SUSTAINABLE DEVELOPMENT STRATEGIES TO IMPROVE THE EFFECTIVENESS OF COLLEGE ENGLISH HYBRID TEACHING OF NORMAL UNIVERSITIES IN SICHUAN PROVINCE

CHEN XUEMEI

A thesis paper submitted in partial fulfillment of the requirements for the Degree of

Doctor of Philosophy Program in Educational Management for Sustainable Development

Academic Year 2025

Copyright of Bansomdejchaopraya Rajabhat University

Thesis Title Sustainable Development Strategies to Improve College English Hybrid Teaching of Normal Universities in Sichuan Province

Author Mrs.Chen Xuemei

Thesis Committee

..... Chairperson
(Assistant Professor Dr. Luxana Keyuraphan)

..... Committee
(Assistant Professor Dr.Sarayuth Sethakhajorn)

..... Committee
(Dr.Thanida Sujarittham)

Accepted by Bansomdejchaopraya Rajabhat University in Partial Fulfillment of the Requirements for the Degree of Doctor of Philosophy in Educational Management for Sustainable Development

..... Dean of Graduate School
(Assistant Professor Dr. Nukul Sarawong)

..... President
(Assistant Professor Dr. Kanakorn Sawangcharoen)

Defense Committee

..... Chairperson
(Professor Dr.Prachyanun Nilsook)

..... Committee
(Associate Professor Dr.Methinee Wongwanich Rumpagaporn)

..... Committee
(Associate Professor Dr.Chintana Kanjanavisut)

Title	**Sustainable Development Strategies to Improve College English Hybrid Teaching of Normal Universities in Sichuan Province**
Author	**Chen Xuemei**
Program	**Education Management for Sustainable Development**
Major Advisor	**Assistant Professor Dr. Luxana Keyuraphan**
Co-advisor	**Assistant Professor Dr. Sarayuth Sethakhajorn**
Co-advisor	**Associate Professor Dr. Narongwat Mingmit**
Academic Year	**2025**

ABSTRACT

The objectives of this research were 1) to study the current situation of College English Hybrid Teaching of Normal Universities in Sichuan Province, 2) to establish the sustainable development strategies to improve the effectiveness of College English Hybrid Teaching of Normal Universities in Sichuan Province, and 3) to assess the feasibility and adaptability of the sustainable development strategies to improve the effectiveness of College English Hybrid Teaching of Normal Universities in Sichuan Province, which included 5 following aspects: 1) institutional mechanism construction, 2) online platform construction, 3) curriculum system establishment, 4) teaching evaluation, 5) students' learning attitudes. The sample group of this research consisted of 384 students, 186 College English lecturers and 274 university administrators from 9 Normal Universities in Sichuan Province. They were selected by systematic random sampling and sample random sampling. The structured interview was 7 College English teaching lecturers and 7 administrators from Normal Universities in Sichuan Province, and 5 employers in key labor market selected in this stage, totaling 19 people. The focus group was 5 College English teaching experts and 5 senior administrators from Normal Universities in Sichuan Province, and 2 employers in key labor market selected in this stage, totaling 12 people. The experts for assessing the feasibility and adaptability of sustainable development strategies to improve the

effectiveness of Normal Universities in Sichuan Province was made up of five experts with experience in education, curriculum development, and policy formulation will be engaged, totaling 5 people. The research instruments were questionnaire, structured interview, and evaluation form. The statistic to analyze the data were percentage, average value and standard deviation.

The results were found that the current situation of College English Hybrid Teaching in three aspects was at high level and in two aspects was at moderate level. Considering the results of this research aspects ranged from the highest to lowest level were as follows: students' learning attitudes, online platform construction, teaching evaluation, curriculum system establishment, and institutional mechanism construction.

The sustainable development strategies to improve the effectiveness of College English Hybrid Teaching were divided into six aspects, which contain 35 measures. There are 6 measures to establish the mechanism of teacher training and long-term development of College English Hybrid Teaching, 6 measures to strengthen the construction of online platforms of College English, 6 measures to optimize College English course design and integration by analyzing the needs of students, 6 measures to comprehensively upgrade the evaluation system of College English Hybrid Teaching, 6 measures to customize personalized learning paths of College English Hybrid Teaching and 5 measures to strengthen technical training and support of College English Hybrid Teaching.

The results about assessment of the feasibility and adaptability of the sustainable development strategies to improve the effectiveness of College English Hybrid Teaching in six aspects were at high level.

Keywords: Sustainable Development Strategies, College English Hybrid Teaching, Normal Universities in Sichuan Province

Acknowledgements

The three years of doctoral studies are almost over. Although there is a sense of relief, it is inevitable to feel reluctant when graduation is really approaching, especially as an international student, this feeling is particularly wonderful. In these three years, I have encountered many unforgettable people and things. Taking this opportunity, I would like to express my sincere gratitude to all those who care about me, support me, encourage me, and have helped me.

Thank you to my Major Advisor, Assistant Professor Dr.Luxana Keyuraphan. She is a very kind teacher who provided me with a lot of guidance during the writing process of my paper. Under her guidance, I successfully completed my paper writing. Thank you to my Co-advisor, Assistant Professor Dr. Sarayuth Sethakhajorn and Associate Professor Dr. Narongwat Mingmit, they proposed revisions to my paper, and with their help, the content of my paper was enriched. I would like to express my gratitude to the teachers at Bansomdejchaopaya Rajabhat University who have taught me courses. Your profound knowledge has given me a deeper understanding of educational administration and made me deeply in love with Thailand.

I would like to thank my current department leader, Gao Jian, for providing me with a lot of support during the writing process of my paper and taking on many tasks that originally belonged to me, which gave me more time and energy to focus on writing my paper.I am honored to have met every classmate in the 2023 Educational Administration Program. Coming from China to Thailand together, getting to know each other is a kind of fate, your optimistic and proactive learning attitude has deeply influenced me. It is you who have made my doctoral career more colorful.

I want to leave my heartfelt gratitude to my parents, my husband and my children, who are the most important people to me and have provided me with a lot of financial and psychological support. I cannot complete my doctoral paper without their support. Finally, I wish all teachers, classmates, and Bansomdejchaopaya Rajabhat University all the best in the future.

Thank you all, and I wish everyone a bright and prosperous future.

Chen Xuemei

Contents

Page

Abstract..... i

Acknowledgement..... iii

Contents..... iv

List of Figures..... vi

List of Tables..... vii

Chapter

1 Introduction..... 1

Rationale..... 1

Research Question..... 3

Objective..... 4

Scope of the Research..... 4

Advantages..... 7

Definition of Terms..... 7

Research Framework..... 14

2 Literature Review..... 15

Concept and Theory of Development Strategy..... 16

Concept and Theory of College English Hybrid Teaching..... 23

Concept and Theory of Sustainable Development Education in Universities..... 30

Concept and Theory of Sustainable Development of College English Teaching..... 33

Concept and Theory of Assessment of the Effectiveness of College English Hybrid Teaching..... 38

Related Research..... 41

3 Research Methodology..... 43

The Population/Sample Group..... 44

Research Instruments..... 50

Contents (Continued)

Page

Data Collection..... 54
Data Analysis..... 55
4 Results of Analysis..... 59
Results of Studying the Current Situation of College English Hybrid Teaching..... 59
Results of Establishing the Sustainable Development Strategies to Improve the Effectiveness of College English Hybrid Teaching..... 60
Results of Assessing the Feasibility and Adaptability of the Sustainable Development Strategies to Improve the Effectiveness of College English Hybrid Teaching..... 61
5 Discussion Conclusion and Recommendations..... 171
Conclusion..... 171
Discussion..... 180
Recommendations..... 190
References..... 192
Appendices..... 202
A List of Specialists and Letters of Specialists Invitation for IOC Verification... 203
B Official Letter..... 211
C Research Instrument..... 217
D The Results of the Quality Analysis of Research Instruments..... 241
E Certificate of English..... 247
F The Document for Accept Research..... 249
Researcher Profile..... 262

List of Figures

Figure **Page**

1.1 Research Framework..... 14

3.1 Summary of research method..... 58

4.1 Sustainable development strategies to improve the effectiveness of College English Hybrid Teaching..... 164

List of Tables

Table		Page
2.1	Lists of current status of College English Hybrid Teaching	24
2.2	Lists of studies of sustainable development education	31
2.3	Lists of studies of sustainable development of College English teaching	36
3.1	The list of respondents for questionnaire	44
3.2	Students samples for the survey	45
3.3	College English lecturers samples for the survey	46
3.4	College English administrators samples for the survey	47
3.5	The list of respondents of structured interview	48
3.6	The list of College English teaching lecturers and administrators of structured interview	48
3.7	The list of employers of structured interview in key labor market	49
3.8	The SWOT analysis of current situation	56
4.1	Number of people (students) and percentage of respondents	62
4.2	Number of people (English lecturers and administrators) and percentage of respondents	63
4.3	The average value and standard deviation of the current situation of College English Hybrid Teaching	65
4.4	The average value and standard deviation of the current situation on institutional mechanism construction	66
4.5	The average value and standard deviation of the current situation on online platform construction	67
4.6	The average value and standard deviation of the current situation on curriculum system establishment	69
4.7	The average value and standard deviation of the current situation on teaching evaluation system	70

List of Tables

Table		Page
4.8	The average value and standard deviation of the current situation on students' learning attitudes	72
4.9	SWOT Analysis: Institutional mechanism construction	75
4.10	SWOT Analysis: Online Platform construction	77
4.11	SWOT Analysis: Curriculum establishment system	79
4.12	SWOT Analysis: Teaching evaluation	81
4.13	SWOT Analysis: Students' learning attitudes	83
4.14	SWOT Analysis: Interview content	85
4.15	TOWS Matrix Analysis	87
4.16	The corresponding strategies derived from the TOWS analysis	92
4.17	Personal information of interviewees	94
4.18	The interview content	155
4.19	Sustainable development strategies to improve the effectiveness of College English Hybrid Teaching	161
4.20	The average value and standard deviation of the assessment of the feasibility and adaptability of the sustainable development strategies	165

Chapter 1
Introduction

Rationale

In recent years, information technology has developed rapidly and has gradually penetrated into various fields. With the gradual application of information technology in school education, these changes not only have a significant impact on learning methods but also have a profound impact on educational thinking. Information technology has also had a greater impact on College English teaching, and many teachers have adopted multimedia and other tools in their teaching. They are no longer the single source of knowledge. Students can acquire more knowledge through the Internet. Meanwhile, Internet teaching also brings about powerful challenges to teachers and students. Teachers need to have more knowledge than before; students must also learn how to find information and how to find resources from the Internet by themselves. As a language course, college English is highly applicable and requires long-term systematic study and training. Under the traditional teaching model, teachers always feel exhausted, and students' learning enthusiasm is not optimistic. Introducing learning resources from the Internet into classroom teaching will help cultivate information awareness and literacy. Modern education has used various communication technologies and computer technologies to construct a remote teaching mode. Traditional classroom teaching has been transforming to multimedia classroom teaching and virtual classroom teaching constructed through the Internet, and more and more universities are beginning to pay attention to the construction of online and offline College English Hybrid Teaching. The integration of online and offline College English Hybrid Teaching can make up for the shortcomings of simple offline teaching in the past. The combination of online and offline College English Hybrid Teaching methods can effectively improve the teaching quality by combining different learning theories with application methods. (Lee, D., 2022)

The College English Hybrid Teaching of “online+offline” in the new education era does not mean that the two are simply superimposed, but adopts the way of efficient integration to help make a breakthrough in the quality of teaching. As far as one is concerned, online teaching and offline teaching are not perfect. Only by learning from each other’ s strengths and complementing each other can we stimulate their teaching potential and advantages, create efficient classrooms for students, help students improve learning efficiency, and learn the methods of autonomous learning. Therefore, the integrated teaching concept should highlight the main position of students, make full use of online learning resources, and further reshape the relationship between teaching and learning. Through the guidance, mobilization and organization of teachers, students can actively participate and interact in teaching and learn to learn foreign languages creatively. (Pei, L., 2020)

Addressing these challenges is crucial. Questions arise:

How can institutional mechanism construction, online platform construction, curriculum system establishment and teaching evaluation in Normal Universities be improved? How can students’ learning attitudes be changed? Developing the strategy to improve College English Hybrid Teaching that aligns with students' developmental needs and SDGs is essential. This approach aims to propel College English Hybrid Teaching in Normal Universities to adapt to current trends and social needs, making it a pivotal issue for talent cultivation in higher education.

In summary, College English education is a pivotal element in shaping the essence of college education and stands as a crucial component in China's strategy for national rejuvenation through science and education. It is imperative to apply the concept of sustainable development to College English teaching in universities. Based on above background, this research takes this as the background for the topic selection. Based on my years of experience in College English teaching, combined with the latest national policies, academic research results, and data analysis of 9 public undergraduate university administrators and middle level leaders in Sichuan, this study primarily focuses on College English education in Normal Universities in Sichuan Province. Utilizing questionnaires, it investigates aspects such as institutional

mechanism construction, online platform construction, curriculum system establishment, teaching evaluation systems, and students' learning attitudes. The analysis delves into the factors influencing the development of College English education in universities in Sichuan Province. By drawing extensively from the advanced experiences of domestic universities and incorporating insights from Sichuan's educational practices, this study aims to establish the sustainable development strategies to improve the effectiveness of College English Hybrid Teaching tailored to Sichuan universities. The sustainable development strategies are intended to serve as a reference for other universities, providing a learnable and replicable theoretical foundation and strategic support for College English teaching. The ultimate goal is to establish a comprehensive, diverse, and high-quality sustainable development strategies to improve the effectiveness of College English Hybrid Teaching of Normal Universities, characterized by the unique features of Sichuan.

Research Questions

1. What is the current situation of College English Hybrid Teaching of Normal Universities in Sichuan Province?

2. What are the sustainable development strategies to improve the effectiveness of College English Hybrid Teaching of Normal Universities in Sichuan Province?

3. What are the feasibility and adaptability of the sustainable development strategies to improve the effectiveness of College English Hybrid Teaching of Normal Universities in Sichuan Province?

Objectives

1. To study the current situation of College English Hybrid Teaching of normal universities in Sichuan Province.

2. To establish the sustainable development strategies to improve the effectiveness of College English Hybrid Teaching of Normal Universities in Sichuan Province.

3. To assess the feasibility and adaptability of the sustainable development strategies to improve the effectiveness of College English Hybrid Teaching of Normal Universities in Sichuan Province.

Scope of the Research

Population and the Sample Group

Population

The study population comprises 9 Normal Universities in Sichuan Province. On average, each institution has 40 College English lecturers and more than 100 administrators. The English lecturer population is 360 lecturers and administrator population is 960 administrators. The student population across these institutions is estimated to be around 100,000 students. These details serve as vital demographic information for the study, offering insights into the scale and composition of the academic environment under investigation.

The Sample Group

Phase 1:

This study employs the stratified sampling method involving categorizing the population into specific subgroups or strata based on relevant characteristics. Random samples are then taken from each stratum, ensuring proportional representation. This approach helps researchers obtain a more accurate and representative sample, reducing bias and improving the reliability of study findings. Therefore, in selecting the sample groups, including students, teachers, and administrators, we will choose samples from all 9 universities. The universities will be grouped based on their sizes, which are determined by the total number of students

in each institution. This approach ensures a representative and diverse sample that considers the varying sizes of the institutions under study.

