time60%						
3	Online time 50% +Offline Time50%						
4	Online time 60% +Offline Time40%						
5	Online time 70% +Offline Time30%						

Additional comments or suggestions regarding teaching time allocation.

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Part 11: Supplement and suggestion

What elements do you believe should be included in the blended teaching model that are not mentioned in this interview outline? Please list them and provide a brief description.

Definition of terms

Definition of terms used in this research The researcher has defined the meanings used for mutual understanding as follows:

1. Teaching Objectives: Specific, measurable outcomes that the course aims to achieve by combining online and in-person instructional methods. These objectives are designed to enhance students' reading skills, critical thinking, and engagement by leveraging the unique benefits of both online learning and traditional classroom experiences.

2. Teaching Content: The materials, topics, and resources used to facilitate learning through both online and in-person methods. It includes the selection and organization of reading materials and instructional resources designed to meet the course objectives and enhance students' reading and analytical skills.

3. Teaching Method: The strategic approach and techniques employed to deliver instructional content and facilitate learning through both online and in-person formats. These methods are designed to effectively integrate digital tools and traditional classroom activities to achieve educational objectives.

4. Teaching Process: The structured approach and sequence of activities used to deliver and facilitate a College English reading course through a blend of online and in-person methods. It involves designing, implementing, and evaluating instructional strategies that effectively combine digital and traditional learning environments to enhance student comprehension, engagement, and skill development.

5. Teaching Environment: The combined physical and digital spaces where instruction and learning occur. This environment integrates both online and face-to-face elements to create a cohesive and interactive learning experience.

6. Teaching Resources: The materials, tools, and supports utilized to facilitate instruction and enhance learning in both online and face-to-face settings. These

resources are designed to support the teaching process, engage students, and help achieve the course's educational objectives.

7. Teaching Activities: the diverse instructional and interactive tasks designed to facilitate student learning across both online and face-to-face formats. These activities aim to engage students, reinforce reading skills, and achieve course objectives by integrating digital and traditional teaching methods.

8. Teaching Evaluation: The systematic assessment of both the effectiveness of instructional methods and the overall learning experience provided through a combination of online and face-to-face components. This evaluation process aims to measure how well the blended teaching approach meets educational objectives and supports student learning, as well as to identify areas for improvement.

9. Teaching Time Allocation: The strategic distribution of instructional time between online and face-to-face components to optimize learning outcomes. This involves planning how much time is dedicated to each mode of instruction to ensure that both online and in-person elements complement each other effectively.

10. Blended Teaching: An instructional approach that combines traditional face-to-face teaching with online learning components. This hybrid method leverages the strengths of both in-person and digital environments to enhance educational experiences, allowing for flexible, interactive, and effective learning.

11. College English reading: An academic course designed to improve students' ability to understand, analyze, and critically engage with various English texts. It emphasizes the development of reading comprehension, critical thinking, and vocabulary skills through the study of diverse materials, including literature, scholarly articles, and other written content relevant to college-level coursework.

Model evaluation form

Research objective

To evaluate the blended teaching model for college English Reading course based on Unipus platform.

Explanation

This blended teaching model evaluation form is intended to collect your opinions as an expert. The questions in the assessment are about the details of the effectiveness of blended teaching model for college English Reading course based on Unipus platform. The assessment is divided into 4 Sections include Section 1: Overall Effectiveness of the Model; Section 2: Completeness of Model Elements; Section 3: Interrelationship of Model Elements; Section 4: Additional Evaluation Aspects

Comments are given to assess the consistency of the effectiveness of blended teaching model for college English Reading course based on Unipus platform. Please consider what is specified in each item. How consistent is it in practice? Then check ✓ in the box according to your opinion as follows:

Score level 0 means disagree.

Score level 1 means agree.

The last part suggestions and reasons asks you to express your opinions. In order to make the details of the effectiveness of blended teaching model for college English Reading course based on Unipus platform.

Questionnaire Sections	0	1
Part 1: Overall Effectiveness of the Model		
1. Do you think this model can effectively cultivate students' critical thinking and learning willingness?		
2. Do you believe this model comprehensively covers the knowledge and skills required for students in the provided teaching content?		
3. Does this model effectively stimulate learners' learning enthusiasm and enhance practical abilities through the adopted teaching methods?		
4. Regarding the teaching process, do you think this model can integrate before-class, in-class and after-class into a whole?		
5. In terms of the provided teaching environment, do you think this model can offer enough resources and space to support students' autonomous learning ?		
6. Do you believe this model can increase the guidance of students' interactive activities, and avoid students' burnout?		
7. With respect to teaching resource, do you think this model can provide ample support and incentive measures for learners?		
8. Regarding assessment and evaluation, do you think this model can accurately assess learners' English reading proficiency and capability?		
9. In terms of time allocation, do you think Online time 50% +Offline time50% is appropriate in current college English blended teaching?		
Part 2: Completeness of Model Elements		
10. In the setting of teaching objectives, do you think these objectives cover the comprehensiveness of college English reading education?		
11. Regarding the arrangement of teaching content, do you think these contents cover various aspects required for college English reading teaching?		
12. Concerning the selection of teaching methods, do you think these methods fully utilize different teaching tools and resources?		
13. For the requirements of teaching activities, do you think they possess necessary teaching activities?		
14. In the construction of teaching environment, do you think sufficient resources and support are provided?		

Questionnaire Sections	0	1
<p>15. Regarding the design of teaching process, do you think this model covers all the teaching procedures?</p> <p>16. Concerning resource allocation, do you think sufficient learning materials are provided?</p> <p>17. Regarding assessment and evaluation systems, do you think they possess comprehensiveness and objectivity?</p>		
Part 3: Interrelationship of Model Elements		
<p>18. In the evaluation of overall effectiveness, do you think there is good coordination and cooperation among various elements?</p> <p>19. Regarding the assessment of the completeness of model elements, do you think they form an organic whole?</p> <p>20. In the interrelationship of model elements, do you think there are deficiencies or conflicts between some elements?</p> <p>21. Do you think there are relationships between some elements that can be further strengthened or improved?</p>		
Part 4: Additional Evaluation Aspects		
<p>22. Do you think this model has long-term sustainability and can continuously provide effective college English reading teaching?</p> <p>23. In terms of social impact and contribution, do you think this model can have a positive impact on current college English teaching?</p> <p>24. Regarding internationalization and cross-cultural adaptability, do you think this model possesses sufficient characteristics to operate effectively in different cultural backgrounds and provide reference for foreign language teaching ?</p> <p>25. Regarding the innovativeness and forward-looking nature of the model, do you think it can keep up with the times and continuously innovate and improve?</p>		



Figure 1.1 The blended teaching model for college English Reading course based on Unipus platform

Model Explanation:

The blended teaching model for College English reading courses based on the Unipus platform incorporates nine essential elements: teaching objectives, content, methods, process, environment, resources, activities, evaluation, and time allocation. The specific guidelines for using each element of the model are as follows when used in practice:

1. Teaching Objectives

According to the requirements of the teaching syllabus, teachers adhere to the principle of student-oriented, fit the interest points of college students, set up teaching objectives to meet the students' independent and personalized learning in a multi-modal environment, and focus on the mix of "online" and "offline". These objectives are designed to enhance students' reading skills, critical thinking, and engagement by leveraging the unique benefits of both online learning and traditional classroom experiences.