In addition, in determining the sample size for students, we have chosen to use the simplified formula for proportions proposed by Krejcie R.V. and Morgan E.W. (1970). For the selection of teacher and administrator samples, we employ a purposive sampling approach, targeting individuals with extensive experience in College English teaching and management, respectively, with a minimum of 5 years of expertise. This study employs the stratified sampling method involving categorizing the population into specific subgroups or strata based on relevant characteristics. Random samples are then taken from each stratum, ensuring proportional representation. This approach helps researchers obtain a more accurate and representative sample, reducing bias and improving the reliability of study findings. Therefore, in selecting the sample groups, including students, teachers, and administrators, we will choose samples from all 9 universities. The universities will be grouped based on their sizes, which are determined by the total number of students in each institution. This approach ensures a representative and diverse sample that considers the varying sizes of the institutions under study.

Key informants were 384 university students, 186 College English lectures, and 274 university administrators from 9 Normal Universities in Sichuan Province.

Phase 2:

In establishing the sustainable development strategies to improve the effectiveness of College English Hybrid Teaching for sustainable development, a purposive sampling approach is employed. This involves selecting experienced College English teaching lecturers with more than 5 years of teaching experience in the field of College English teaching and administrators with expertise in curriculum development and policy formulation across the 9 universities.

Key informants were 7 College English teaching lecturers from 9 universities, 7 administrators from 9 universities, and 5 employers in key labor market.

Phase 3:

For assessing the feasibility and adaptability of sustainable development strategies to improve the effectiveness of College English Hybrid Teaching, five experts with experience in education, curriculum development, and policy formulation will be engaged. These experts will be selected from both public and private universities, as well as from middle school and human resources management department.

Variables:

Independent Variable:

Institutional mechanism construction, online platform construction, curriculum system establishment, teaching evaluation, and students' learning attitudes

Dependent Variable:

Sustainable development strategies to improve the effectiveness of College English Hybrid Teaching of Normal Universities in Sichuan Province

Time

The research is scheduled to be primarily conducted from January 2024 to July 2025, with the following key stages:

1. Until July 2024, complete the writing and review of the first three chapters, aiming for a successful defense in August.

2. From August to September 2024, based on feedback from advisors and experts, further enhance the first-three chapters and concurrently undertake the modification, improvement, review, and confirmation of relevant research tools.

3. From September 2024 to March 2025, conduct the research phases under the guidance of the supervisor and complete the paper publication.

4. In the final stage, from April to July 2025, finish the paper writing and carry out a research summary.

Advantages

The outcomes of this study will yield advantageous outcomes for various stakeholders, delineated as follows:

1. Researching sustainable development strategies to improve the effectiveness of College English Hybrid Teaching and implementing diverse College English programs enhances students' skills and competitiveness, fostering lifelong values and personal goals.

2. Active involvement in sustainable College English development enriches teachers' academic pursuits, providing strategic support for school management and boosting professional satisfaction.

3. The sustainable development strategies of College English Hybrid Teaching guides higher education administrators, promoting the cultivation of well-rounded talents and contributing to the high-quality development of schools.

4. Through school-local cooperation, the sustainable development strategies of College English Hybrid Teaching contributes to cultural exchanges and diffusion, positively impacting Sichuan's economic development and promoting harmony between higher education and society.

Definition of Terms

Hybrid Teaching

Hybrid teaching fundamentally redefines traditional education by strategically converging three distinct yet interconnected learning modalities: synchronous online tools (e.g., Zoom, Microsoft Teams), asynchronous digital platforms (e.g., Moodle, LMS), and physical classroom activities. This integration transforms learning into a continuous, adaptive ecosystem where each component serves a deliberate pedagogical purpose. Synchronous tools like Zoom/Teams facilitate real-time human connection and dynamic collaboration – enabling live virtual lectures, international debates, instant Questions and Answers sessions, and screen-shared project development that mirrors in-person teamwork while transcending geographical constraints. Asynchronous platforms such as Moodle/LMS provide the critical

foundation for self-paced knowledge acquisition, hosting curated micro-lectures, adaptive quizzes, discussion forums for reflective dialogue, and AI-powered feedback systems that allow learners to absorb content flexibly while generating actionable data for instructors. Crucially, these digital dimensions are not isolated; they systematically feed into purpose-designed offline classroom experiences where knowledge crystallizes through tangible application. Face-to-face sessions leverage pre-digested online content to focus on hands-on simulations, laboratory experiments, Socratic seminars, or collaborative design workshops-activities demanding physical presence, nuanced non-verbal communication, and real-world problem-solving. (Pan, A., 2022) The synergy manifests as a pedagogical continuum: asynchronous platforms can enable foundational knowledge transfer (Bloom's remembering/understanding), synchronous sessions develop analytical and collaborative skills (applying/analyzing), and physical classrooms scaffold creative synthesis and practical mastery (evaluating/creating).This tripartite framework thus transcends mere technology adoption, instead creating an intentionally sequenced learning journey where each modality compensates for the limitations of the others, collectively fostering deeper cognitive engagement, equitable access, and authentic skill transfer.(Graham, C.R., 2006).

Institutional Mechanism Construction

Institutional mechanism construction refers to the systematic design and implementation of frameworks, rules, and processes within organizations or governance systems to ensure efficiency, accountability, and adaptability. It encompasses the establishment of formal structures (e.g., policies, regulations) and informal practices (e.g., cultural norms) that guide decision-making and resource allocation. The concept draws from institutional theory, which emphasizes how organizations evolve through path dependence and institutional isomorphism (North, D.C., 1990).

Over time, institutional mechanism construction has shifted from rigid hierarchical models to more flexible, adaptive systems. In the early 20th century, bureaucracies focused on standardization and centralization, whereas contemporary

approaches prioritize decentralization, stakeholder engagement, and digital transformation. The rise of New Public Management in the 1980s introduced performance-based mechanisms, while recent developments emphasize resilience and innovation through agile governance. Studies highlight the importance of balancing stability and change, with empirical evidence showing that well-designed mechanisms enhance organizational effectiveness by 20 percent to 30 percent (Olsen, J.P., 2014). As globalization and technological advancements accelerate, institutional mechanisms continue to evolve, integrating data-driven decision-making and participatory governance models.

Online Platform Construction

Online platform construction refers to the systematic development of digital infrastructures that facilitate interaction, service delivery, or information exchange among users. It involves the integration of technological components (e.g., servers, databases) with user-centered design principles to create scalable and functional ecosystems. The concept emerged in the 1990s with the rise of e-commerce platforms like Amazon and has since expanded to encompass social networks, educational tools, and collaborative work spaces.

The evolution of online platforms has progressed through three key phases (Tapscott, D. & Tapscott, A., 2016): Web 1.0 (1990s-2000s): Static, one-way platforms with limited interactivity. Web 2.0(2000s-2010s): User-generated content and social integration. Web 3.0 (2020s-present): Decentralized, AI-driven platforms emphasizing interoperability and personalization.

Recent advancements focus on modular architectures (e.g., microservices) and AI-enhanced features (e.g., ChatGPT), with studies showing a 35% increase in platform adoption when incorporating adaptive learning algorithms (Brown, T., 2022). As digital ecosystems grow, platform construction increasingly prioritizes security, accessibility, and cross-platform compatibility.

Curriculum System Establishment

Curriculum system establishment refers to the structured design and implementation of educational programs, encompassing learning objectives, content,

methodologies, and evaluation frameworks. It integrates pedagogical theories, societal needs, and institutional goals to create coherent and adaptive instructional pathways. A well-constructed curriculum system ensures alignment between educational outcomes and students' development, balancing standardization with flexibility to accommodate diverse learning needs (Schubert, W.H., 1986).

Historically, curriculum systems evolved from rigid, subject-centered models to competency-based and learner-centered approaches. The 20th century saw progressive reforms, such as Dewey's experiential learning principles, while the 21st century emphasizes interdisciplinary integration and digital adaptation. Contemporary trends include modularized curricula, personalized learning paths, and AI-driven analytics, reflecting globalization and technological advancements. Research indicates that dynamic curriculum systems improve students' engagement by 25 percent to 40 percent compared to static models (Kang, W., 2021).

Teaching Evaluation

Teaching evaluation refers to the systematic process of assessing teaching quality, learning outcomes, and instructional effectiveness through standardized or customized criteria. It encompasses both formative and summative assessments, often integrating student feedback, peer reviews, and institutional metrics. The concept emerged from early 20th century educational psychology and later evolved through behaviorist and constructivist paradigms (Bloom, B.S., 1956). Modern evaluation frameworks now emphasize multidimensional approaches, including teacher reflection, classroom observations, and data-driven analytics.

The development of teaching evaluation has undergone significant shifts. Initially focused on rote-learning outcomes, early 20th century evaluations relied heavily on standardized tests. By the mid-20th century, Bloom's taxonomy (1956) introduced hierarchical learning objectives, while later reforms stressed teacher professionalism and student-centered criteria. Contemporary trends prioritize adaptive technologies, such as AI-assisted analytics and real-time feedback systems, to enhance evaluation precision. Research indicates that comprehensive evaluation

systems can improve teaching effectiveness by 15 percent to 25 percent when aligned with professional development (Kang, W., 2021).

As education systems globalize, teaching evaluation continues to integrate cross-cultural and competency-based benchmarks.

Students' Learning Attitudes

Students' learning attitudes refer to their consistent psychological dispositions toward learning, comprising cognitive, affective, and behavioral components. The cognitive dimension involves beliefs about the value and purpose of learning (e.g., whether education is personally meaningful). The affective dimension relates to emotional responses, such as enjoyment, anxiety, or motivation. Finally, the behavioral dimension reflects engagement levels, including persistence, effort, and participation. Research indicates that students with positive attitudes actively seek challenges, while those with negative attitudes may disengage or resist learning tasks (Skinner, E.A. et al., 2009).

The development of learning attitudes is influenced by individual, social, and environmental factors. According to social cognitive theory (Bandura, A., 1986), attitudes are shaped by observational learning, reinforcement, and self-efficacy beliefs. Early experiences with teachers and parents play a crucial role-supportive feedback fosters positive attitudes, while criticism can lead to disengagement. Additionally, instructional practices (e.g., inquiry-based learning) enhance intrinsic motivation, whereas rote memorization may undermine it. Over time, students internalize these attitudes, with growth mindset interventions showing significant improvements in persistence and academic performance.

Assessment Method refers to the method of comprehensive, systematic and objective analysis and evaluation of something, activity or project. (Tan, J., 2021) In practical application, the evaluation method should be selected and designed according to different needs and purposes. Several common assessment methods are described below.

Questionnaire survey: questionnaire survey is one of the most commonly used evaluation methods. Through the preparation of questionnaires and distribution

to the objects of evaluation, the purpose is to collect relevant information. The questionnaire survey can quantitatively analyze the attitude, views, satisfaction and other indicators of the subjects.

Interview: interview is an evaluation method in the form of questions and answers. Learn more about their experience, opinions and feelings through interviews or telephone exchanges with respondents. Interviews can get detailed information and have an in-depth understanding of the personalized needs of the subjects.

Observation: observation is the direct observation and recognition in the process of evaluation. By observing the behavior, performance and reaction of the subjects, we can understand the actual situation. Observation can provide objective data and actual results of action.

Document analysis: sort out and analyze the relevant documents to understand the background, objectives, plans and results of the project or activity. The document analysis provides an in-depth understanding of the history and development process of the items or activities assessed and provides key information for the assessment.

Field visit: a field visit is a field inspection and observation to the assessed object. Through field visits, you can directly contact and understand the actual situation of the project of activity, and obtain more realistic and comprehensive data and information.

Statistical analysis of data: through the statistics and analysis of the collected data, the specific situation and effect of the project or activity are solved. Statistical analysis of data can help evaluators to carry out quantitative analysis of evaluation objects, identify laws and problems, and provide quantitative results.

Focus on participation: it refers to the respondents in the evaluation process, involves them in data collection, analysis and feedback of results, and improves the credibility and acceptability of the assessment. This method can increase the sense of responsibility and participation of the respondents, and improve the effectiveness of the assessment.

In the actual evaluation, a variety of methods are often applied according to the specific situation in order to obtain the comprehensive and accurate evaluation results. The selection of evaluation method should be designed and implemented reasonably according to the characteristics, purpose and feasibility of the assessment object.

According to Figure 1.1. the research on sustainable development strategies to improve the effectiveness of College English Hybrid Teaching of Normal Universities in Sichuan Province is systematically organized into three phases:

Phase A1: focuses on studying the current situation through collecting documents, designing research concepts, and formulating questionnaires, resulting in up-to-date information about the existing teaching conditions

Phase A2: establishes sustainable development strategies by analyzing influencing factors using statistic values, creating structured interviews and research plans, conducting interviews with 7 English lecturers, 7 administrators, and 5 employers, and adopting SWOT and TOWS analysis, leading to proposed sustainable development strategies to improve the effectiveness of College English Hybrid Teaching of Normal Universities in Sichuan Province

Phase A3: assesses the feasibility and adaptability of these strategies through evaluations from 5 senior experts in education, curriculum development, and policy formulation, culminating in completed and validated sustainable development strategies for improving the effectiveness of College English Hybrid Teaching of Normal Universities in Sichuan Province.

Research Framework

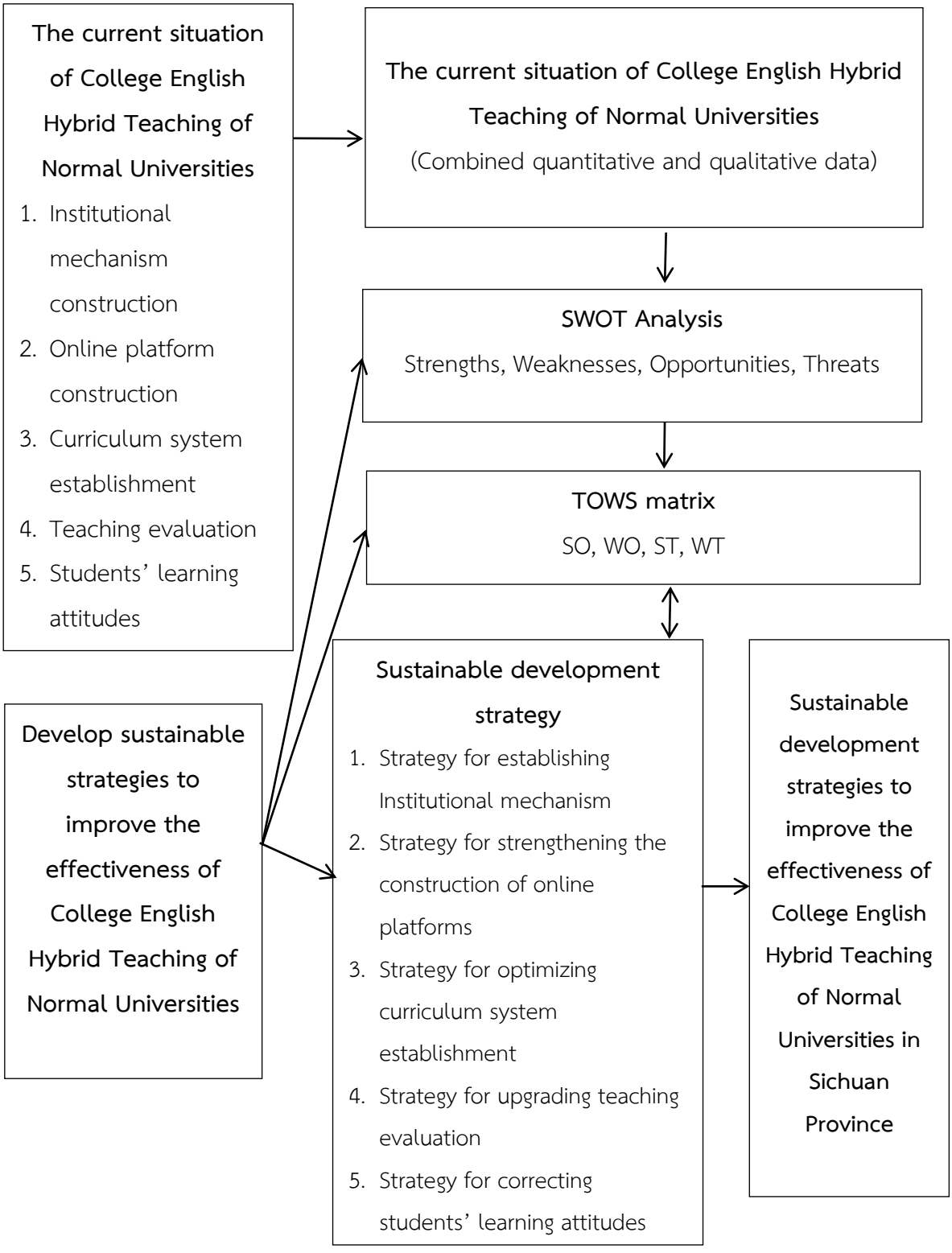

Figure 1.1 Research framework

Chapter 2

Literature Review

In this chapter, we delve into a comprehensive review of existing literature to establish the theoretical foundation for our research. We explore key concepts, methodologies, and findings from previous studies related to sustainable development strategies to improve College English Hybrid Teaching. This literature review sets the stage for our research and highlights gaps in the current understanding that our study aims to address. The chapter is organized into the following subtopics:

1. Concept and Theory of Development Strategy
2. Concept and Theory of College English Hybrid Teaching
3. Concept and Theory of Sustainable Development Education in Universities
4. Concept and Theory of Sustainable Development of College English Teaching
5. Concept and Theory of Assessment of the Effectiveness of College English Hybrid Teaching
6. Related Research

The details are as follows.