2.Teaching Content

The materials, topics, and resources used to facilitate learning through both online and in-person methods. It includes the selection and organization of reading materials and instructional resources designed to meet the course objectives and enhance students' reading and analytical skills, such as Core Texts: Academic articles, literature excerpts, and essays; Supplementary Materials: Vocabulary lists, comprehension exercises, and critical essays, Interactive Elements: Online quizzes, discussion forums, and multimedia content.

3.Teaching Method

Under the blended teaching mode, the teaching organization is mainly based on students' online autonomous learning, combined with offline group cooperative learning, to ensure organic collaboration inside and outside the classroom. On the one hand, in view of the detailed analysis of reading teaching on the "Unipus" platform, students are required to practice, think and remember more in accordance with the platform tutorials. On the other hand, for the difficulties and problems that cannot be resolved in group discussion, teachers should adopt the method of collective teaching, focus on the explanation of major and difficult points, and choose more appropriate teaching strategies to ensure the benefits of all students.

4.Teaching Process

In blended English reading teaching, the teaching steps are divided into three stages: before class, during class and after class. First, assign self-study tasks before class. With the help of the independent learning "Unipus" platform, pre-class research tasks are published, course discussion areas are set up, and uploaded to the "Unipus" platform, which is convenient for students to focus on feedback. Teachers use the platform to organize student discussions, let students summarize, exercise students' practical ability and thinking, and ensure the effectiveness of training. Secondly, in the class, in order to promote the improvement of students' high-level critical thinking in reading, select discussion topics, carry out cross-group discussions, and jointly discuss the problems in order to stimulate students' learning enthusiasm. Random inspection or random questions are adopted to understand students' learning progress and improve the effectiveness of students' learning. Finally, after class, the design of output

tasks should be strengthened. Students can choose to complete extension tasks. Under the premise of adhering to operability and objectivity, students are encouraged to reflect and summarize, make mind maps, and guide students to explore and discover new knowledge.

5.Teaching Environment

The combined physical and digital spaces where instruction and learning occur. This environment integrates both online and face-to-face elements to create a cohesive and interactive learning experience. The offline smart teaching platform is composed of advanced equipment and technology such as multimedia classroom, multifunctional display screen of smart classroom, electronic blackboard, and network teaching platform (smart learning space). The online Intelligent network learning and assessment platform is composed of foreign language learning software and systems such as Unipus, iTest, etc., covering English reading and writing skills training, which meets the actual language level and development needs of students. The platform supports the seamless learning mode of computers and mobile devices, and meets the diversified mobile learning needs of students. In addition, the platform provides real-time quantitative online learning behavior data, such as learning time, accuracy rate, interaction amount, etc., which is convenient for teachers to track and monitor learning situation, carry out personalized guidance, and promote the formation of students' autonomous learning habits.

6.Teaching Resources

Teaching resources are the various materials and tools employed in a blended College English reading course to deliver instruction, engage students, and support learning across both online and in-person components. These resources include digital content, physical materials, and interactive tools that aid in the effective teaching and understanding of reading concepts.

7.Teaching Activities

Teaching activities in the context of blended teaching for a College English reading course refer to the diverse instructional and interactive tasks designed to facilitate student learning across both online and face-to-face formats. These activities aim to engage students, reinforce reading skills, and achieve course objectives by

integrating digital and traditional teaching methods. The offline smart teaching supports teachers and students to access multiple mobile intelligent terminal devices such as mobile phones and tablets, and supports interactive teaching activities such as resource sharing, voting questionnaires, brainstorming, timed answers and group presentations, forming tangible physical learning space and intangible digital learning space, assisting the presentation of teaching content, facilitating the acquisition of learning resources, and enriching classroom interaction forms.

8.Teaching Evaluation

Evaluation model is the main basis for testing the effectiveness of teaching practice. The Unipus platform is powerful and provides a multidimensional formative assessment. The overall evaluation design of English reading teaching includes formative assessment and final assessment. Formative assessment includes learning portfolio (platform learning record, homework completion, learning reflection), class performance (translation class performance, group task achievement and class homework), process test (platform unit learning test, class quiz), and final assessment is the final exam.

9.Teaching Time Allocation

The 50% online and 50% offline blended teaching model for college English reading is a flexible and engaging approach that can enhance the overall learning experience. By carefully integrating online and offline components, educators can provide students with a well-rounded educational experience that promotes critical thinking, collaboration, and a love for reading. Proper implementation, continuous assessment, and instructor training are essential for the success of this model, ensuring that students gain the maximum benefit from their learning experience.

Pre-test Exam

Directions: This part is to test your reading ability. There are 4 tasks for you to fulfill. You should read the reading materials carefully and do the tasks as you are instructed. The full score of this pre-test paper is 100 points.

Task 1

Directions: After reading the following passage, you will find 5 questions or unfinished statements, numbered 1 to 5. For each question or statement, there are 4 choices marked A, B, C, and D. You should make the correct choice and mark the corresponding letter on the answer sheet with a single line through the center.

Working to a clear plan during an emergency will help to ensure that you are effectively prioritizing many demands upon your attention.

Do not allow yourself to become distracted by non-vital activities. Always bear in mind the main steps of emergency action- Assess, Make Safe, Give Emergency Aid, and Get Help.

Your approach should be brisk, but calm and controlled, so that you can quickly take in as much information as possible. Your priorities are to identify any risks to yourself, to the casualty, and to any other people around, then to access the resources available to you and the kind of help you may need.

State that you have first-aid skills when offering your help. If there are no doctors, nurses, or more experienced people present, calmly take charge. First ask yourself these questions: Is there any continuing danger? Is anyone's life in immediate danger? Are there any other people who can help? Do I need specialist help?

The conditions that caused the accident may still present further danger. Remember that you must put your own safety first. You can't help others if you become a casualty yourself.

Often, very simple measures, such as turning off an electric switch, are enough to make the area safe. Sometimes more complicated procedures are required. Never put yourself and the casualty at further risk by attempting to do too much; be aware of your limitations.

1. In order to act effectively during an emergency, you are advised to
 - A. Ask for help from a hospital
 - B. Seek an expert's advice Answer
 - C. Turn to police for help
 - D. Follow a clear plan
2. To obtain the greatest amount of information in an emergency, you should
 - A. Identify whether you yourself are safe or not
 - B. Take a quick, calm and controlled approach
 - C. Get to the emergency spot immediately
 - D. Possess some first-aid skills
3. When offering your help in an emergency, you should tell others that you
 - A. Teach in a medical school
 - B. Are a medical student
 - C. Have first-aid skills
 - D. Work in a hospital
4. What does the writer ask you to keep in mind when offering help to others?
 - A. Putting your own safety first
 - B. Turning off all electric devices
 - C. Giving as much help as you can
 - D. Adopting simple measures if possible
5. The passage is mainly about
 - A. Whom to turn to during an emergency
 - B. How to act properly in an emergency
 - C. Where to get emergency help
 - D. When to offer first-aid help

Task 2

Now you and your family are eligible for ABSOLUTELY FREE pharmacy saving cards. Never pay full price at the pharmacy again.

Your easy care cards are ready to use immediately. They entitle you and every member of your family to savings on every FDA-approved Prescription Medication sold. EasyCare has secured preferred rates on medications by partnering with the largest pharmacy chains in the United States. EasyCare passes those savings along to you for FREE and we will continue to work with our pharmacy retail partners to bring more affordable healthcare to you.

With these cards you can save up to 75% of all prescriptions (an average of \$150 annually per card user), regardless of your medical history.

Every time you fill a prescription, simply bring your card to one of EasyCare's partner pharmacies and save up to 75% on more than 50,000 prescription medications. See a list of participating pharmacies in the right column on the reverse side of your card.

These cards are not insurance. There are no monthly fees, no deductibles and no eligibility requirements. EasyCare can be used by anyone. No one is excluded from this program for any reason. If your friends want to request their own card, they can visit us at www.easycare.com.

6. With an EasyCare card, people can

- A. Buy valuable medicines at half price
- B. Enjoy free medical care all over the country
- C. Make an appointment with a well-known doctor
- D. Pay less for all FDA-approved Prescription Medications

7. EasyCare can enjoy preferred rates on medications by

- A. Working closely with the local pharmacy retailers
- B. Being a partner with the largest pharmacy chains
- C. Passing its profits to customers
- D. Obtaining approval from FDA

8. Where can you find a participating pharmacy in your EasyCare card?

- A. In its left column
- B. At its bottom
- C. On its back
- D. At its top

9. By saying “No one is excluded from this program for any reason”, the writer means

- A. You may be denied for no reason at all
- B. Anyone can be an EasyCare card holder
- C. You don’t have to pay to join the program
- D. EasyCare is designed to serve professionals

10. The main purpose of this passage is to

- A. Ask people to apply for EasyCare cards
- B. Tell when EasyCare was approved by FDA
- C. Explain why EasyCare operates efficiently
- D. Inform people of the cost of EasyCare cards

Task 3

Follow Reporting Structure: During the course of your employment, follow the reporting structure when reporting a problem or bringing up a new idea, starting with your immediate supervisor and moving up. If you violate the accepted practices, you will be marked as unprofessional. When you start a job, ask about the chain of command and commit it to memory.

Be Respectful: No matter which job you hold in a company, it's important to be respectful of others. Show respect for their lifestyle choices, personal property and work styles. In any given office or situation, respectful behavior helps establish a professional reputation.

Minimize Personal Communications: With the popularity of smartphones, it can be tempting to spend a disproportionate amount of time participating in personal communication during work hours. Limit your use of your smartphone to avoid the perception that you waste company time or do not get enough work done.

Follow Company Policies: In most businesses, company policies exist for a reason, from safety to legal protection. Get to know your company policy and make every effort to follow it. If a situation arises that requires you to break your company policy, speak to a supervisor and ask for suggestions.

11. If you fail to follow the accepted practices of the reporting structure, you will

- A. Risk losing your present job
- B. Have to take a training course
- C. Be considered as unprofessional
- D. Be transferred to another department

12. According to paragraph 2, to establish a professional reputation, you are advised to

- A. Change your work style
- B. Show respect to others
- C. Follow the lifestyle of other people
- D. Stop using a cell phone at a workplace

13. What will other people think of you if you spend too much time using your smartphone at work?

- A. You are a lazy person
- B. You are tired of your job
- C. You do not get enough work done
- D. You do not get along well with others

14. What should you do if you have to break your company policy?

- A. Give an excuse to your supervisor
- B. Promise not to do it next time.
- C. Consult the company's lawyer.
- D. Ask your supervisor for suggestions.

15. The passage is mainly about

- A. Workplace rules
- B. Reporting structures
- C. Professional reputations
- D. Personal communications

Task 4

Clarion Response provides repairs and maintenance services to more than 125,000 homes and is part of Clarion Housing Group, the largest housing association in the UK. We complete over 1,000 repairs every day and are committed to providing a high quality service for all our residents.

Now we are looking for a number of skilled electricians to deliver a first class repairs service across a variety of our properties within London.

We can offer regular work, an attractive and steady salary, standard working hours and generous employee benefits. Working in occupied properties, you will be carrying out planned electrical testing and associated repair works.

As a qualified electrician, you will be able to understand and interpret work instructions, drawings and diagrams. You must have a good knowledge of testing and inspection along with fault finding.

Ideally, you hold a minimum of NVQ Level 3. Experience of working in social housing is desirable but not essential.

You'll be given full raining, protective clothing, a van to get you there as well as the specialist power tools you'll need. We also offer:

- At least 25 days paid holiday
- Company sick pay dependent on your length of service
- Generous pension scheme
- Ongoing training

If you are interested in the job, please send your resume to Clarion Response.

16. Being part of Clarion Housing Group, Clarion Response

- A. sells household appliances in the neighborhood
- B. Provides home repairs and maintenance services
- C. Offers express delivery services in the UK
- D. Develops user-friendly building materials

17. In order to offer a first-class service, Clarion Response

- A. Is importing machines from overseas
- B. Is modifying its service standard
- C. Is hiring skilled electricians
- D. Is training its employees

18. What is required of the candidates for the job position?

- A. They should have strong communication skills
- B. They should be good at testing and inspection
- C. They should be willing to work at weekends
- D. They should have overseas working experiences

19. Once they are hired, the candidates will

- A. Be offered ongoing training
- B. Be paid a competitive salary
- C. Be asked to buy life insurance
- D. Be given a two-week paid holiday

20. Those who want to apply for the position should

- A. Make an appointment with the HR Department
- B. Visit the company's website for details
- C. Take part in the company's volunteer program
- D. Send their resumes to the company

Answers:

Task 1

1. D. Follow a clear plan
2. B. Take a quick, calm, and controlled approach
3. C. Have first-aid skills
4. A. Putting your own safety first
5. B. How to act properly in an emergency

Task 2

6. D. Pay less for all FDA-approved Prescription Medications
7. B. Being a partner with the largest pharmacy chains
8. C. On its back
9. B. Anyone can be an EasyCare card holder
10. A. Ask people to apply for EasyCare cards

Task 3

11. C. Be considered as unprofessional
12. B. Show respect to others
13. C. You do not get enough work done
14. D. Ask your supervisor for suggestions
15. A. Workplace rules

Task 4

16. B. Provides home repairs and maintenance services
17. C. Is hiring skilled electricians
18. B. They should be good at testing and inspection
19. A. Be offered ongoing training
20. D. Send their resumes to the company

Post-test Exam

Directions: This part is to test your reading ability. There are 4 tasks for you to fulfill. You should read the reading materials carefully and do the tasks as you are instructed. The full score of this post-test paper is 100 points.