This study aims to explore the sustainable development strategies to improve the effectiveness of College English Hybrid Teaching of Normal Universities in Sichuan Province. The researchers studied the concepts and theories of development strategy, College English Hybrid Teaching, sustainable development education in universities, sustainable development of College English teaching, and assessment of the effectiveness of College English Hybrid Teaching. In the study of the concept and theory of sustainable development strategies to improve the effectiveness of College English Hybrid Teaching, researchers have integrated the views of previous researches as follows.

Concept and Theory of Development Strategy

Concept of Development Strategy

Development strategy has been conceptualized through multiple theoretical lenses across disciplines. Rostow's (1960) seminal work established it as a linear industrialization process, proposing that nations progress through five economic stages from traditional to mass-consumption societies via capital accumulation and technological adoption in manufacturing sectors. This growth-centric model was challenged by Prebisch (1950) who framed development strategy as structural economic policies to counter core-periphery trade imbalances through import-substitution industrialization (ISI), emphasizing state intervention to reduce dependency on primary exports. The human development paradigm radically redefined the concept. Sen (1999) argued that development strategy should prioritize capability expansion-the freedom to achieve valued functionings through education, healthcare, and institutional reforms, rather than GDP growth alone. This capability approach was institutionalized by Acemoglu & Robinson (2012) who linked effective strategies to inclusive political systems that constrain elite power and enable broad economic participation.

At the organizational level, Porter (1985) conceptualized development strategy as competitive advantage cultivation through industry clustering and value-chain innovation, emphasizing private sector upgrading in global market. Rodrik (2004) introduced experimentalist governance, advocating context-specific policy trials to address market failures in technological adoption rather than universal blueprints.

Contemporary frameworks like the UN Sustainable Development Goals (SDGs) integrate these perspectives into polycentric governance models that balance economic progress, social equity, and ecological sustainability through transnational coordination. The evolution from Rostow's growth-stage theory to SDGs reflects a paradigm shift from unidimensional economic metrics to multidimensional strategies addressing institutional quality, human welfare, and planetary boundaries.

Key theoretical tensions persist between:

Growth-first industrialization (Rostow) and equity-first capability building (Sen)

State-led structural transformation (Prebisch) and market-driven competitiveness (Porter)

Universal policy prescriptions and contextual experimentalism (Rodrik)

Modern scholarship increasingly views development strategy as negotiated governance processes that reconcile these tensions through adaptive, evidence-based policymaking.

In conclusion, these studies collectively contribute to our understanding of development strategies, offering insights into sustainable supply chain performance, smart city governance, business incubation, environmental productivity, and rural development initiatives. With the insights from these works, it is possible to gain a richer understanding of the multifaceted nature of development strategies and their implications for sustainable progress.

Theory of Development Strategy

The study of development strategy emerged as a distinct academic field in the post-World War II era, profoundly influenced by decolonization movements and the establishment of international financial institutions. Early theoretical frameworks were predominantly economic in orientation, with Walt Rostow's (1960) "Stages of Growth" model representing the paradigmatic modernization approach. This linear progression theory posited that all societies would inevitably pass through similar developmental phases, culminating in mass consumption societies. However, this Eurocentric perspective was robustly challenged by dependency theorists such as Andre Gunder Frank (1967), who emphasized the structural constraints imposed by global capitalism on peripheral economies.

The 1980s witnessed a significant paradigm shift with the ascendancy of neoliberal policies under the Washington Consensus (Williamson, J., 1990). This market-centric approach, advocating privatization, deregulation and fiscal austerity, dominated development discourse until the Asian Financial Crisis (1997-98) exposed its limitations. Joseph Stiglitz's (2002) critique of IMF policies during this period

marked a turning point, reviving interest in institutional and human development approaches.

Recent decades have seen the emergence of more nuanced frameworks that integrate economic, social and environmental dimensions. Amartya Sen's (1999) capability approach fundamentally redefined development objectives, shifting focus from GDP growth to the expansion of human freedoms and opportunities. This perspective significantly influenced the United Nations' Human Development Index and subsequent Sustainable Development Goals (2015).

Institutional economics, particularly the work of Douglass North (1990) and later Daron Acemoglu & James Robinson (2012), has provided critical insights into the role of political and economic institutions in shaping development trajectories. Their comparative historical analyses demonstrate how "inclusive institutions" create virtuous cycles of growth, while "extractive institutions" perpetuate underdevelopment.

Industrial policy has experienced a scholarly renaissance through the works of Dani Rodrik (2004) and Ha-Joon Chang (2002), who advocate for context-specific, experimental approaches to structural transformation. Their "industrial policy 2.0" framework emphasizes the importance of state capacity and public-private collaboration in overcoming market failures.

In conclusion, the theory of development strategy has undergone significant paradigm shifts since the mid-20th century. Rostow's (1960) modernization theory established the foundational linear-stage model, positing that nations progress through five deterministic phases from traditional to mass-consumption societies via industrial capital accumulation. This growth-centric framework was challenged by structuralists like Prebisch (1950) who advocated import-substitution industrialization (ISI) to counter core-periphery trade imbalances, emphasizing state intervention in economic diversification. Sen's (1999) capability approach revolutionized development strategy by shifting focus from GDP metrics to freedom expansion. His framework assesses strategies based on their success in enhancing individuals' abilities to achieve valued functionings through education, healthcare, and political

participation. This perspective was institutionalized by Acemoglu and Robinson (2012) who linked effective strategies to inclusive political systems that constrain elite power and enable broad-based economic participation.

The Concept of SWOT Analysis

SWOT Analysis is a systematic diagnostic framework used to assess the strategic positioning of an organization, project, or individual by synthesizing internal capabilities and external environmental conditions. The acronym represents four dimensions: Strengths (internal advantages), Weaknesses (internal limitations), Opportunities (external favorable conditions), and Threats (external challenges). Its conceptual origins trace to the 1960s–1970s at the Stanford Research Institute, where Albert Humphrey and colleagues developed it during a multi-year research project analyzing corporate planning failures among Fortune 500 companies. Humphrey' s work (1970) established it as a response to the inadequacy of purely financial planning models, seeking instead to integrate qualitative and quantitative factors into strategic decision-making. By the 1980s, Heinz Weihrich' s TOWS Matrix further refined the framework by emphasizing the dynamic interplay between internal and external factors, arguing that strategic value emerges from connecting strengths to opportunities while simultaneously neutralizing weaknesses against threats.

Structural Mechanics and Analytical Process: The framework operates through a structured four-quadrant matrix, but its analytical depth derives from rigorous contextual investigation. Strengths encompass tangible and intangible assets that confer competitive advantage, such as proprietary technology, brand equity, economies of scale, or human capital, which enable organizations to outperform rivals. For instance, Apple' s integrated ecosystem of hardware, software, and services exemplifies a strength that creates customer lock-in. Conversely, Weaknesses represent internal vulnerabilities that hinder performance, including obsolete infrastructure, high debt burdens, talent gaps, or operational inefficiencies. Kodak' s delayed pivot to digital imaging, despite inventing the core technology, epitomizes a catastrophic weakness rooted in organizational inertia. Externally, Opportunities arise from market gaps, regulatory shifts, technological disruptions, or sociocultural trends

that organizations can exploit. The rise of remote work during the COVID-19 pandemic, for example, presented opportunities for collaboration software firms like Zoom to expand market share. Threats, however, encompass external forces that jeopardize stability, such as new competitors, supply chain disruptions, regulatory crackdowns, or macroeconomic volatility. Netflix' s vulnerability to content licensing cost inflation and streaming service saturation illustrates a multifaceted threat landscape.

The strategic synthesis occurs through cross-dimensional interrogation:

SO Strategies (Strengths-Opportunities): Leverage core competencies to capture emerging opportunities.

ST Strategies (Strengths-Threats): Deploy advantages to mitigate external risks.

WO Strategies (Weaknesses-Opportunities): Use opportunities to overcome internal limitations.

WT Strategies (Weaknesses-Threats): Develop defensive actions to prevent weaknesses from amplifying threats.

In conclusion, these studies collectively undergo the enduring relevance of SWOT analysis as a tool for strategic career management, while also highlighting the evolving nature of this framework to meet contemporary challenges. The consistent theme across these papers is the critical role of values both personal and organizational in shaping career paths and ensuring long-term success.

The Concept of TOWS Matrix Analysis

TOWS Matrix analysis represents an advanced evolution of the traditional SWOT framework, explicitly designed to convert static situational assessments into dynamic strategic actions. Developed by Heinz Weihrich (University of San Francisco) in his seminal 1982 Long Range Planning article, the approach systematically reverses SWOT's analytical sequence to prioritize external forces first (Threats and Opportunities), then aligns them with internal capacities (Weaknesses and Strengths). This inversion addresses a critical limitation in conventional SWOT practices: the tendency to catalog factors without generating actionable strategies. Weihrich's framework emerged from strategic management studies in volatile industries

(e.g., automotive, telecommunications), where linking environmental turbulence to organizational capabilities proved essential for competitive resilience. Unlike SWOT's diagnostic focus, TOWS operates as a prescriptive tool that forces organizations to confront strategic trade-offs and resource allocation decisions in the face of uncertainty.

The TOWS Matrix decomposes strategy formulation into four interconnected quadrants, each representing a distinct strategic logic derived from cross-dimensional synthesis:

SO Strategies (Maxi-Maxi)

Leverage Strengths to exploit Opportunities:

Example: A pharmaceutical company with strong R&D capabilities (Strength) entering emerging market with high demand for specialized drugs (Opportunity) through targeted partnerships.

ST Strategies (Maxi-Mini)

Deploy Strengths to neutralize Threats:

Example: An automotive manufacturer with proprietary battery technology (Strength) forming supply-chain alliances to mitigate geopolitical risks to rare-earth mineral access (Threat).

WO Strategies (Mini-Maxi)

Use Opportunities to overcome Weaknesses:

Example: A traditional retailer with limited e-commerce infrastructure (Weakness) acquiring a logistics startup to capitalize on the surge in online shopping (Opportunity).

WT Strategies (Mini-Mini)

Minimize Weaknesses to avoid Threats:

Example: An airline with high debt (Weakness) divesting non-core assets and hedging fuel prices to survive volatile oil market (Threat).

Core Differentiators from SWOT:

External Primacy: Threats/Opportunities drive strategy formulation (not internal factors)

Causal Rigor: Requires evidence-based linkages between external triggers and internal responses

Resource Allocation Focus: Strategies explicitly address capability gaps and investment needs

Temporal Dimension: Incorporates short-term defensive (WT) and long-term offensive (SO) horizons

In conclusion, the TOWS Matrix Analysis concludes with actionable strategic recommendations derived from systematically matching internal capabilities (Strengths and Weaknesses) and external environmental factors (Opportunities and Threats). The TOWS Matrix analysis transforms abstract analysis into prioritized, executable plans that balance proactive opportunity capture with resilient threat mitigation.

Effective TOWS Application Methodology

Environmental Scanning:

Identify Threats/Opportunities: using PESTLE (Political, Economic, Social, Technological, Legal, Environmental) analysis and Porter's Five Forces. Data sources include market intelligence reports, regulatory forecasts, and scenario planning.

Capability Audit:

Map Strengths/Weaknesses through VRIO (Value, Rarity, Imitability, Organization) framework and value-chain benchmarking.

Cross-Impact Synthesis:

Plot factors into the matrix and test strategic hypotheses.

Strategy Prioritization:

Weight options using feasibility-impact matrices and risk-adjusted ROI calculations.

Actionable Road mapping:

Convert strategies into tactical initiatives with KPIs, ownership, and resource commitments.

Empirical validation studies (Panagiotou, 2003) show organizations using TOWS achieve 23% faster strategic decision cycles and 17% higher implementation success rates compared to SWOT-only approaches.

In summary, the TOWS Matrix is a flexible and powerful tool in strategic management, applicable across diverse sectors from public planning to business strategy. It helps organizations systematically address internal and external factors, leading to more informed decision-making. The matrix's integration with other strategic tools, such as the Delphi method, Focus Groups, and the Business Model Canvas, further enhances its effectiveness. Future research could explore its application in even more complex and varied contexts, ensuring it remains a relevant and valuable tool in strategic management.

Concept and Theory of College English Hybrid Teaching

Concept of College English Hybrid Teaching

College English Hybrid Teaching refers to an instructional approach in which traditional in-person classroom teaching is combined with online or digital learning components. This model aims to integrate the benefits of both face-to-face and digital instruction to enhance the overall educational experience in college English courses. (Hui.X, 2022). Here’ s a detailed explanation of what College English Hybrid Teaching involves: 1) In-person classes: traditional classroom activities such as lectures, discussions, and interactive exercises that occur on campus. 2) Online components: digital learning activities that may include virtual lectures, online discussions, multimedia content, and digital assignments accessible through learning management systems. 3) Blended learning model: College English Hybrid Teaching is a specific type of blended learning, where a portion of the course is delivered online, and another portion is conducted in person. This combination can vary based on course design and objectives. 4) Flexible learning opportunities: students can access online materials and complete assignments at their own pace, allowing for more flexible learning schedules. Digital resources and online activities can be accessed from various locations, reducing the need for constant physical presence.