Text 1

Most of our working hours are spent in the workplace. So what we do during those hours can have a significant impact on our overall health. A positive wellness culture during the workday can contribute to better health — physical, mental, and emotional well-being for you and your co-workers. Healthy people are more productive, more constructive and require fewer sick days and health associated costs. Both employers and employees can promote a healthier work environment.

Don't let your work environment affect your health for eight hours of the day. Break up your workday Get up, stretch, and move. Regular movement throughout the day will keep your mind and body flexible and help avoid fatigue.

Think of ways you can add movement or at least decrease the amount of time you are sitting. Try getting out of your chair more standing during your calls or alternating your chair with a yoga ball. And if you have to drive to work try parking at the far end of the lot taking the stairs and going the long way to the bathroom and break room.

Health employees work better. As an employer you can initiate and encourage healthy changes at your workplace to create the best environment to promote mental and physical health for your employees.

1. According to the passage, a positive wellness culture can help to
 - A. Create better health
 - B. Attract more applicants
 - C. Keep a cleaner environment
 - D. Build up team spirit
2. In the author's opinion, healthy people are likely to
 - A. Buy more products
 - B. Consume fewer resources
 - C. Have fewer sick days
 - D. Have promoted faster
3. Regular movement throughout the day will
 - A. Enable you to sleep soundly
 - B. Reduce your work efficiency
 - C. Do harm to your health
 - D. Make you feel refreshed
4. Which of the following is mentioned as a way to add movement?
 - A. Getting a quality chair
 - B. Driving to work everyday
 - C. Having a regular break
 - D. Taking the stairs in the building
5. In the last paragraph employers are advised to improve their employees' health so as to
 - A. Make the employees work harder
 - B. Encourage the employees to save more money
 - C. Create a better work environment
 - D. Offer employees more training opportunities

Text 2

Our company offers a full range of Smart Home products, focusing on making your home safer and more convenient, and saving energy. All of the products are simple, even if what happens behind the scenes is clever.

The Smart Home Controller is the heart of the system. It communicates with all your other products, and lets you control them with the easy-to-use mobile app for phones, even if you're stuck on the motorway 300 miles from your home Wi-Fi.

The Radiator Thermostat lets you control your heating away from home or from the sofa. And unlike some smart heating systems, you can set the temperature per room, helping you save even more energy and money.

The Smart Plug offers similar advanced control, from TVs and game controllers to the lamp in the kids' room. You just don't need to worry about whether you left something on after leaving home. You can just check on your phone, and switch things off from the app.

If you want to save energy, you might want to buy Starter Kit. This includes two Radiator Thermostats, the Smart Home Controller and Door/Window Contact. These use a sensor that lets you know if you've left a window open or if someone tries to break in. That brings us to the other side of the Smart Home: security and safety,

For more information about our products, please refer to our website and e-Shop.

6. One purpose of the company's Smart Home products is to

- A. Make your home attractive
- B. Reduce daily expenses
- C. Appeal to customers
- D. Save energy

7. How can you control your products while you are away from home?

- A. Use the mobile app for phones
- B. Get a code number
- C. Connect your home phone
- D. Purchase a new computer

8. The Radiator Thermostat differs from other smart heating systems in that

- A. It contains several hand-controlled devices
- B. It helps you set the temperature in each room
- C. It offers a life-long guarantee
- D. It operates more easily

9. With the Smart Plug, you don't have to worry about

- A. Whether your kids are at home or not
- B. Whether you have forgot to bring your key or not
- C. Whether you left something on after leaving home
- D. Whether you have left your windows open

10. The sensor in Starter Kit is used to

- A. Make your home secure and safe
- B. Prevent damage to your furniture
- C. Produce a reliable Starter Kit
- D. Build a green environment for you

Text 3

Finding a new job is not an easy thing to do. However, our economy is getting stronger so now might be a good time to start looking. If you think you have the skills and abilities that employers need there are some things you should do to prepare for the job hunt.

First, don't quit your current job until you are sure you have a new one lined up. The best time to look for a job is when you are currently employed. People who are unemployed and desperate for work sometimes make bad decisions

in accepting a job offer. Consider job offers carefully. Will the new job be better than the one you are having now? What about the location? Will the commute to work be easy or difficult?

If a person doesn't have good English skills, it's important to work on fixing that as soon as possible. It takes the average person five years to learn English really well, but for people who have lived in our county for a few years already, it might take a little less time than that. Many cities offer free English classes through the public schools, or you can learn English online. You can take classes at night or on the weekend. Good English skills usually make it easier to find a job and move up to better positions within a company.

11. The writer believes that now might be the right time for job hunting because of _____

- A. The rising economy
- B. The increasing export
- C. The high consumption
- D. The substantial investment

12. You are advised not to give up your present job

- A. Until you have got a pay rise
- B. Before you are sure to get a new one
- C. Unless your boss asks you to leave
- D. Because you may lose a chance for promotion

13. According to the passage, what might happen to unemployed people who are desperate for work?

- A. They may find a dream job
- B. They may lose their benefits
- C. They might make a poor decision
- D. They might end up working in another city

14. What advice does the author offer if a person's English skills are not good enough?

- A. Looking for a private tutor
- B. Improving them as soon as possible
- C. Moving to an English speaking country
- D. Practicing their English with a native speaker

15. One advantage of having good English skills is that

- A. It helps you to get promotion
- B. It helps you to learn new techniques
- C. It enables you to fit in a new environment
- D. It enables you to get along with your colleagues

Text 4

Have you noticed that the Yellow Pages are getting thinner every year? That's because fewer people are using them. Instead, your potential customers are using search engines on the Internet to find your business that provides your services. Hundreds, if not thousands, of searches for your services in your city are happening online every month- and amazingly, this number grows by 50% every single year!

Now you're probably wondering how this affects a small business owner, such as yourself. It's simple: if you want your business to survive these times, you need to adapt to the growing impact of the Internet.

You hope that the first thing a searcher sees when searching for a service is a website that features your business. And you even want this website to function like an interactive advertisement for your services.

That is exactly what LocalTail provides you with through our all-in-one small business Internet advertising service called TheadSite Solution. Our goal is to help you get found by the hundreds of searchers looking for your services online every month, and turn these prospects into new customers for your business.

LocalTail has helped many local businesses increase their revenues by as much as 300% just by using our TheadSite. Sound pretty good to you? Then read more about TheadSite Solution and how it can help you, or get to know us a little better and learn more about our company.

16. Nowadays, fewer people are using the Yellow Pages because

- A. They find it difficult to get a free copy
- B. They are turning to search engines online
- C. They are unable to afford its increasing cost
- D. They find much of its information is out of date

17. What should a small business owner do to survive, according to the passage?

- A. Attract more investments
- B. Introduce advanced technology
- C. Adapt to the impact of the Internet
- D. Employ more experienced workers

18. As a small owner, the first thing you want online searchers to see is

- A. A list of reviews from your customers
- B. A price list of your products and services
- C. A yellow page describing the scope of your business
- D. A website showing the features of your business

19. The TheadSite Solution aims to help small businesses

- A. Apply for a bank loan
- B. Get more new customers
- C. Design their company logo
- D. Turn their customers into partners

20. The purpose of the passage is

- A. To introduce a new advertising method
- B. To offer tips on searching online services
- C. To explain the potential use of the Yellow Pages
- D. To describe the impact of the Internet on businesses

Answers

Text 1

1. A. Create better health
2. C. Have fewer sick days
3. D. Make you feel refreshed
4. D. Taking the stairs in the building
5. C. Create a better work environment

Text 2

6. D. Save energy
7. A. Use the mobile app for phones
8. B. It helps you set the temperature in each room
9. C. Whether you left something on after leaving home
10. A. Make your home secure and safe

Text 3

11. A. The rising economy
12. B. Before you are sure to get a new one
13. C. They might make a poor decision
14. B. Improving them as soon as possible
15. A. It helps you to get promotion

Text 4

16. B. They are turning to search engines online
17. C. Adapt to the impact of the Internet
18. D. A website showing the features of your business
19. B. Get more new customers
20. A. To introduce a new advertising method

Questionnaire

on the Satisfaction of blended teaching model for College English Reading based on Unipus platform

Dear students,

Hello! In order to meet the current reform requirements of college English reading teaching, we have deeply carried out the experimental work of the application research of Blended Teaching Model in College English Reading Teaching. This questionnaire is only used for academic research and does not involve any personal interest of the applicant. Please fill in the truth, for your cooperation and help deeply grateful!

There are 20 questions in the current situation of English reading and learning, please check the number that can best express your views. The selected number must be able to truthfully reflect your learning situation.

1= totally disagree 2= disagree 3= uncertainty 4= agree 5= totally agree

Categories	Items	1	2	3	4	5
Unipus platform Utilizing	1. I think the quantity of materials on Unipus is moderate.					
	2. I think the difficulty of materials on Unipus is moderate.					
	3. I think the materials on Unipus are attractive.					
	4. I think the operation interface of Unipus is clear and the operation process is easy to master.					
	5. I think Unipus supports multi terminal (computer, mobile, PC) access, which helps me learn in my own pace.					

Categories	Items	1	2	3	4	5
Online Autonomous learning	6. I can autonomously use Unipus to learn English reading course, even if there is no requirement.					
	7. I think online autonomous learning can stimulate my interest in English reading.					
	8. I will make the autonomous learning plan of Unipus according to my English learning situation.					
	9. I will complete the assignment on Unipus within the time limit specified by the teacher.					
	10. I think autonomous learning on Unipus is helpful to my English reading ability.					
Offline Classroom teaching	11. I think the teacher has arranged the clear task and role division in the classroom interaction.					
	12. I think the teaching activities designed by teachers in class are interesting and operable.					
	13. I actively participate in the interaction with teachers and classmates in class.					
	14. I think the relationship between teachers and students is more harmonious under BTM.					
	15. I think it is helpful for me to improve my reading ability in the process of cooperation and problem-solving with teachers and classmates in class.					
	16. I am generally satisfied with the learning resources on Unipus.					

Categories	Items	1	2	3	4	5
Overall Satisfaction	17. I am generally satisfied with the proportion of content distribution on online learning and offline learning.					
	18. I am generally satisfied with BTM in College English reading teaching based on Unipus.					
	19. Compared with the traditional teaching model, I prefer BTM in College English reading teaching based on Unipus.					
	20. I am willing to continue to use BTM in College English reading teaching based on Unipus.					

Appendix E
Certificate of English



This is to certify that

Mr. Cheng Qipin

Achieved BSRU English Proficiency Test (BSRU-TEP) level

C2

Given on 25th January 2021

A handwritten signature in black ink, which appears to read 'Kulsirin', is positioned above the official title of the Director.

(Assistant Professor Dr Kulsirin Aphiratoradej)

Director

Appendix F

Full paper of publication



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Development of Blended Teaching Model for College English Reading Course Based on Unipus Platform

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Keywords: Blended teaching model, College English Reading, Unipus Platform



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Development of Blended Teaching Model for College English Reading Course Based on Unipus Platform

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Abstract

This study uses a mixed method to investigate, develop, and evaluate a blended teaching Model for College English Reading Courses based on the Unipus platform. The research sample is divided into three groups: The first group (9 experts): 3 experts in blended teaching, 3 College English teachers, and 3 online platform managers, using semi-structured interviews. The second group (21 experts): 7 blended teaching experts, 7 College English teachers, and 7 online platform managers, using a Research Evaluation Form and five-point scale for data collection. The third group (9 experts): 3 modeling experts, 3 blended teaching experts, and 3 online platform experts, providing feedback through expert consultation.

The research results show that the blended teaching model for College English reading courses based on the Unipus platform incorporates nine essential elements: teaching objectives, content, methods, process, environment, resources, activities, evaluation, and time allocation. Expert interviews revealed that the teaching objectives, such as understanding complex texts (100%) and increasing reading enthusiasm (88.89%), are critical. The teaching content prioritizes techniques for active reading (100%) and vocabulary expansion (88.89%). Regarding teaching methods, , 100% of experts supported the flipped classroom, while 88.89% backed

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synchronous—and asynchronous learning. 100% favored comprehensive course planning and , online learning activities in the teaching process. The integration of the physical classroom and online platform was fully endorsed by 100% of the experts.

as part of the teaching environment. Evaluation methods showed 100% agreement on goals like student engagement and reading comprehension, highlighting the effectiveness of mixed assessments. Additionally, time allocation for online and offline learning varied, with 77.78% supporting a 50% online and 50% offline split.

Overall, the model effectively improves independent learning and critical thinking, as noted by unanimous expert agreement (100%). This data-driven approach aligns with modern educational requirements, ensuring adaptability and improved student outcomes.

Keywords: Blended teaching, College English reading, Unipus platform

Introduction

The development of College English reading instruction has been a subject of extensive research and debate, particularly as it pertains to improving students' language proficiency, comprehension, and academic success. College English reading courses aim to enhance students' ability to read and understand texts in English, develop critical thinking skills, and apply reading strategies to diverse materials.

Research has highlighted the shift from traditional, teacher-centered approaches to more student-centered, interactive methodologies in College English reading instruction. Scholars such as Barnum (2007) and Guo (2003) argued for using reading as a tool not just for linguistic development but for cultural exposure and fostering real-world communication skills. Studies such as Garrison (2008) and Xu (2012) have shown that task-based language teaching can increase student engagement and improve both reading comprehension and language acquisition by providing contextually rich, goal-oriented reading tasks. In the context of College English, content-based instruction encourages students to read academic texts and develop higher-level comprehension and critical thinking skills (Staker, 2011). Despite advancements in teaching methods, numerous challenges remain in College English reading instruction. One

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significant challenge is student motivation. Many students, particularly in non-English-speaking countries, struggle with the perceived difficulty of reading academic texts in English. Research by Wang (2019) found that intrinsic motivation and interest in the subject matter significantly influence reading success, suggesting that educators should make reading tasks more relevant and engaging.