5) Enhanced interaction: face-to-face interactions with instructors and peers enhance collaboration, provide immediate feedback, and allow for real-time discussions; online forums, discussion boards, and digital communication tools facilitate additional interaction and provide alternative means for engagement. 6) Diverse instructional methods: use of e-books, educational videos, interactive quizzes, and other digital tools to supplement learning; Apply the College English Hybrid Teaching concepts through in-class discussions, group work, presentations, and practical exercises. 7) Assessment and feedback: evaluations may include online quizzes, digital assignments, and in-person exams or presentations; instructors can provide feedback through online platforms and in-person meetings, enhancing the learning process. The Current Status of College English Hybrid Teaching is shown in Table 2.1

Table 2.1 Lists of Current Status of College English Hybrid Teaching

Author	Year	Representative opinions
Johnson, A.	2021	Analyzes different College English Hybrid Teaching models in college English and their effectiveness in enhancing language skills.
Miller, B., & Green, C.	2020	Explores the theoretical underpinnings of hybrid language instruction, including pedagogical theories and their application.
Lee, D.	2022	Discusses practical strategies for implementing College English Hybrid Teaching in English classes, focusing on student engagement and outcomes.
Zhang, E., & Liu, F.	2023	Provides a case study of hybrid learning in college English, detailing both challenges and successes in the implementation.
Carter, S.	2021	Highlights innovative practices and technological tools used in hybrid English language teaching, with examples and outcomes.

Table 2.1 (Continued)

Author	Year	Representative opinions
Brown, T.	2022	Explores the shift towards hybrid learning models in college English and their impact on student learning and engagement.
Davis, M., & Wong, S.	2021	Examines effective strategies for blending online and face-to-face instruction in English courses, with practical examples.
Harris, L.	2023	Discusses various theoretical frameworks that underpin hybrid English teaching and their practical implications.
Lee, A., & Martinez, J.	2020	Provides case studies illustrating the implementation and outcomes of hybrid English classes in various colleges.
Zhang, Y., & Chen, R.	2022	Highlights best practices and technological tools that enhance hybrid English teaching, focusing on both pedagogical and technological aspects.

In summary, College English Hybrid Teaching allows students to manage their learning schedules and access materials from anywhere which can also provides a variety of resources and tools to support different learning styles. This kind of teaching combines interactive in-person activities with engaging online content. It requires reliable access to technology and internet, which may be a barrier for some students. Students need to balance online and in-person components effectively, which can be challenging. Educators must be proficient in both online and face-to-face teaching methods to effectively manage a hybrid course.

Theory of College English Hybrid Teaching

Constructivism

In the 1960s, Piaget introduced the theory of Constructivism. This theory marked a significant departure from traditional views of learning by positing that learning is an active process of constructing knowledge rather than a passive acquisition of information from external sources (Piaget, 1964). According to this

theory, individuals create knowledge and meaning based on their own experiences, thoughts, and beliefs. Constructivism emphasizes a student-centered approach, where students actively explore knowledge so as to independently discover and construct the meaning of what they are learning. Language understanding arises from the interplay between established and newly learned knowledge. Students construct their knowledge by interacting with information and experiences, enhancing their learning abilities. Teachers are partners in learning, guiding students to discover and interpret information and collaborating with them to build knowledge systems. The curriculum should be student-centered, with the classroom as a place for knowledge discovery. Teaching practice requires the guidance of learning theory, which is a branch of pedagogy and educational psychology. It describes and explains the types and processes of human and animal learning, as well as the learning conditions. (Liu Peng, 2021) Since the 1950s, learning theory has gone through different stages of development, such as Behaviorism, Cognitivism, Constructivism and so on. Behaviorism regards human mental activities as conditioned reflexes of animals, so Behaviorism regards learning as the establishment of the connection between stimulus and response, and emphasizes that the behavioral change caused by external reinforcement is learning. Cognitivism treats human mental activities as computers for information processing, and Cognitivism holds that learning is the acquisition of knowledge. Both ideas treat the human mind as inhuman, which threatens to ignore the richness of human thought, emotion, value, reflection, plan, will and goal. (Liu Peng, 2021) It is not until constructivism that the human brain is really regarded as the human brain itself.

There are different principal contradictions in different periods, and in order to aim at different goals, it is necessary to be based on the theory directly related to the goal as analyzed in the background part of the first chapter of this paper, one of the outstanding problems in College English curriculum is that students are passive learners, poor enthusiasm and can not meet the personalized needs of students. Therefore, it is necessary to emphasize the guidance of Constructivism, which is targeted to solve these outstanding problems. In addition, the development of

information technology provides technical support for the concept advocated by Constructivism, so that it can become a reality. Constructivism provides theoretical support and guidance for information teaching. As a kind of information teaching method, one of the important theoretical basis of College English Hybrid Teaching is Constructivism. Constructivism emphasizes that knowledge is constructed by learners on their own initiative. Therefore, Constructivism advocates learner-centered learning, emphasizes interaction, and emphasizes the creation of a learning environment conducive to students' construction of meaning.

College English Hybrid Teaching is based on this idea. Traditional classroom teaching is often teacher-centered, teachers preach, teach, solve confusion, and give dictatorial rule, because the classroom learning time is limited and there are not enough opportunities for full thinking and interactive communication. In complete online learning, students will feel lonely because of the inconsistency of time and alienation of space. The interactive communication between teachers and students has been greatly strengthened in College English Hybrid Teaching. Or the use of instant messaging tools for online interaction, or on the online learning platform to open up interactive sections, the development of information technology makes teachers and students facilitate asynchronous interaction, questions, cooperative learning, exchange and discussion, and so on. Because the content of knowledge transfer is more or less undertaken by off-class online learning, face-to-face classroom will have more time to carry out a variety of interactive activities. In the classroom, there is no time to communicate in depth, and the content can continue through the online space after class.

In summary, the combination of synchronous interaction and asynchronous interaction greatly increases the opportunity of interaction. In addition, students can also carry out personalized learning according to their needs. It can provide rich, diverse forms and media resources, as well as the real learning situation, to achieve learning by doing, interactive enhancement, emphasis on autonomous learning.

Mastering Learning Theory

The Mastery Learning Theory, pioneered by American educational psychologist Benjamin S. Bloom in 1968 through his seminal work "Learning for Mastery" (UCLA-CSEIP Evaluation Comment, 1968), posits that 95% of students can achieve high-level learning when provided with optimal instructional conditions and sufficient time. Building upon John B. Carroll's "Model of School Learning", Bloom's theory revolutionized traditional education by shifting from time-based to competency-based progression. The core framework involves: (1) breaking curriculum into discrete learning units, (2) formative assessments with corrective procedures (Bloom termed as "feedback-corrective" mechanisms), and (3) differentiated instructional strategies including one-on-one tutoring and peer-assisted learning-concepts later expanded in “Human Characteristics and School Learning”. Contemporary adaptations integrate technology-enhanced personalized learning platforms (Guskey, 2007), while maintaining Bloom's original principle that “the variation in student achievement outcomes is largely determined by the quality and appropriateness of instruction”. Mastering Learning Theory holds an optimistic attitude towards teaching and learning. (Gao, Q. & Xu, W., 2021) In the traditional teaching, under the influence of the theory of intelligence difference and the educational evaluation system which attaches importance to the selection function, it is generally accepted that the normal distribution of the learning results of the students in school education is normal. The Mastering Learning Theory holds that as long as the appropriate environment and conditions are provided to provide timely and appropriate help for students’ learning difficulties, all students will be able to reach the level of mastery. Meanwhile, Mastering Learning Theory emphasizes effective individualized teaching practice. It is the importance of formative evaluation to provide timely and frequent feedback on students’ learning and to provide individual correct help to ensure that each student receives the help he or she needs. (Qiu, N. & Qiu, X., 2022)

College English Hybrid Teaching is based on the view of all students, using the combination of group teaching and individual teaching, on the basis of group face-to-face teaching, students carry out self-determined and individualized autonomous learning, teachers provide different learning resources according to students' personalized needs, implement formative assessment, diagnose problems according to online learning behavior data, and provide students with timely feedback and individual guidance.

In the process of learning, students get the individual attention of teachers, coupled with personalized learning conditions, will bring the improvement of students' learning effect, as well as the enhancement of self-efficacy and interest in learning. Accordingly, teachers' teaching self-confidence will also be improved. The interaction between teachers and students also helps to build a mutual trust and democratic and harmonious relationship between teachers and students.

Our learning often starts with memorizing the facts, and then we gradually understand and apply them. The high-level goal is based on the lower-level goal and the low-order taboo dimension is not unimportant. However, due to the development of science and technology and society, especially the development of information technology, more and more things can be accomplished and popularized by technical means, and innovation is becoming more and more important, so the cultivation of high-level ability is becoming more and more important.

In traditional classroom teaching, knowledge imparting is the main content, which mainly involves students' low-level thinking activities. On the other hand, the knowledge transfer activities are partly or completely moved outside the face-to-face classroom, which can be completed by students on their own, and the face-to face teaching can spare more time for the training of high-level thinking ability. Watsoa et al. believe that the nirvana environment supports the development of skills dominated in the 21st century, such as critical thinking and cooperation, and the ability to communicate and solve problems. (Qiu, N. & Qiu, X., 2022)

In conclusion, mastering learning theory centers on ensuring learners achieve proficiency in targeted competencies through structured, individualized instruction rather than accepting traditional bell-curve distributions of achievement. This competency-based model prioritizes depth over breadth, demanding instructional redesign to accommodate variable learning paces and emphasizing formative assessments over summative evaluations.

Concept and Theory of Sustainable Development Education in Universities

Concept of Sustainable Development Education in Universities

The concept of sustainable development emerged as a response to the increasing recognition of the need for environmental protection within the broader framework of development. The United Nations Stockholm Conference in 1972 marked the formal integration of environmental protection into the development discourse. Subsequently, the World Commission on Environment and Development's 1987 report, "Our Common Future," defined sustainable development as meeting present needs without compromising the ability of future generations to meet their own. This commitment was reaffirmed in the Millennium Declaration of 2000, which established the Millennium Development Goals, including objectives such as universal primary education and gender equality. Chen, B.L. (2015) emphasizes the inter-generational equity inherent in sustainable development, highlighting the imperative to consider the long-term interests of future generations alongside contemporary needs. Wackernagel, M., Hanscom, L., & Lin, D. (2017) extends the concept to universities, delineating three aspects: optimizing internal structures, ensuring fair and comprehensive development for all students, and leaving ample room for the development of younger generations. Wang, F. extracts the elements of "power, quality, and fairness" as essential components of sustainable development. This perspective aligns with the United Nations' interpretation of sustainable development as involving three interconnected dimensions: society, economy, and environment. Milton, S. (2021) notes the evolution of sustainable development from its ecological origins to encompass broader societal elements. This expansion

includes considerations of societal, technological, and political factors alongside traditional environmental and economic aspects. Chen, B.L. (2015) positions sustainable development as a multifaceted strategy focusing on economic quality, environmental protection, and social progress. The goal is to maintain the balance between economic development, environmental stability, and social justice. In conclusion, sustainable development is a holistic concept encompassing environmental, economic, and social dimensions. It seeks to meet current needs without compromising the ability of future generations to meet their own. The studies of sustainable development education is shown in Table 2.2

Table 2.2 Lists of studies of sustainable development education

Author	Year	Representative opinions
Thomas, R.	2021	Highlights effective strategies for incorporating sustainability into university programs and curricula.
Adams, M., & Thompson, L.	2020	Examines obstacles faced by universities in implementing sustainable development education and offers practical solutions.
Rodriguez, C.	2022	Provides a global overview of how universities are addressing sustainability, with case studies from various countries.
Patel, S., & Nguyen, H.	2023	Discusses innovative curriculum designs that effectively integrate sustainable development principles.
Kim, J.	2022	Evaluates the impact of sustainability education on student attitudes and behaviors towards environmental issues.

In conclusion, The concept of Sustainable Development Education in universities represents a transformative approach to aligning academic missions with global sustainability goals. The evolution of sustainable development reflects a growing awareness of the interconnectedness of ecological, economic, and societal elements in the pursuit of long-term well-being.

Theory of Sustainable Development Education in Universities

Education is identified by Xiao, Z.J. as a pivotal pathway towards achieving Sustainable Development Goals (SDGs), emphasizing the need to embed sustainable development principles in educational systems. (Boeren, 2019) This involves fostering changes in knowledge, skills, values, and attitudes to cultivate more sustainable and just societies. The integration of education with sustainable development, as advocated by Yue, W. and Li, W.J. (Boeren, E., 2019) signifies a paradigm shift in education. Moving beyond mere appreciation and skill development, English education becomes a cultural necessity, with sustainable development principles guiding the exploration of global artistic resources and maintaining harmonious development.

In the context of China's rapid social transformation, Wangqiang put forward four English discipline literacy, which underlines the urgent need to strengthen the construction of discipline literacy. (Milton, S., 2021) English education emerges as a primary means to serve mass cultural activities during this transformative period. The "gap" in societal English proficiency is viewed as an opportunity for the sustainable development of College English education. Boeren (2019) emphasizes the impact of the knowledge economy on education, recognizing the necessity to embrace sustainable development concepts. This involves investment in English education, a shift in educational concepts, and comprehensive student training and teachers' training to cultivate innovative talents.

Sachs, J. sees education as instrumental in fostering national cohesion, creative personalities, and intellectual wealth, aligning with the concept of sustainable development. (Amorós Molina et al., 2023) The scientific approach to sustainable development in in education is highlighted as a driving force for positive changes, encompassing standardized management, talented training, and enhanced external English exchanges.

Finally, Wang, Y.Y. stresses the integral role of education in promoting sustainable development, envisioning a future where education transforms towards "learning to live together sustainably." (Nogueiro et al., 2022) International efforts,

exemplified by the United Nations Education Transformation Summit, seek to redefine values, reconstruct curricula, empower teachers, and implement global initiatives to address crises in education, ecology, and social development and so on.

In summary, the unified perspective across these authors underscores the critical role of sustainable development in education. By integrating sustainable principles into these domains, societies can foster positive changes, cultivate innovative talents, and contribute to a more balanced, healthy, and interconnected global future.