Compared with traditional teaching, the blended teaching mode based on the Unipus platform has shown great advantages. It is of great significance to carry out college English blended teaching based on Unipus platform to improve the efficiency and effect of college English teaching. This teaching method also makes up for the gap of traditional English classroom teaching to a large extent, and plays an important role in deepening the reform of English teaching and promoting the transformation of English teaching.

Theoretical Framework and Research Questions

1. Theoretical Framework

The blended teaching model is an educational approach that combines traditional face-to-face classroom methods with online and digital learning technologies. This model is increasingly being adopted worldwide due to its flexibility, accessibility, and potential for personalized learning experiences. The effectiveness of blended teaching is influenced by various key elements.

The academic community generally believes that teaching model, as an independent category in education research, started from the research of American scholars Joyce & Weil et al. (1972) In their monograph *Teaching Model*, teaching model is defined as "a plan or model for setting up courses (long-term learning courses), selecting textbooks, and guiding teaching activities in classrooms and other environments".

According to relevant theories and long-term teaching reform practice, Chinese scholars have explained the connotation of teaching mode in detail. For example, Ye (1991) believes that the teaching mode is an integral and systematic operation mode from teaching principle, teaching content, teaching goal and task, teaching process to teaching organization form, which is theorized.

To carry out the research on the construction of teaching mode, it is necessary to clarify the constituent elements of teaching mode. At present, there are generally "four-element theory", "five-element theory" and "six-element theory" in the educational circle. According to the four-element theory, a complete teaching mode should include four elements: theoretical basis, functional objectives, realization conditions and activity procedures (He, 2016).

According to the theory of five elements, the teaching model should include five parts: theoretical basis, teaching objectives, operating procedures, teaching means and strategies, and teaching evaluation. According to the theory of six elements, the teaching mode should include teaching ideas (or teaching theories), teaching objectives, operating procedures, teacher-student combination, conditions and evaluation (Li, 2017).

The language teaching community has also carried out theoretical and practical research on the elements of the teaching model. Ma (2018) proposed in his research on the teaching model of Chinese as a foreign language that the teaching model should contain five basic elements, including theoretical basis, teaching objectives, operating procedures, realization conditions (means and strategies) and evaluation. Chen (2021) proposed to reconstruct the teaching mode of college English writing from the aspects of teaching objectives, teaching resources, teaching forms, teacher-student relationship and evaluation system. Liu (2022) constructed a mixed audio-visual teaching model of college English from four aspects, including teaching objectives, teaching content, content presentation and evaluation. Yang et al. (2023) designed the blended college English teaching model from five aspects: teaching objective, teaching content, teaching form, teaching arrangement and teaching evaluation.

2. Research Purpose

The purpose of this research is to study the elements and sub-elements of blended teaching model and develop a new blended teaching model for College English reading course based on Unipus platform. The specific objectives are:

(1) To study the elements of blended teaching Model for College English Reading Course based on Unipus platform.

(2) To evaluate elements and create the blended teaching Model for College English Reading Course based on Unipus platform.

(3) To evaluate the blended teaching Model for College English Reading Course based on Unipus platform.

Methods

This study employs mixed methods to investigate, develop and evaluate a blended teaching model for College English Reading Course based on the Unipus platform.

1. Population: The population consists of experts in blended teaching, teachers of College English Reading courses, online platform specialists, and experts in teaching model development.

2. Sample Group: The sample is divided into three groups:

2.1 The first group (9 experts): 3 experts in blended teaching, 3 College English teachers, and 3 online platform managers, using semi-structured interviews.

The selection criteria for experts in the field of blended teaching are: engaged in blended teaching for more than 10 years. The selection criteria for teachers of College English Reading Courses are: engaged in College English teaching for over 10 years, and having been accumulated abundant experiences in blended teaching. The selection criteria for online platform managers are: having more than 8 years of work experience in overseeing the operations and performance of online digital platforms.

2.2 The second group (21 experts): 7 blended teaching experts, 7 College English teachers, and 7 online platform managers, using a Research Evaluation Form and five-point scale for data collection. The selection criteria for Experts in the Field of Blended Teaching are: having blended teaching experience for more than 10 years, and have successfully applied for province-level hybrid research projects. The selection criteria for Teachers of College English Reading Courses are: having over 15 years of college English teaching experience and have published influential academic articles in college English blended teaching. The selection criteria for Online platform managers are: having more than 10 years of work experience in online platform construction and maintenance.

2.3 The third group (9 experts): 3 modeling experts, 3 blended teaching experts, and 3 online platform experts, providing feedback through expert consultation. The selection criteria for Modelling Experts are: Having more than 20 years of relevant work experience, holding a senior professional title, having qualifications to supervise doctoral students, and having research achievements in modeling. The selection criteria for Experts in Blended teaching of College English Reading Courses are: Having more than 15 years of relevant teaching experience, holding a senior professional title, having qualifications to supervise doctoral students, and having research achievements in blended teaching. The selection criteria for Online platform experts are: Having more than 10 years of relevant work experience, holding a national senior researcher professional qualification, and being familiar with blended English teaching in universities.

3. Instruments and Procedures:

Step 1: Literature Review and Semi-Structured Interviews

A comprehensive review of Chinese and foreign literature on blended teaching models was conducted to build a research framework. Based on this framework, a semi-structured interview outline of 24 questions was created and used to interview 9 experts. Before that, research interview form was submitted to conduct a consistency evaluation on the completeness and accuracy of the language. Three experts conducted IOC evaluations on the 10 items of the interview outline one by one. The highest score was 1.00 and the lowest score was 0.70. The consistency of the interview outline was good. The first part of the interview outline is the demographic characteristics, and the second part is Teaching objective, Teaching content, Teaching method, Teaching process, Teaching environment, Teaching resources, Teaching activities, Teaching evaluation, and Teaching time allocation, totaling 9 elements.

Step 2: Expert Interviews and Questionnaires

A theoretical framework for blended teaching was established, from which an expert consultation table and a questionnaire were developed. The questionnaire was distributed in three rounds to gather feedback from 21 experts, using a Research Evaluation Form and five-point scale for data collection (1=totally disagree; 2= disagree; 3=uncertainty; 4=agree; 5=totally agree). Three experts in blended teaching were invited to conduct a consistency evaluation on the completeness and accuracy of the elements evaluation form. The highest score for the

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evaluation form was 1.00 and the lowest score was 0.80. The consistency of the evaluation form was good.

Step 3: Expert Scoring and Consultation

The results from previous steps were compiled into a scoring table and feedback forms, allowing experts to assess the model and offer modifications. The model evaluation form consists of 4 sections and , including Section 1: Overall Effectiveness of the Model; Section 2: Completeness of Model Elements; Section 3: Interrelationship of Model Elements; Section 4: Additional Evaluation Aspects, totaling 25 questions. Three experts in model design were invited to conduct a consistency evaluation on the completeness and accuracy of the model rating form. The highest score for the questionnaire was 1.00 and the lowest score was 0.80. The consistency of the questionnaire was good.

4. Data Collection and Analysis:

Collect, classify and organize interview data and questionnaire data, and establish a database. It has been verified that all the above questionnaire data are valid.

Analysis of interview content, consistency, and course teaching plans was performed using frequency analysis, percentage, median scores and IQR analysis to ensure the reliability and validity of the blended teaching model.

Results

1. The elements and sub-elements of blended teaching Model for College English Reading Course based on Unipus were determined through expert interviews

Based on a literature review, it was determined that the elements of blended teaching Model for College English Reading Course based on Unipus include: Teaching objective, Teaching content, Teaching method, Teaching process, Teaching environment, Teaching resources, Teaching activities, Teaching evaluation, and Teaching time allocation, totaling 9 elements. An interview outline was formulated according to these 9 elements. The data analysis results of the interviews are as follows:

Table 1 Expert interview data analysis results of Model elements

Element	Element detail	Frequency	Percentage
Teaching objective	1. Understand and analyze complex texts	9	100.00
	2. Critically evaluate reading materials	9	100.00
	3. Expand students' vocabulary	9	100.00
	4. Facilitate Independent Learning	8	88.89
	5. Increase students' enthusiasm for reading	8	88.89
	6. Equip students with practical strategies	7	77.78
	7. Collaboration & Peer Learning	6	66.67
	8. Technology Integration	6	66.67
	9. Create a supportive environment	4	44.44
Teaching content	1. Techniques for active reading	9	100.00
	2. Techniques for expanding vocabulary	8	88.89
	3. Exploration of different genres	9	100.00
	4. Critical Reading and Analysis	9	100.00
	5. Understanding the background and context	8	88.89
	6. Analysis of text structure	6	66.67
	7. Utilizing digital tools and resources	6	66.67
	8. Regular assessment of reading comprehension	7	77.78
Teaching method	1. Flipped Classroom	9	100.00
	2. Interactive Reading	7	77.78
	3. Collaborative Learning	8	88.89
	4. Scaffolded Instruction	9	100.00
	5. Differentiated Instruction	8	88.89
	6. Synchronous and Asynchronous Learning	8	88.89
	7. Instructor-Led and Self-Directed Learning	8	88.89
	1. Course Planning and Design	8	88.89
	2. Pre-Class Preparation	9	100.00
	3. In-Class Instruction	9	100.00
	4. Online Learning Activities	9	100.00

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Teaching Process	5. Integration of Face-to-Face and Online Components	6	66.67
	6. Assessment and Feedback	8	88.89
	7. Reflection and Improvement	8	88.89
	8. Course Evaluation and Adjustment	6	66.67
Teaching environment	1. Physical Classroom	9	100.00
	2. Online Learning Platform	9	100.00
	3. Digital Tools	8	88.89
	4. Communication Channels	9	100.00
	5. Learning Analytics Tools	7	77.78
	6. Library and Research Facilities	6	66.67
	7. Flexible Learning Spaces	4	44.44
	8. Assessment and Feedback Mechanisms	5	55.56
Teaching Resources	1. Instructor-Led Resources	9	100.00
	2. Digital Texts and E-Books	8	88.89
	3. Audio and visual materials	8	88.89
	4. Vocabulary and Language Learning Apps	6	66.67
	5. Reading and Writing Software	7	77.78
	6. Reading Comprehension Tools	8	88.89
	7. Discussion and Communication Platforms	9	100.00
Teaching Activities	1. Pre-Reading Online Modules	8	88.89
	2. Interactive Digital Discussions	8	88.89
	3. Peer Review Platforms	9	100.00
	4. Online quizzes and assignments	8	88.89
	5. Multimedia Presentations	9	100.00
Teaching evaluation	1. Attainment of learning goals	9	100.00
	2. Student Engagement	9	100.00
	3. Comprehension and Learning Outcomes	8	88.89
	4. Feedback Mechanisms	9	100.00
	5. Instructor Effectiveness	8	88.89
	6. Technology Utilization	7	77.78
	7. Overall Course Satisfaction	6	66.67

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	1.	Online time 30% +Offline Time70%	1	11.11
	2.	Online time 40% +Offline Time60%	1	11.11
Teaching Time	3.	Online time 50% +Offline Time50%	7	77.78
Allocation	4.	Online time 60% +Offline Time40%	–	–
	5.	Online time 70% +Offline Time30%	–	–

Overall, the expert interview data analysis provides valuable insights into the essential elements of blended teaching model for College English reading course. Across various dimensions including teaching objectives, content, methods, environment, and evaluation, there is a remarkable level of consensus among experts. However, slight variations in agreement exist regarding certain aspects such as specific teaching content or teaching environment. These findings underscore the importance of a comprehensive and dynamic approach to college English reading teaching so as to cater to the diverse needs of college students.

2. Results of data analysis of expert evaluations on the elements of the blended teaching model, and development of the blended teaching model for College English Reading Course based on Unipus

Building upon the initial round of interviews, we distilled nine primary elements and sixty-four sub-elements. These elements were formulated into an expert assessment form, and twenty-one experts were invited to rate these elements using a five-point scale. Throughout the evaluation process, notable discrepancies emerged in expert opinions, inconsistencies in element descriptions, and suggested modifications from the experts. These issues were thoroughly addressed through iterative communication with the experts. Subsequently, the data was compiled, summarized, and analyzed. The results are presented below:

Table 2 Expert evaluation data analysis results of model elements

Element	Element detail	Mdn	IQR
1.	Understand and analyze complex texts	5.00	0.00
2.	Critically evaluate reading materials	5.00	0.50
3.	Expand students' vocabulary	5.00	0.00
4.	Facilitate Independent Learning	4.00	1.00

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Teaching objective	5.	Increase students' enthusiasm for reading	4.00	0.50
	6.	Equip students with practical strategies	5.00	0.00
	7.	Collaboration & Peer Learning	4.00	1.00
	8.	Technology Integration	5.00	1.00
	9.	Create a supportive environment	4.00	1.00
Teaching content	1.	Techniques for active reading	5.00	0.00
	2.	Techniques for expanding vocabulary	5.00	0.00
	3.	Exploration of different genres	4.00	1.00
	4.	Critical Reading and Analysis	5.00	0.50
	5.	Understanding the background and context	4.00	0.50
	6.	Analysis of text structure	5.00	0.50
	7.	Utilizing digital tools and resources	4.00	1.00
	8.	Regular assessment of reading comprehension	4.00	0.50
Teaching method	1.	Flipped Classroom	5.00	0.00
	2.	Interactive Reading	4.00	0.50
	3.	Collaborative Learning	4.00	1.00
	4.	Scaffolded Instruction	5.00	0.50
	5.	Differentiated Instruction	5.00	1.00
	6.	Synchronous and Asynchronous Learning	5.00	0.00
	7.	Instructor-Led and Self-Directed Learning	5.00	0.00
Teaching Process	1.	Course Planning and Design	5.00	0.00
	2.	Pre-Class Preparation	5.00	0.00
	3.	In-Class Instruction	5.00	0.00
	4.	Online Learning Activities	5.00	0.50
	5.	Integration of Face-to-Face and Online Components	5.00	0.00
	6.	Assessment and Feedback	4.00	0.50
	7.	Reflection and Improvement	4.00	1.00
	8.	Course Evaluation and Adjustment	5.00	0.50
	1.	Physical Classroom	5.00	0.00
	2.	Online Learning Platform	5.00	0.00
	3.	Digital Tools	5.00	1.00