Concept and Theory of Sustainable Development of College English Teaching

Concept of Sustainable Development of College English Teaching

The integration of sustainable development strategies into college English teaching can be approached by integrating the principles of the 2030 Agenda for Sustainable Development and its 17 Sustainable Development Goals (SDGs) into educational frameworks which is a multifaceted approach that can empower students to become responsible global citizens and contribute to achieving the United Nations' SDGs. (Chaleta, E., Saraiva, M., Leal, F., Fialho, I., & Borralho, A., 2021). Ensure that College English teaching accessible to all students, who need to major this course, including those with disabilities or limited access to technology, aligning with SDG 4 on Quality Education. Here are some key strategies and methodologies identified in the literature for effective integration of SDG 4 with College English teaching. 1) Interdisciplinary Curriculum Design: incorporate sustainability themes across various subjects such as environmental science, geography, and ethics to provide a holistic learning experience for students to learn multidisciplinary knowledge; 2) Innovative Classroom Activities: engage students with project-based learning, debates, simulation games, and collaborative research projects that enhance language skills while fostering critical thinking about sustainability issues; 3) Specialized Teacher Training: equip educators with the necessary knowledge and skills to integrate sustainability topics into their teaching through workshops, courses,

and access to specialized teaching materials; 4) Novel Assessment Methods: utilize reflective journals, portfolios, and oral presentations to assess both language proficiency and students' engagement with sustainability issues; 5) Open Educational Resources (OERs): develop and share OERs focused on sustainability in English Language Teaching(ELT) to address material shortages and provide teachers with quality teaching resources; 6) Interdisciplinary Collaboration: partner with subject matter experts to design curricula that synergistically advance both language and sustainability competencies; 7) Professional Development Programs: offer programs supported by educational institutions to empower teachers to integrate the themes of sustainability effectively and provide continuous professional development for educators to effectively utilize blended learning tools, which supports SDG 4 by enhancing educator capabilities; 8) Education for Sustainable Development Framework: use a framework that covers linguistic and cultural features of sustainability central to language teaching and learning; 9) Student Empowerment: develop students' critical thinking, problem-solving skills, and a sense of agency to encourage active participation in sustainability efforts; 10) Policy Support and Institutional Commitment: advocate for policy changes that recognize and support the integration of sustainability into language education, including funding for resource development and teacher training. 11) Culturally Responsive Teaching: incorporate diverse cultural perspectives in the curriculum to promote understanding and appreciation of different cultures, which relates to SDG 10 on Reduced Inequalities and explore how sustainability is integrated into ELT in different cultural and geographical contexts, identifying teaching practices that are responsive to local cultures and needs. 12) Environmental Awareness: integrate environmental topics and discussions into the English curriculum to raise awareness about SDG 13 on Climate Action. 13) Digital Literacy: Teach students how to navigate and evaluate online information critically, which is essential for SDG 4 on Education for Global Citizenship and Appreciation of Cultural Diversity; 14) Collaborative Learning: encourage group projects that utilize online platforms to foster teamwork and collaboration, which can contribute to SDG 17 on Partnerships for the Goals;

15) Feedback and Continuous Improvement: implement a system for gathering student feedback to continuously improve the blended learning experience, reflecting SDG 4 on Quality Education; 16) Community Engagement: Involve the local community in the learning process, for example, through service learning projects, which can support SDG 17 by fostering partnerships; 17) Data-Driven Decision Making: utilize data analytics to assess student performance and adapt teaching methods accordingly, which can help achieve SDG 4 on Quality Education through evidence-based practices; 17) Sustainable Resource Use: ensure that the digital resources used in College English Hybrid Teaching are created and managed with sustainability in mind, considering the environmental impact of technology use; 18) Promoting Health and Well-being: design the blended learning experience to support students' well-being, including mental health, which is connected to SDG 3 on Good Health and Well-being; 19) Language Proficiency for Global Communication: enhance students' English proficiency to enable them to communicate globally, supporting SDG 4.1 on Access to Quality Education and SDG 4.5 on Gender Equality. By weaving these strategies into the fabric of College English Hybrid Teaching, institutions can contribute to a more sustainable and effective educational model that prepares students for the challenges of the 21st century. The studies of Sustainable Development of College English teaching is shown in Table 2.3

Table 2.3 Lists of studies of sustainable development of College English teaching

Author	Year	Representative opinions
Johnson, H.	2021	Discusses sustainable teaching practices in college English, focusing on long-term pedagogical and environmental impacts.
Martinez, L., & Wang, J.	2022	Examines methods for incorporating sustainability themes into English language curricula, including curriculum design and teaching strategies.
Lee, C., & Patel, R.	2020	Highlights how English teaching can be used to promote environmental awareness and sustainable practices among students.
Zhang, W.	2023	Analyzes the alignment of English language teaching with the Sustainable Development Goals (SDGs) and its implications for educational practices.
Smith, A., & Brown, K.	2022	Focuses on innovative approaches and technologies that support sustainable practices in English language teaching, providing practical examples and outcomes.

In summary, by adopting these strategies, college English teaching can play a significant role in shaping a more sustainable future and preparing students to be informed, responsible, and proactive global citizens. It is important for educators, curriculum developers, and policymakers to remain engaged with and committed to sustainability education, harnessing the full potential of English language teaching to contribute to a more sustainable world. Future Research Directions can conduct empirical research to assess the impact of sustainability education in ELT on students' environmental consciousness and critical engagement with sustainability issues.

Theory of Sustainable Development of College English Teaching

The theory of sustainable development in college English teaching integrates principles of sustainability into the educational framework, aiming for a balanced approach that fosters linguistic proficiency, critical thinking, and cultural awareness while addressing social, economic, and environmental issues. (Chaleta, E. et al., 2021). Below are key components and considerations of this theory: 1) Holistic Education Approach. It incorporate themes from environmental studies, social sciences, and economics into English language instruction and encourages students to analyze texts and contexts critically, fostering a mindset capable of addressing global challenges. 2) Curriculum Development. It develops a curriculum that includes sustainable development topics, such as climate change, social justice, and global citizenship and focuses on integrating language skills with competencies related to sustainability, such as problem-solving and collaboration. 3) Cultural Awareness and Global Citizenship. It includes literature and materials from various cultures to promote understanding and respect for diversity and engages students in discussions around global issues, encouraging them to see themselves as part of a global community. 4) Technology and Innovation. It utilizes technology to enhance learning experiences, such as online collaboration platforms and multimedia resources related to sustainability and leverages technology to make English learning more accessible to diverse populations, including non-traditional students. 5) Community Engagement. It creates opportunities for students to engage in community service projects that relate to their English studies and sustainability themes. 6) Partnerships. It collaborates with local organizations to create real-world contexts for language use and to promote sustainability initiatives. 7) Assessment and Feedback. It uses continuous assessment methods that focus on student growth and understanding rather than solely on grades and encourages students to reflect on their learning processes and the implications of sustainability in their lives. 8) Teacher Training and Development. It provides ongoing training for educators on sustainable practices and methodologies in language teaching. 9) Support Networks. It establishes networks for educators to share resources, strategies, and experiences related to sustainable

development in language education. 10) Institutional Commitment. It advocates for institutional policies that support sustainable practices in curriculum design and teaching methodologies and ensures that necessary resources are allocated for implementing sustainable development initiatives in English teaching.

In conclusion, the theory of sustainable development in college English teaching encourages a paradigm shift towards an educational framework that not only prioritizes language acquisition but also empowers students to become informed and responsible global citizens. By embracing sustainability principles, educators can create meaningful learning experiences that prepare students to navigate and address the complexities of the modern world.

Concept and Theory of Assessment of the Effectiveness of College English Hybrid Teaching

Concept of Assessment of the Effectiveness of College English Hybrid Teaching

Assessing the effectiveness of College English Hybrid Teaching involves evaluating various aspects of College English Hybrid Teaching model to determine how well it meets educational goals and improves student outcomes. (Kang, W., 2021) Here are key methods and criteria for evaluating the effectiveness of College English Hybrid Teaching: 1) Students' performance and learning outcomes. Academic achievement: measure improvements in students' grades, test scores, and overall academic performance. Compare these metrics to previous semesters or courses taught in traditional or fully online formats; skill development: assess the development of specific skills such as writing, reading comprehension, and critical thinking through assignments, projects, and exams. 2) Students' engagement and satisfaction. Surveys and questionnaires: conduct surveys to gather feedback from students about their experiences with College English Hybrid Teaching. Focus on aspects such as the effectiveness of online resources, satisfaction with in-person sessions, and perceived value of the hybrid model; participation rates: monitor engagement metrics such as attendance in online and face-to-face sessions,

participation in discussions, and completion rates for online assignments. 3) Instructor' s evaluation. Teaching effectiveness: evaluate instructors' effectiveness in managing both online and in-person components. Assess their ability to deliver content, facilitate discussions, and provide support across both modalities; professional development: review the extent to which instructors have been trained in College English Hybrid Teaching methods and the effectiveness of this training. 4) Technology and resources. Usability: Evaluate the effectiveness and reliability of the technology used in the hybrid course. Consider factors such as the ease of use of the learning management system, accessibility of online resources, and technical support; resource quality: assess the quality and relevance of online materials. 5) Students' feedback. Qualitative feedback: gather detailed qualitative feedback from students about their experiences with the College English Hybrid Teaching model. This can include open-ended responses about what worked well and what could be improved; focus groups: conduct focus group discussions with students to explore their perceptions of the College English Hybrid Teaching model in more depth. 6) Learning analytics. Data analysis: use data analytics tools to track student engagement and performance metrics. Analyze patterns related to online activity, participation in synchronous sessions, and performance on assessments; predictive analytics: employ predictive analytics to identify students at risk of underperforming and to tailor interventions based on data trends. 7) Comparison studies. Benchmarking: compare outcomes from College English Hybrid Teaching with those from traditional and fully online courses. This helps in understanding how the hybrid model performs relative to other instructional methods; control groups: use control groups or comparison sections where students are taught using different methods to assess the relative effectiveness of College English Hybrid Teaching. 8) Course Evaluation Reports. Post-Course evaluations: administer evaluations at the end of the course to assess overall effectiveness, including student learning outcomes, satisfaction with the hybrid model, and suggestions for improvement; continuous improvement: review evaluation data to make iterative improvements to the course design, content delivery, and instructional methods.

In conclusion, evaluating the effectiveness of College English Hybrid Teaching involves a comprehensive approach that includes assessing students' performance and engagement, instructor' s effectiveness, technology and resources, and students' feedback. By using a combination of quantitative and qualitative methods, educators can gain insights into how well the hybrid model supports learning objectives and identify areas for improvement. This evaluation process helps ensure that College English Hybrid Teaching methods are effectively enhancing the educational experience and achieving desired outcomes.

Theory of Assessment of the Effectiveness of College English Hybrid Teaching

The assessment framework for assessing the effectiveness of College English Hybrid Teaching is systematically structured into three research phases, each with distinct methodologies and outcomes, as demonstrated in the implementation of Normal Universities in Sichuan Province. The first phase focuses on studying the current situation through collecting relevant documents, designing research concepts, and formulating questionnaires, resulting in comprehensive baseline data about the existing Hybrid Teaching practices. The second phase establishes sustainable development strategies by analyzing influencing factors using statistical methods, creating structured interviews and research plans, and conducting interviews with key stakeholders-including 7 English lecturers, 7 administrators, and 7 employers to gather multi-perspective insights, ultimately proposing targeted strategies for pedagogical improvement. The final phase assesses the feasibility and adaptability of these strategies, complemented by evaluations from 5 senior experts in education, curriculum development, and policy formulation, ensuring the strategies are evidence-based, practical, and ready for institutional implementation. This triphasic model emphasizes data-driven decision-making, stakeholder inclusivity, and rigorous validation, providing a replicable framework for assessing and enhancing Hybrid Teaching effectiveness in higher education contexts.

The assessment theory of College English Hybrid Teaching effectiveness integrates three key phases to systematically evaluate and enhance College English Hybrid Teaching. Firstly, the Situational Analysis Phase employs document reviews

and surveys to establish baseline data on current College English Hybrid Teaching practices. Secondly, the Strategy Development Phase synthesizes quantitative and qualitative inputs from lecturers, administrators, and employers in key labor market to formulate targeted improvement strategies. Finally, the Validation Phase rigorously tests these strategies through experts' evaluations, ensuring their feasibility and adaptability with pedagogical goals. (Kang, W., 2021) This triphasic model emphasizes evidence-based decision-making, multi-stakeholder collaboration, and iterative refinement, providing a scalable framework for optimizing College English Hybrid Teaching in Normal Universities in Sichuan Province.

In conclusion, the theory of assessment of the effectiveness of College English Hybrid Teaching for College English Hybrid Teaching evolves from three interdependent dimensions. Contemporary theories emphasize the dynamic equilibrium between online self-directed learning and offline interactive practices, requiring multi-modal evaluation tools to capture their synergistic effects.

Related Research

In recent years, with the rapid development of information technology, College English Hybrid Teaching has been widely used and studied in College English Teaching. College English Hybrid Teaching combines the advantages of traditional classroom teaching and modern digital learning, and aims to improve the teaching effect and students' learning satisfaction. The following is a summary of related research:

Advantages and Challenges of College English Hybrid Teaching

Advantages: College English Hybrid Teaching can meet students' individual learning needs and improve students' autonomous learning ability and learning motivation. Through the combination of online and offline, students can flexibly choose the time and place to study, and make full use of digital resource for learning. (Pang, Y., 2023)

Challenges:

The College English Hybrid Teaching puts forward higher requirements for teachers' teaching design ability and technology application ability. At the same time, students' learning effect and satisfaction are also affected by curriculum design, teaching resources, teacher-student interaction and other factors. (Wang, L., 2021)

The Influencing Factors of Instructional Design

Instructional design: Instructional design is one of the key factors affecting students' satisfaction. Reasonable curriculum design can stimulate students' interest in learning and improve learning effect.

Teachers' teaching ability: teachers' teaching ability, including professional knowledge, teaching method and interactive skills, has a significant impact on students' learning experience and satisfaction.

Teaching resources and content: rich and diverse teaching resources and content can meet the learning needs of different students and improve the learning effect.

Technical platform and support: a stable and easy-to-use technology platform is an important guarantee for the success of College English Hybrid Teaching. Technical support includes not only the stability of the platform, but also technical training and guidance for teachers and students.

Improvement of the Evaluation Mechanism

Diversified evaluation: diversified evaluation mechanism can reflect students more comprehensively to promote students' self-monitoring and learning effectiveness.

Empirical Study and Case Study

Empirical study: an empirical study of College English Hybrid Teaching: through empirical research, scholars have found that College English Hybrid Teaching can effectively improve students' English writing ability, autonomous learning ability and learning motivation.

Case study: for example, the Digital General English Writing course of University of Science and Technology of Beijing adopts the College English Hybrid Teaching mode of "online and offline", through autonomous learning before class, interactive discussion in class and after-class writing training. It significantly improves students' writing ability and learning satisfaction.

Chapter 3
Research Methodology

To establish sustainable development strategies to improve the effectiveness of College English Hybrid Teaching of Normal Universities in Sichuan Province, this study employs a diverse range of research methodologies, strategically examining key facets:

1. Analysis of the existing situation of College English Hybrid Teaching in Normal Universities of Sichuan Province: This initial phase involves a comprehensive investigation of College English teaching within universities in Sichuan Province.

2. Establishing sustainable development strategies to improve the effectiveness of College English Hybrid Teaching of Normal Universities in Sichuan Province. The emphasis is on identifying and understanding sustainable development practices of College English Hybrid Teaching of Normal Universities in Sichuan Province using SWOT analysis.

3. Assessment of the feasibility and adaptability of the sustainable development strategies to improve the effectiveness of College English Hybrid Teaching. The research critically evaluates the sustainable development strategies of College English Hybrid Teaching in universities across Sichuan Province. The schematic representation of the research process is illustrated in Figure 3.1.

In this chapter, the research methodology will be elucidated, encompassing four key components:

1. The population / the sample group;
2. Research Instruments;
3. Data Collection;
4. Data Analysis

The population/The sample group

The Population

The study population comprises 9 Normal Universities in Sichuan Province. On average, each institution has 40 College English lecturers and more than 100 administrators. The English lecturer population is 360 lecturers and administrator population is 960 administrators. The student population across these institutions is estimated to be around 100,000 students. These details serve as vital demographic information for the study, offering insights into the scale and composition of the academic environment under investigation.

The Sample Group

Phase 1:

Determining the variables of the sustainable development to improve the effectiveness of College English Hybrid Teaching of Normal Universities in Sichuan Province. To better illustrate objective 1, so 384 students, 186 College English lecturers and 274 university administrators from 9 Normal Universities in Sichuan Province were selected in the first stage. The list of respondents for questionnaire as shown in Table 3.1.

Table 3.1 The list of respondents for questionnaire

Respondents for focus group		
Students	**College English Lecturers**	**Administrators**
384 students	186 lecturers	274 administrators
Total	844 respondents	

This study employs the stratified sampling method involving categorizing the population into specific subgroups or strata based on relevant characteristics. Random samples are then taken from each stratum, ensuring proportional representation. This approach helps researchers obtain a more accurate and representative sample, reducing bias and improving the reliability of study findings.

Therefore, in selecting the sample groups, including students, teachers, and administrators, we will choose samples from all 9 universities. The universities will be grouped based on their sizes, which are determined by the total number of students in each institution. This approach ensures a representative and diverse sample that considers the varying sizes of the institutions under study.

In addition, in determining the sample size for students, we have chosen to use the simplified formula for proportions proposed by Krejcie R.V. and Morgan E.W. (1970).

Population and samples were as follows Table 3.2.

Table 3.2 Students samples for the survey

University Size	University Name	Students	
		population	sample
Large (≥16,000±	Sichuan Normal University	17000	64
2000 students)	China West Normal University	14000	53
	Chengdu Normal University	11000	42
Moderate	Leshan Normal University	11000	42
(about 12,000±	Mianyang Normal University	10000	39
2000 students)	Neijiang Normal University	10000	39
	Sichuan University of Arts and Sciences	9500	36
Small (Less than	Yibin University	9500	36
10,000 students)	Aba Normal College	8000	33
	Total	**100000**	**384**

For the selection of College English teaching lecturers, a purposive sampling approach is employed. The criteria for the selection of lecturers include: 1) have worked in the university for more than 5 years; 2) be responsible for the teaching of College English Hybrid Teaching and other specific work; 3) must be willing to participate in the structured interview recording; 4) must be willing to review the

interview records for verification. Population and samples were as shown in Table 3.3.

Table 3.3 College English lecturers samples for the survey

University Size	University Name	College English lecturers	
		population	sample
Large (≥14,000±2000 students)	Sichuan Normal University	60	32
	China West Normal University	64	31
	Chengdu Normal University	46	24
Moderate (about 12,000±2000 students)	Leshan Normal University	42	22
	Mianyang Normal University	32	16
	Neijiang Normal University	29	16
	Sichuan University of Arts and Sciences	30	16
Small (Less than 10000 students)	Yibin University	31	16
	Aba Normal College	26	13
	Total	**360**	**186**

For the selection of administrators in College English teaching and management, a purposive sampling approach is employed. The criteria for the selection of lecturers include: 1) have worked in the university for more than 5 years; 2) be responsible for the management of College English Hybrid Teaching and other specific work; 3) must be willing to participate in structured interview recordings; 4) must be willing to review interview records for verification. The Key informants were selected by purposive sampling technique with the above criteria. Population and samples were as follows Table 3.4

Table 3.4 College English administrators samples for the survey

University Size	University Name	University Administrators	
		population	sample
Large	Sichuan Normal University	190	50
(≥14,000±2000	China West Normal University	159	42
students)	Chengdu Normal University	91	28
moderate	Leshan Normal University	90	28
(about 12,000	Mianyang Normal University	88	26
±2000 students)	Neijiang Normal University	87	26
Small	Yibin University	87	26
(Less than 10,000)	Aba Normal College	70	22
	Total	**950**	**274**

Key informants were 384 students and 186 College English lecturers and 274 university administrators who were students and teachers from outstanding universities in Sichuan Province. The criteria for selection of key informants by purposive sampling method were as follows; more than 5 years experiences in related field. These key informants would perform during the step of studying variables.

Phase 2:

Establishing sustainable development strategies to improve the effectiveness of Normal Universities in Sichuan Province. To better illustrate objective 2, so 7 College English teaching lecturers and 7 administrators from Normal Universities in Sichuan Province, and 5 employers in key labor market were selected in this stage. The list of structured interviewees is shown in Table 3.5.

Table 3.5 The list of respondents of structured interview

Respondents of structured interview		
College English teaching lecturers 7 experts from 9 universities	Administrator 7 administrators from 9 universities	Employers in key labor market 5 experts
Total		**19 respondents**

The list of College English teaching lecturers and senior administrators for focus group is shown in Table 3.6.

Table 3.6 The list of College English teaching lecturers and administrators of structured interview

University Name	**College English teaching lecturers**	**Administrators**
Sichuan Normal University	1	1
China West Normal University	1	1
Leshan Normal University	1	1
Mianyang Teachers' University	1	1
Sichuan University of Arts and Sciences	1	1
Aba Normal College	1	1
Chengdu Normal University	1	1
Total	**7**	**7**

College English teaching lecturers and administrators must meet the following conditions: 1) they were professionals with proposing sustainable development strategies to improve the effectiveness of College English Hybrid Teaching of Normal Universities in Sichuan Province; 2) They had reasonable experience or certain

achievements in developing sustainable development strategies to improve the effectiveness of College English Hybrid Teaching of Normal Universities in Sichuan Province and other specific work; 3) they had been widely recognized; 4) they must be willing to participate in the structured interview recording; 5) they must be willing to review the interview records for verification.

Table 3.7 The list of employers of structured interview in key labor market

No	City	Employers in Key Labor Market	Employer
1	Chengdu City	I ENGLISH EDUCATION	1
2	Mianyang City	Mianyang Chengmian Road Primary School	1
3	Mianyang City	Mianyang Foreign Languages School	1
4	Mianyang City	Mianyang Nanshan Bilingual School	1
5	Suining City	No. 1 Middle School of Suining Sichuan	1
		Total	**5**

Employers in key labor market must meet the following conditions: 1) they were professionals with proposing sustainable development strategies to improve the effectiveness of College English Hybrid Teaching of Normal Universities in Sichuan Province; 2) They had reasonable experience or certain achievements in developing sustainable development strategies to improve the effectiveness of College English Hybrid Teaching of Normal Universities in Sichuan Province and other specific work; 3) they had been widely recognized; 4) they must be willing to participate in the structured interview recording; 5) they must be willing to review the interview records for verification. The list of employers in key labor market is shown in Table 3.7.

Key informants were 7 College English teaching lecturers from 9 universities, 7 administrators from 9 universities, and 5 employers in key labor market.

Phase 3:

For assessing the feasibility of sustainable development strategies to improve the effectiveness of College English Hybrid Teaching, five experts with experience in

education, curriculum development, and policy formulation will be engaged. The criteria for the selection of experts include: 1) university administrators with doctoral degrees or professorial titles; 2) experts/lecturers/scholars with professional background in College English education; 3) middle school principals with intermediate or senior professional titles; 4) managers with extensive experience in human resources management; 5) they must be willing to participate in the evaluation.

Key informants will be selected from both public and private universities, as well as from middle school and manager in human resources management.

Research Methods:

The study will employ literature analysis and questionnaire methods to gather the validity of data. Through literature analysis and a questionnaire survey, relevant research on institutional mechanisms, teacher team construction, curriculum systems, practical activities, and evaluation mechanisms in College English education at both domestic and international universities were collected and analyzed. The aim was to identify factors influencing College English education in Sichuan Province's higher education institutions, establish sustainable development strategies to improve the effectiveness of College English Hybrid Teaching in universities, and assess the feasibility and adaptability of the strategies.

Research Instruments

The research instruments employed in this study encompass questionnaires, interview forms, and feasibility evaluation forms.

Questionnaire

Designing Questionnaire

Part 1: This section captures information about the interviewee, encompassing details such as gender, grade, major, years of English learning experience, English proficiency of students and gender, age, highest education level, positional title, position, and years of educational management/teaching experience of College English lecturers and administrators.

Part 2: The primary focus of this study involves conducting a questionnaire survey to assess the current state of College English teaching in universities in Sichuan Province. The evaluation covers institutional mechanism construction, online platform construction, curriculum system establishment, teaching evaluation system, students' learning attitudes. Data interpretation employs a five-point Likert scale with the following criteria:

5: Indicates the highest current level of College English Hybrid Teaching in universities.

4: Indicates a relatively high current level of College English Hybrid Teaching in universities.

3: Indicates a moderate current level of College English Hybrid Teaching in universities.

2: Indicates a low current level of College English Hybrid Teaching in universities.

1: Indicates the lowest current level of College English Hybrid Teaching in universities.

The average value interpretation, based on Rensis Likert (1932), is outlined as follows:

4.50 – 5.00: Expresses the highest level.

3.50 – 4.49: Indicates a high level.

2.50 – 3.49: Represents a moderate level.

1.50 – 2.49: Reflects a low level.

1.00 – 1.49: Expresses the lowest level.

Constructing a questionnaire process

The construction process of the questionnaire unfolded through the following steps:

Part 1: A comprehensive review and analysis of literature, concepts, theories, and research related to College English Hybrid Teaching in universities in Sichuan Province.

Part 2: Designing a questionnaire on the current state of College English Hybrid Teaching in universities in Sichuan Province tailored to different survey objects. The draft underwent a review by the thesis instructor, incorporating modifications and improvements based on the supervisor's suggestions.

Part 3: Three experts conducted an examination of the questionnaire's Objective Consistency Index (OCI), resulting in a goal consistency index (OCI) of 1.00.

Part 4: Refinement of the questionnaire based on expert feedback.

Part 5: The questionnaire was distributed to 30 College English Hybrid Teaching managers for testing. Reliability assessment uses the Cronbach's alpha coefficient.

Part 6: Execution of a questionnaire survey involving 384 students, 186 College English lecturers, and 274 administrators engaged in College English Teaching management across 9 normal colleges, awaiting data collection.

Quality of Research Instrument

Instrument was developed from Phase (1) as a questionnaire. The quality of questionnaires was assessed by content validity and reliability. For the content validity, it was checked by 3 experts and analyzed by Item-Objective Congruence (IOC).

Content Validity of Questionnaire

The content validity of this research questionnaires was relatively examined by 3 experts to check the correctness and the appropriateness of the language, content coverage, and the content relevance of the research dimensions. The instrumental items were passively checked, validated, and lastly finalized based on the experts recommendations as to the results of Item-obiective Congruence (IOC). Itemization presented its IOC between "0.60 - 1.00" was relatively expected to be used in the research.

Interview Form

Following the outcomes of the questionnaire survey on the current state of College English Hybrid Teaching in universities in Sichuan Province, a structured interview form was crafted, encompassing four dimensions: College English teaching

management, College English teaching strategy, College English teaching quality, and the College English Hybrid Teaching evaluation system. structured interview were carried out with 7 College English teaching lecturers and 7 administrators from 9 universities, and 5 employers in key labor market.

Simultaneously, a field survey form was developed, focusing on Institutional mechanism construction, online platform construction, curriculum establishment, teaching evaluation, and students' learning attitudes. Interviews were then conducted with 7 employers to gain insights into the role of College English Hybrid Teaching. This aimed to provide constructive feedback to society regarding the establishment of the sustainable development strategies to improve the effectiveness of College English Hybrid Teaching in Normal Universities in Sichuan Province, along with suggestions for enhancement.

Content Validity of Interview Form

The content validity of interview form was relatively examined by 3 experts to check the correctness and the appropriateness of the language, content coverage, and the content relevance of the research dimensions. The instrumental items were passively checked, validated, and lastly finalized based on the experts recommendations as to the results of Item-obiective Congruence (IOC). Itemization presented its IOC between "0.60 - 1.00" was relatively expected to be used in the research.

Evaluation Form

This tool is designed to gather data for goal 3. It involves inviting 5 experts from universities and enterprises in Sichuan Province with knowledge and expertise in strategic planning to assess the adaptability, feasibility, and practicality of the strategy to improve College English Hybrid Teaching in universities. The Likert scale method will be utilized for evaluation, with data interpretation as follows:

4.50 – 5.00: Expresses the highest level

3.50 – 4.49: Expresses a high level

2.50 – 3.49: Expresses a moderate level

1.50 – 2.49: Expresses a low level

1.00 – 1.49: Expresses the lowest level.

Data Collection

The data collection process for objective 1, which aims to investigate the current status of the strategy to improve College English Hybrid Teaching in universities involves the following specific steps:

Step 1: Dispatch survey letters to 9 teachers' universities in Sichuan Province to gather fundamental information from 384 students, 186 professional College English teaching lecturers, and 274 administrators.

The data collection process for objective 1, aiming to the current situation of College English Hybrid Teaching of the 9 Normal Universities in Sichuan Province.

Content Validity of Questionnaire

The content validity of this research questionnaires was relatively examined by 3 experts to check the correctness and the appropriateness of the language, content coverage, and the content relevance of the research dimensions. The instrumental items were passively checked, validated, and lastly finalized based on the experts' recommendations as to the results of Item-Object Congruence (IOC).

1) The researchers had applied to the Faculty of Education for permission to continue the research and carried out the research in accordance with the guiding procedures and research plan.

2) The sample was directly informed of the content scope and research objectives, and received an official permission letter from the university to the administrator, allowing them to conduct and collect data from instructors in accordance with the approval letter issued by the relevant authorities.

3) After the administrators permission was processed and confirmed, researchers and instructors of colleges universities' coordinators agreed to distribute questionnaires online and on site at the same time. The questionnaire was attached with the research guidelines, standards, participation information form and research project summary of each response part. Questionnaires are sent through the We-chat, Internet, or mail etc.

4) The questionnaire was completed within 5 weeks. The time for data collection was one and a half months

Step 2: Conduct structured interview with 7 College English teaching lecturers, 7 administrators, and 5 employers in key labor market. Ensure that the interviews achieve a 100% validity rate.

The data collection process for objective 2, which involves establishing the sustainable development strategies to improve the effectiveness of College English Hybrid Teaching in Normal Universities in Sichuan Province.

Content Validity of Interview Form

The content validity of interview form was relatively examined by 3 experts to check the correctness and the appropriateness of the language, content coverage, and the content relevance of the research dimensions. The instrumental items were passively checked, validated, and lastly finalized based on the experts' recommendations as to the results of Item-Object Congruence (IOC).

Step 3: Distribute the evaluation form to 5 experts and request their assessment of the adaptability, feasibility, and practicability of the sustainable development strategies to improve the effectiveness of College English Hybrid Teaching in Normal Universities in Sichuan Province. Ensure a 100% collection of the evaluation forms.

The data collection process for objective 3, which involves assessing the feasibility of the sustainable development strategies to improve the effectiveness of College English Hybrid Teaching in Normal Universities in Sichuan Province.

Data Analysis

SWOT analysis and TOWS analysis

Researcher conducted a SWOT analysis (strengths, weaknesses, opportunities, threats) to comprehensively analyze the current situation of College English Hybrid Teaching in Sichuan Province, providing reference for formulating strategies. The list of the Swot analysis of current situation is Table 3.8.

Table 3.8 The SWOT analysis of current situation

Strengths:	**Weaknesses:**
1. Strong government policy support 2. Gradually optimizing teaching technologies 3. Diverse Learning Resources 4. Improvement of the quality of the teaching staff.	1. Imperfect Institutional mechanism 2. Limited online platforms 3. Unreasonable curriculum system 4. Assessment Challenges 5. Negative learning attitudes
Opportunities:	**Threats:**
1. Global learning opportunities: connect students with peers and resources from around the world 2. Innovative teaching methods: explore and implement new teaching strategies and technologies. 3. Expanded course offerings: offer more diverse courses	1. Equity issues: disparities in access to technology may exacerbate inequalities among students 2. Institutional resistance: some educational institutions may be resistant to adopting or fully committing to College English Hybrid Teaching models. 3. Changing regulations: evolving educational policies and regulations

Applying TOWS analysis method in the process of improving the effectiveness of College English Hybrid Teaching in Sichuan Province, a comprehensive evaluation of the internal and external environment is conducted. By comprehensively analyzing strengths, weaknesses, opportunities, and threats, development strategies are determined.

The researcher will analyze the data by package program in data analysis stage. The analysis process is outlined as follows:

Part 1: Conduct frequency and percentage analysis on the personal information of the questionnaire respondents, categorizing them by gender, age, educational background, major, etc.

Part 2: Utilize the average and standard deviation to analyze the current state of College English Hybrid Teaching across five aspects: 1) institutional mechanism construction; 2) online platform construction; 3) curriculum system establishment; 4) teaching evaluation systems; 5) students' learning attitudes.