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Teaching environment	4.	Communication Channels	4.00	0.50
	5.	Learning Analytics Tools	5.00	0.50
	6.	Library and Research Facilities	4.00	1.00
	7.	Flexible Learning Spaces	4.00	1.00
	8.	Assessment and Feedback Mechanisms	4.00	1.00
Teaching Resources	1.	Instructor-Led Resources	5.00	0.00
	2.	Digital Texts and E-Books	5.00	0.00
	3.	Audio and visual materials	4.00	0.50
	4.	Vocabulary and Language Learning Apps	4.00	1.00
	5.	Reading and Writing Software	4.00	0.50
	6.	Reading Comprehension Tools	4.00	1.00
	7.	Discussion and Communication Platforms	5.00	0.50
Teaching Activities	1.	Pre-Reading Online Modules	5.00	0.00
	2.	Interactive Digital Discussions	4.00	1.00
	3.	Peer Review Platforms	5.00	0.50
	4.	Online quizzes and interactive assignments	4.00	0.50
	5.	Multimedia Presentations	5.00	1.00
Teaching evaluation	1.	Attainment of learning goals	5.00	0.00
	2.	Student Engagement	5.00	0.00
	3.	Comprehension and Learning Outcomes	5.00	0.50
	4.	Feedback Mechanisms	5.00	1.00
	5.	Instructor Effectiveness:	4.00	1.00
	6.	Technology Utilization	4.00	1.00
	7.	Overall Course Satisfaction	4.00	1.00
Teaching Time Allocation	1.	Online time 30% +Offline Time70%	3.00	2.00
	2.	Online time 40% +Offline Time60%	4.00	2.00
	3.	Online time 50% +Offline Time50%	5.00	0.50
	4.	Online time 60% +Offline Time40%	3.00	2.00
	5.	Online time 70% +Offline Time30%	3.00	2.00

From Table 2, it is clear that many elements received a median score of 5.00, indicating strong consensus among experts on the importance and effectiveness of these aspects of teaching. This is particularly notable in objectives and methods, such as understanding complex texts, active reading techniques, and the flipped classroom approach. A low IQR (especially 0.00) suggests that there is little variability in the experts' ratings, reflecting a strong agreement on the effectiveness or importance of specific teaching strategies and objectives. For instance, the elements under "Teaching Objectives" generally have low IQR values, indicating consensus on their importance. However, some elements, particularly under "Teaching Activities," "Teaching Evaluation," and "Teaching Time Allocation," have higher IQR values, suggesting more variability in expert opinions. For instance, the various allocations of online versus offline teaching time show more disagreement among experts.

In addition, objectives related to critical evaluation and facilitating independent learning received slightly lower median scores compared to other objectives, indicating a potential area for further development in teaching practices. Elements like "Technology Integration" and "Utilizing digital tools" received high scores, reflecting the growing emphasis on technology in education, particularly in modern teaching environments.

Overall, the evaluation data demonstrates a strong agreement among experts regarding the importance of various elements in teaching, with specific strengths in teaching objectives, methods, and resources. However, areas with higher variability, especially in teaching activities and evaluation processes, suggest opportunities for further investigation and refinement of strategies. These insights can guide educators in prioritizing effective practices and addressing areas that may require more focus in professional development initiatives.

After conducting interviews with 9 experts and evaluations from 21 experts, this study selects the elements with $PCT > 70\%$ or $Mdn > 4$, and $IQR < 1$ as the content of further research according to the actual situation, and resulted in 9 main elements and 48 sub-elements for the blended teaching model. The specific model is illustrated in the diagram 1 below:

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Diagram 1 Blended teaching model for college English reading course based on Unipus platform

3. Results of data analysis of expert evaluations on the blended teaching model for college English reading course based on Unipus.

The expert evaluation questionnaire for designing the blended teaching model comprises four sections: Overall Effectiveness of the Model, Completeness of Model Elements, Interrelationship of Model Elements, and Additional Evaluation Aspects, totaling 25 questions. See table 3 for details.

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Table 3 Expert evaluation for designing the blended teaching model

Questionnaire Sections		No. of agree	Percentage
Part 1: Overall Effectiveness of the Model			
1.	This model can effectively cultivate students' critical thinking and learning willingness.	9	100.00
2.	This model comprehensively covers the knowledge and skills required for students in the provided teaching content.	9	100.00
3.	This model effectively stimulates learners' learning enthusiasm and enhance practical abilities through the adopted teaching methods.	9	100.00
4.	Regarding the teaching process, this model can integrate before-class, in-class and after-class into a whole.	9	100.00
5.	In terms of the provided teaching environment, this model can offer enough resources and space to support students' autonomous learning.	9	100.00
6.	This model can increase the guidance of students' interactive activities, and avoid students' burnout.	9	100.00
7.	With respect to teaching resource, this model can provide ample support and incentive measures for learners.	9	100.00
8.	Regarding assessment and evaluation, this model can accurately assess learners' English reading proficiency and capability.	9	100.00
9.	In terms of time allocation, Online time 50% +Offline time50% is appropriate in current college English blended teaching.	8	88.89
Part 2: Completeness of Model Elements			
1.	In the setting of teaching objectives, these objectives cover the comprehensiveness of college English reading education.	9	100.00
2.	Regarding the arrangement of teaching content, these contents cover various aspects required for college English reading teaching.	9	100.00
3.	Concerning the selection of teaching methods, these methods fully utilize different teaching tools and resources.	9	100.00

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4. For the requirements of teaching activities, they possess necessary teaching activities.	9	100.00
5. In the construction of teaching environment, sufficient resources and support are provided.	9	100.00
6. Regarding the design of teaching process, this model covers all the teaching procedures.	9	100.00
7. Concerning resource allocation, sufficient learning materials are provided.	9	100.00
8. Regarding assessment and evaluation systems, they possess comprehensiveness and objectivity.	9	100.00
Part 3: Interrelationship of Model Elements		
1. In the evaluation of overall effectiveness, there is good coordination and cooperation among various elements.	9	100.00
2. Regarding the assessment of the completeness of model elements, they form an organic whole.	9	100.00
3. In the interrelationship of model elements, there are few conflicts between some elements	8	88.89
4. There are relationships between some elements that can be further strengthened or improved.	9	100.00
Part 4: Additional Evaluation Aspects		
1. This model has long-term sustainability and can continuously provide effective college English reading teaching.	9	100.00
2. In terms of social impact and contribution, this model can have a positive impact on current college English teaching.	9	100.00
3. Regarding internationalization and cross-cultural adaptability, this model possesses sufficient characteristics to operate effectively in different cultural backgrounds and provide reference for foreign language teaching.	8	88.89
4. Regarding the innovativeness and forward-looking nature of the model, it can keep up with the times and continuously innovate and improve.	8	88.89

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