Part 3: Analyze the sustainable development strategies to improve the effectiveness of College English Hybrid Teaching through interviews and SWOT analysis.

Part 4: Employ average and standard deviation analysis methods to assess the adaptability, feasibility, and practicability of the sustainable development strategies to improve the effectiveness of College English Hybrid Teaching in Normal Universities in Sichuan Province.

Summary

The research uses mixed methodology design which were comprised of quantitative and qualitative research. There were three processes of research which were research proposal preparation, research procedures, and research report. The research procedures consisted of four phases: The research procedures consisted of 3 phases: 1) Determining the variables and analyzing the current situation of College English Hybrid Teaching of Normal Universities in Sichuan Province. 2) Establishing the sustainable development strategies to improve the effectiveness of College English Hybrid Teaching in Normal Universities in Sichuan Province. 3) Assessing the feasibility of sustainable development strategies to improve the effectiveness of College English Hybrid Teaching in Normal Universities in Sichuan Province. The third phase serves as the evidence basis for the former two objectives: The first phase serves as the evidence for the first objective. The second phase serves as the evidence for the second objective. The conclusion of research methodology was as below.

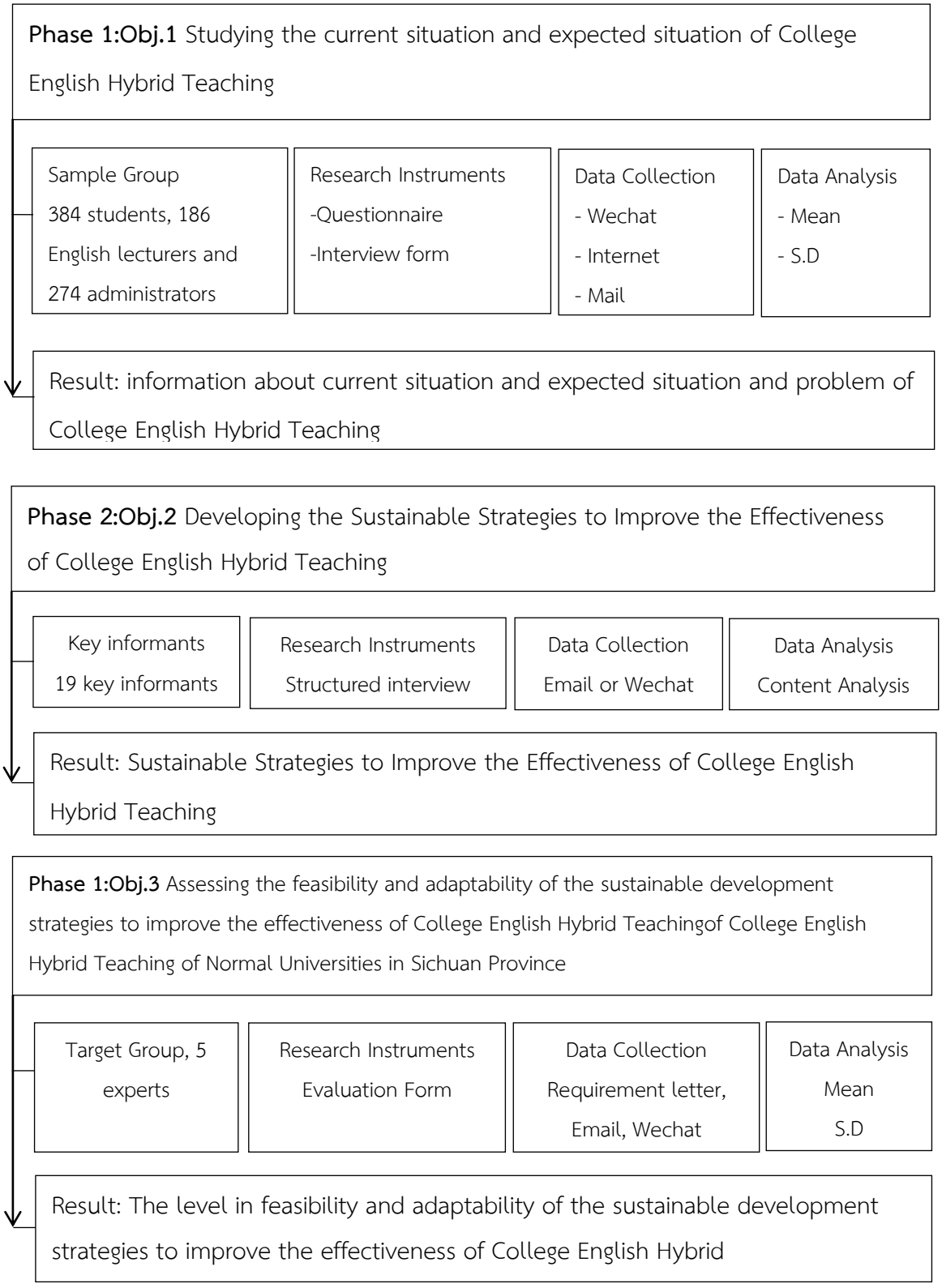

Figure 3.1 Summary of research method

Chapter 4
Results of Analysis

This research was to study the sustainable development strategies to improve the Effectiveness of College English Hybrid Teaching of Normal Universities in Sichuan Province. The objectives of this research were: 1) To study the current situation of College English Hybrid Teaching of Normal Universities in Sichuan Province; 2) To establish the sustainable development strategies to improve the effectiveness of College English Hybrid Teaching of Normal Universities in Sichuan Province; 3) To assess the feasibility and adaptability of the sustainable development strategies to improve the effectiveness of College English Hybrid Teaching of Normal Universities in Sichuan Province. Samples were 384 students, 186 College English lecturers and 274 university administrators from 9 Normal Universities in Sichuan Province, and stratified sampling method and questionnaire survey method were used to study the current situation of College English Hybrid Teaching in Sichuan Province and the supporting factors for promoting sustainable development. The Relevant research data was divided into three sections as follows:

Results of Studying the Current Situation of College English Hybrid Teaching

Presentation of Data Analysis

1. Analysis of Respondents' Personal Information

The analysis results about the personal information of respondents of students, College English lectures and administrators. The analysis results about the personal information of respondents of students can be classified by gender, grade, major, years of English learning experience, English proficiency, presented the data in the form of frequency and percentage; the analysis results about the personal information of respondents of College English lectures and administrators can be classified by gender, age, highest education level, positional title, position, and years

of educational management/teaching experience, presented the data in the form of frequency and percentage. This step offers insight into the background characteristics of the sample group, helping to ensure that the collected data is representative of the larger population of students in Normal Universities.

2. Analysis of the Current State of College English Hybrid Teaching

The analysis focuses on the five main aspects of College English Hybrid Teaching: Institutional mechanism construction, online platform construction, curriculum system establishment, teaching evaluation, and students' learning attitudes. The data is presented by mean and standard deviation to reflect the overall levels of College English Hybrid Teaching among students. This provides a detailed overview of how well each aspect is developed, revealing areas where further improvements can be made.

Results of Establishing the Sustainable Development Strategies to Improve the Effectiveness of College English Hybrid Teaching

The qualitative analysis presents insights gained from structured interview with experts on the developing strategies for improving the effectiveness of College English Hybrid Teaching. This section is divided into two steps:

1. SWOT and TOWS Analysis

A SWOT analysis was conducted to categorize internal and external factors affecting the implementation of the strategies. The analysis examined the strengths, weaknesses, opportunities, and threats associated with College English Hybrid Teaching. Based on the SWOT findings, a TOWS analysis was conducted to create strategic recommendations. The TOWS analysis aligned internal strengths and weaknesses with external opportunities and threats, formulating actionable strategies to improve Institutional mechanism construction, online platform construction, curriculum system establishment, teaching evaluation, and students' learning attitudes. These strategies aim to leverage strengths, address weaknesses, capitalize on opportunities, and mitigate threats.

2. Interview Content Analysis

The interview responses were analyzed using qualitative content analysis to categorize feedback from the experts. Themes relevant to strategy development were identified, including insights into the strengths, weaknesses, opportunities, and threats (SWOT) involved in implementing these strategies. This analysis helped in understanding the expert recommendations for improving the effectiveness of College English Hybrid Teaching in Normal Universities in Sichuan Province.

Results of Assessing the Feasibility and Adaptability of the Sustainable Development Strategies to Improve the Effectiveness of College English Hybrid Teaching

The strategies proposed for improving the effectiveness of College English Hybrid Teaching were assessed by experts based on their feasibility and adaptability. The evaluation was conducted using structured forms and presented through mean and standard deviation. This analysis determined the overall effectiveness of the proposed strategies, ensuring that they align with the needs of students and educators in Normal Universities.

The details of the research methodology are as below:

Table 4.1 Number of people (students) and percentage of respondents

(n=384)

Personal Information		Frequency	Percentage
Gender	Male	178	46.35
	Female	206	53.65
	Total	**384**	**100.00**
Grade	Freshman	218	56.77
	sophomore	166	43.23
	Total	**384**	**100.00**
Major	Arts	260	67.71
	Science	124	32.29
	Total	**384**	**100.00**
Years of English learning experience	0-10 years	61	15.89
	11-13 years	157	40.88
	14-16 years	144	37.50
	above 17 years	22	5.73
	Total	**384**	**100.00**
English proficiency	below CET 4	170	44.27
	CET 4	162	42.19
	CET 6	52	13.54
	Total	**384**	**100.00**

According to Table 4.1, it showed that the respondents were 206 females, accounting for 53.65%, and 178 males, accounting for 46.35%. The grade group of respondents was mainly freshmen for 218 people, accounting for 56.77%, followed by sophomores for 166 people, accounting for 43.23%. The major of respondents was mainly Arts for 260 people, accounting for 67.71%, followed by Science for 124 people, accounting for 32.29%. The years of English learning experience of respondents was mainly 11-13 years for 157 people, accounting for 40.88%, followed by 14-16 years for 144 people, accounting for 37.50%, followed by 0-10 years for 61

people, accounting for 15.89, and finally followed by 17 years above for 22 people, accounting for 5.73%. The English proficiency of respondents was mainly CET 4 below for 170 people, accounting for 44.27%, followed by CET 4 for 162 people, accounting for 42.19%, followed by CET 6 for 52 people, accounting for 13.54%. The number of people (English lecturers and administrators) and percentage of respondents are shown in the following table.

Table 4.2 Number of people (English lecturers and administrators) and percentage of respondents

(n=460)

Personal Information		Frequency	Percentage
Gender	Male	253	55.00
	Female	207	45.00
	Total	**460**	**100.00**
Age	Under 30 years old	14	3.04
	30-39 years old	136	29.57
	40-49 years old	217	47.17
	50-59 years old	93	20.22
	Total	**460**	**100.00**
Highest educational level	Junior college	10	2.17
	Bachelor's degree	84	18.27
	Master's degree	325	70.65
	Doctor's degree	41	8.91
	Total	**460**	**100.00**
Professional title	Primary	45	9.78
	Intermediate	261	56.74
	Deputy Senior	123	26.74
	Senior	31	6.74
	Total	**460**	**100.00**

Table 4.2 (Continued)

(n=460)

Personal Information		Frequency	Percentage
Position	Senior administrators	125	27.17
	Middle administrators	150	32.61
	Teachers	185	40.22
	Total	**460**	**100.00**
Years of educational management and teaching experience	5-10 years	47	10.22
	11-15 years	87	18.91
	16-20 years	177	38.48
	Above 20 years	149	32.39
	Total	**460**	**100.00**

According to Table 4.2, it showed that the majority respondents were 253 males, accounting for 55.00%, and 207 males, accounting for 45.00%. The age group of respondents was under 30 years old for 14 people, accounting for 3.04 %, 30-39 years old for 136 people, accounting for 29.57%, 40-49 years old for 217 people, accounting for 47.17%, and 50-59 years old for 93 people, accounting for 20.22%. The highest educational level of respondents was doctor' s degree for 41 people, accounting for 8.91%, and followed by master' s degree for 325 people, accounting for 70.65%, bachelor' s degree for 84 people, accounting for 18.27%, and Junior college for 10 people, accounting for 2.17%. The professional title of respondents was mainly lectures for 261 people, accounting for 56.74%, followed by associate professor for 123 people, accounting for 26.74%, senior administrators for 125 people, accounting for 27.17%, middle administrators for 150 people, accounting for 32.61%, and teachers for 185 people, accounting for 40.22%.The years of educational management and English teaching experience was 5-10 years for 47 people, accounting for 10.22%, 11-15 years for 87 people, accounting for 18.91%, 16-20 years for 177 people, accounting for 38.48%, and above 20 years for 149people, accounting for 32.39%.

1.2 Analysis of the Current State of College English Hybrid Teaching

The analysis focuses on the five main aspects of College English Hybrid Teaching: Institutional mechanism construction, online platform construction, curriculum system establishment, teaching evaluation, and students' learning attitudes. The data is presented by mean and standard deviation to reflect the overall levels of College English Hybrid Teaching among students. This provides a detailed overview of how well each aspect is developed, revealing areas where further improvements can be made.

The average value and standard deviation of the current situation of College English Hybrid Teaching of Normal Universities in Sichuan Province are shown as follows.

Table 4.3 The average value and standard deviation of the current situation of College English Hybrid Teaching

(n=844)

NO	College English Hybrid Teaching of Normal Universities in Sichuan Province	$\bar{X}$	S.D.	level	Rank
1	Institutional mechanism construction	3.38	0.86	moderate	5
2	Online platform construction	3.85	0.87	high	2
3	Curriculum system establishment	3.44	0.76	moderate	4
4	Teaching evaluation systems	3.83	0.81	high	3
5	Students' learning attitudes	3.92	0.80	high	1
	Total	**3.68**	**0.82**	**high**	

According to Table 4.3, it showed that the current situation of College English Hybrid Teaching in 5 aspects was at high level ($\bar{X}$=3.68). Considering the results of this research aspects ranged from the highest to lowest level were as follows: the highest level was students' learning attitudes ($\bar{X}$=3.92), followed by online platform construction ($\bar{X}$=3.85), teaching evaluation ($\bar{X}$=3.83), curriculum system establishment ($\bar{X}$=3.44), and institutional mechanism construction was at the lowest level ($\bar{X}$=3.38).

The average value and standard deviation of the current situation on Institutional mechanism construction is shown in Table 4.4.

Table 4.4 The average value and standard deviation of the current situation on Institutional mechanism construction

(n=274)

NO	Institutional mechanism construction	$\bar{X}$	S.D.	level	Rank
1	Discipline construction of teachers is reasonable	3.28	0.88	moderate	5
2	University provides reasonable professional development opportunities and resources	3.23	0.86	moderate	8
3	The content, form, and effect of teacher training are satisfying	3.25	0.92	moderate	7
4	The current teacher incentive mechanism is reasonable	3.36	0.87	moderate	3
5	Curriculum setting and teaching quality are satisfying	3.26	0.83	moderate	6
6	University promotes communication and cooperation among teachers	3.21	0.95	moderate	10
7	Teachers' teaching proficiency is satisfying	3.22	0.82	moderate	9
8	Teachers' teaching reform is satisfying	3.29	0.84	moderate	4
9	University has reasonable teaching management system	3.45	0.85	moderate	2
10	University has reasonable students' management system	4.21	0.81	high	1
	Total	**3.38**	**0.86**	**moderate**	

According to Table 4.4, it is found that the current situation of College English Hybrid Teaching in the Institutional mechanism construction was at a moderate level in terms of Institutional mechanism construction ($\bar{X}$=3.38). Considering the results of

this research aspects ranged from the highest to the lowest level were as follows: the highest level was university has reasonable students' management system ($\bar{X}$=4.21), followed by university has reasonable teaching management system ($\bar{X}$=3.45), the current teacher incentive mechanism is reasonable ($\bar{X}$=3.36), teachers' teaching reform is satisfying ($\bar{X}$=3.29), discipline construction of teachers is reasonable ($\bar{X}$=3.28), curriculum setting and teaching quality are satisfying ($\bar{X}$=3.26), the content, form, and effect of teacher training are satisfying ($\bar{X}$=3.25), university provides reasonable professional development opportunities and resources ($\bar{X}$=3.23), teachers' teaching proficiency is satisfying ($\bar{X}$=3.22), and university promotes communication and cooperation among teachers was the lowest level ($\bar{X}$=3.21).

The average value and standard deviation of the current situation on online platform construction are shown as follows.

Table 4.5 The average value and standard deviation of the current situation on online platform construction

(n=384)

NO	Online platform construction	$\bar{X}$	S.D.	level	Rank
1	The platform interface is intuitive and easy to use	4.72	0.88	high	1
2	The platform provides multiple learning resources	4.39	0.90	high	3
3	The platform provides online discussion and communication	3.46	0.84	moderate	6
4	The platform provides personalized learning content recommendations	3.29	0.93	moderate	10
5	The platform provides tracking of learning progress and assessment results	3.36	0.91	moderate	8
6	The exercises and submission methods are reasonable	4.20	0.86	high	4

Table 4.5 (Continued)

(n=384)

NO	Online platform construction	$\bar{X}$	S.D.	level	Rank
7	University provides various online learning platforms	3.68	0.90	moderate	5
8	The stability of the platform influences teaching effect	4.68	0.81	high	2
9	Online resources are updated very timely	3.32	0.84	moderate	9
10	Teacher has a good supervision of online teaching	3.39	0.86	moderate	7
	Total	**3.85**	**0.87**	**high**	

According to Table 4.5, It is found that the current situation of College English Hybrid Teaching in online platform construction ($\bar{X}$=3.85) was at a high level. Considering the results of this research aspects ranged from the highest to lowest level were as follows: the highest level was the platform interface is intuitive and easy to use ($\bar{X}$=4.72), followed by the stability of the platform influences teaching effect ($\bar{X}$=4.68), the platform provides multiple learning resources ($\bar{X}$=4.39), the exercises and submission methods are reasonable ($\bar{X}$=4.20), university provides various online learning platforms ($\bar{X}$=3.68), the platform provides online discussion and communication ($\bar{X}$=3.46), teacher has a good supervision of online teaching ($\bar{X}$=3.39), the platform provides tracking of learning progress and assessment results ($\bar{X}$=3.36), online resources are updated very timely ($\bar{X}$=3.32), and the platform provides personalized learning content recommendations was the lowest level ($\bar{X}$=3.29). The average value and standard deviation of the current situation on curriculum system establishment are shown as follows.

Table 4.6 The average value and standard deviation of the current situation on curriculum system establishment

(n=186)

NO	Curriculum system establishment	$\bar{X}$	S.D.	level	Rank
1	Curriculum system establishment focuses on the needs of students	3.12	0.68	moderate	10
2	Curriculum system establishment is influenced by the exam-oriented education	3.77	0.76	high	1
3	Curriculum resources are rich	3.72	0.67	high	3
4	Curriculum system establishment before and after this semester is coherent	3.68	0.88	high	4
5	Curriculum system is reasonable	3.73	0.85	high	2
6	College English has close relationship with other disciplines	3.18	0.64	moderate	8
7	Curriculum system has good cultivation of language ability	3.22	0.71	moderate	7
8	Curriculum setting, teaching objectives and teaching content are completely consistent	3.52	0.77	high	5
9	The ideological and political content is reasonable	3.15	0.79	moderate	9
10	The positioning of curriculum setting is reasonable	3.28	0.81	moderate	6
	Total	**3.44**	**0.76**	**moderate**	

According to Table 4.6, it is found that the current situation of College English Hybrid Teaching in Curriculum system establishment was at moderate level ($\bar{X}$=3.44). Considering the results of this research aspects ranged from the highest to lowest level were as follows: the highest level was curriculum system establishment is influenced by the exam-oriented education ($\bar{X}$=3.77), followed by curriculum system

is reasonable ($\overline{X}$=3.73), curriculum resources are rich ($\overline{X}$=3.72), curriculum system establishment before and after this semester is coherent ($\overline{X}$=3.68), curriculum setting, teaching objectives and teaching content are completely consistent ($\overline{X}$=3.52), the positioning of curriculum setting is reasonable ($\overline{X}$=3.28), curriculum system has good cultivation of language ability ($\overline{X}$=3.22), College English has close relationship with other disciplines ($\overline{X}$=3.18), The ideological and political content is reasonable ($\overline{X}$=3.15), and curriculum system establishment focuses on the needs of students was at the lowest level ($\overline{X}$=3.12). The average value and standard deviation of the current situation on teaching evaluation system are shown as follows.

Table 4.7 The average value and standard deviation of the current situation on teaching evaluation system

(n=186)

NO	Teaching evaluation	$\overline{X}$	S.D.	level	Rank
1	The evaluation mechanism can stimulate students' learning interest	3.76	0.82	high	6
2	The evaluation mechanism can establish the correct learning attitude of the students	3.74	0.86	high	7
3	You are willing to continue to use College English Hybrid Teaching	4.25	0.58	high	1
4	The evaluation system of teaching quality is efficient	3.73	0.85	high	8
5	Course assessment focuses on results over process	3.97	0.80	high	2
6	The teaching effect of College English Hybrid Teaching is satisfying	3.72	0.84	high	9
7	College English Hybrid Teaching improves teaching efficiency	3.89	0.71	high	3

Table 4.7 (Continued)

(n=186)

NO	Teaching evaluation	$\bar{X}$	S.D.	level	Rank
8	The overall completion rate of students' homework is high	3.77	0.83	high	5
9	The overall completion quality of students' homework is high	3.64	0.92	high	10
10	Students' participation rate is high	3.78	0.88	high	4
	Total	**3.83**	**0.81**	**high**	

According to Table 4.7, it is found that the current situation of College English Hybrid Teaching in teaching evaluation system was at a high level ($\bar{X}$=3.83). Considering the results of this research aspects ranged from the highest to lowest level were as follows: the highest level was you are willing to continue to use College English Hybrid Teaching ($\bar{X}$=4.25), followed by course assessment focuses on results over process ($\bar{X}$=3.97), College English Hybrid Teaching improves teaching efficiency ($\bar{X}$=3.89), students' participation rate is high ($\bar{X}$=3.78), the overall completion rate of students' homework is high ($\bar{X}$=3.77), the evaluation mechanism can stimulate students' learning interest ($\bar{X}$=3.76), the evaluation mechanism can establish the correct learning ($\bar{X}$=3.74), the evaluation system of teaching quality is efficient ($\bar{X}$=3.73), the teaching effect of College English Hybrid Teaching is satisfying ($\bar{X}$=3.72), and The overall completion quality of students' homework is high was at the lowest level ($\bar{X}$=3.64). The average value and standard deviation of the current situation on students' learning attitudes are as follows.

Table 4.8 The average value and standard deviation of the current situation on students' learning attitudes

(n=384)

NO	Students' learning attitudes	$\bar{X}$	S.D.	level	Rank
1	Students are willing to use Internet to learn	4.42	0.62	high	2
2	I am very self-disciplined in online study	3.72	0.96	high	7
3	College English Hybrid Teaching is necessary	4.43	0.52	high	1
4	The time allocation of College English Hybrid Teaching is reasonable	3.81	0.86	high	6
5	College English Hybrid Teaching improves my overall English proficiency	3.92	0.84	high	4
6	Online teaching has better teacher-student interaction	3.71	0.87	high	8
7	Online teaching has better communication with classmates	3.22	0.69	moderate	10
8	Online learning can learn more knowledge	4.40	0.81	high	3
9	College English Hybrid Teaching can improve my learning interest	3.70	0.88	high	9
10	College English Hybrid Teaching can improve my autonomous learning ability	3.86	0.92	high	5
	Total	**3.92**	**0.80**	**high**	

According to Table 4.8, it is found that the current situation of College English Hybrid Teaching in students' learning attitudes was at a high level ($\bar{X}$=3.92). Considering the results of this research aspects ranged from the highest to the lowest level were as follows: the highest level was College English Hybrid Teaching is necessary ($\bar{X}$=4.43), followed by Students are willing to use Internet to learn ($\bar{X}$=4.42), online learning can learn more knowledge ($\bar{X}$=4.40), College English Hybrid

Teaching improves my overall English proficiency ($\overline{X}$=3.92), College English Hybrid Teaching can improve my autonomous learning ability ($\overline{X}$=3.86), the time allocation of College English Hybrid Teaching is reasonable ($\overline{X}$=3.81), I am very self-disciplined in online study ($\overline{X}$=3.72), online teaching has better teacher-student interaction ($\overline{X}$=3.71), College English Hybrid Teaching can improve my learning interest ($\overline{X}$=3.70), and online teaching has better communication with classmates ($\overline{X}$=3.22).

The overall level of College English Hybrid Teaching in Normal Universities, Sichuan Province.

In summary, according to the data interpretation for average values based on Rensis Likert's (1932) scale, the following ranges apply: 4.50 - 5.00 indicates the highest level, 3.50 - 4.49 indicates a high level, 2.50 - 3.49 indicates a moderate level, 1.50 - 2.49 indicates a low level, and 1.00 - 1.49 indicates the lowest level. A questionnaire survey conducted among students, lecturers and administrators in Normal Universities, Sichuan Province revealing that the overall mean score for College English Hybrid Teaching was at a high level ($\overline{X}$=3.68). Within the various dimensions of College English Hybrid Teaching, the dimension "students' learning attitudes" achieved the highest average score ($\overline{X}$=3.92), followed by online platform construction ($\overline{X}$=3.85), teaching evaluation ($\overline{X}$=3.83), curriculum system establishment ($\overline{X}$=3.44), and institutional mechanism construction was at the lowest level ($\overline{X}$=3.38).

This data suggests that while the general level of College English Hybrid Teaching is commendably high, there is a disparity in the effectiveness of different dimensions. Specifically, the findings indicate that:

The management and implementation of College English Hybrid Teaching are uneven across different dimensions, with institutional mechanism construction requiring more attention to reach the same level of development as students' learning attitudes.

The highest level of cultivating students' autonomous learning is observed in students' learning attitudes, stimulating students' inner motivation of College English Hybrid Teaching that aligns with the needs of the job market.

Institutional mechanism construction, despite being a foundational aspect of College English teaching, is the least developed dimension, indicating a need for more targeted educational efforts in this area.

In conclusion, the results highlight a significant opportunity for improvement, particularly in enhancing Institutional mechanism construction of College English Hybrid Teaching to ensure a more balanced and holistic development of College English Hybrid Teaching in Normal Universities, Sichuan Province.

2. Results of Establishing the Sustainable Development Strategies to Improve the Effectiveness of College English Hybrid Teaching

The qualitative analysis presents insights gained from structured interview with 7 College English teaching lecturers, 7 administrators and 5 employers in key labor market on the developing strategies for improving the effectiveness of College English Hybrid Teaching. This section is divided into two steps:

2.1 SWOT and TOWS Analysis

A SWOT analysis was conducted to categorize internal and external factors affecting the implementation of the strategies. The analysis examined the strengths, weaknesses, opportunities, and threats associated with College English Hybrid Teaching. Based on the SWOT findings, a TOWS analysis was conducted to create strategic recommendations. The TOWS analysis aligned internal strengths and weaknesses with external opportunities and threats, formulating actionable strategies to improve Institutional mechanism construction, online platform construction, curriculum system establishment, teaching evaluation, and students' learning attitudes. These strategies aim to leverage strengths, address weaknesses, capitalize on opportunities, and mitigate threats.

Take analysis results of the current situation and expected situation that enhancing sustainable development of improving the effectiveness of College English Hybrid Teaching. Table 4.9 is the results of SWOT analysis of Institutional mechanism.

Table 4.9 SWOT Analysis: Institutional mechanism construction

S	**W**
S1 Clear Framework and Rules	**W1** Resistance to Change
S2 Resource Allocation Efficiency	**W2** Over-reliance on Formal Process
S3 Stability and Predictability	
O	**T**
O1 Technological Integration	**T1** Rapid Technological Disruption
O2 Global Collaboration and Learning	**T2** Cybersecurity Threats

According to table 4.9, the SWOT analysis of the institutional mechanism construction in education highlights several key points: 1) strengths include clear framework and rules, resource allocation efficiency and stability and predictability; 2) weaknesses such as gaps in resistance to change and over-reliance on formal process should be improved; 3) opportunities lie in technological integration and global collaboration and learning, and 4) threats include rapid technological disruption and cybersecurity threats, which could impact network security if not addressed. Targeted efforts are needed to bridge gaps and leverage opportunities effectively.

Based on the TOWS Matrix provided according to the Table 4.9, here's an analysis using the strategies it suggests for the Institutional mechanism construction:

1. SO Strategies (Strengths-Opportunities)

S1 and O2: Leverage the strength of clear framework and rules (S1) to capitalize on opportunities for optimizing the global collaboration and learning (O2). This could involve using institutional mechanism to learn effectively.

S2 and O2: Utilize the resource allocation efficiency(S2) to support technological integration(O1), ensuring the high learning efficiency.

2. ST Strategies (Strengths-Threats)

S3 and T2: Utilize the strength of stability and predictability(S3) to mitigate the threat of cybersecurity threats(T2). Strengthening stability and predictability could make online platforms free from some dangers.

S2 and T1: Apply the strength in resource allocation efficiency (S2) to address the threat of rapid technological disruption (T1) to ensure learning efficiency.

3. WT Strategies (Weaknesses-Threats)

W1 and T1: Address the weakness of resistance to change and collaboration (W1) by developing strategies that directly combat the threat of rapid technological disruption (T1). Changing students' learning attitudes could create a more appealing learning environment.

W2 and T1: Tackle the weakness of over-reliance on formal process (W2) to counter the threat of rapid technological disruption(T1). Enhance students' learning motivation by using various online platforms to improve overall satisfaction and performance, aligning more closely with expectations.

4. WO Strategies (Weaknesses-Opportunities)

W1 and O2: Convert the weakness of resistance to change(W1) into an opportunity by optimizing global collaboration and learning (O1). This could involve creating specific online platforms to arouse their learning interest.

W2 and O1: Transform the weakness in over-reliance on formal process (W2) into an opportunity by providing global collaboration and learning (O1). Developing clear criteria and inclusive processes can enhance trust and foster a more collaborative culture.

By applying these strategies, universities can better align their internal strengths and weaknesses with external opportunities and threats, ultimately fostering a more effective and sustainable institutional mechanism construction.

Take analysis results of the current situation and expected situation that enhancing sustainable development of improving the effectiveness of College English Hybrid Teaching. Table 4.10 is the results of SWOT analysis of online platform construction.

Table 4.10 SWOT Analysis: Online platform construction

S	**W**
S1 Accessibility and Convenience	**W1** Security Vulnerabilities
S2 Data Collection and Analytics	**W2** Dependence on Technology
O	**T**
O1 Integration with Other Platforms	**T1** Intense Competition
O2 Personalization and Customization	**T2** Changing User Preferences and Technology

According to table 4.10, the SWOT analysis of online platform construction in Normal Universities highlights several key points: 1) strengths include accessibility and convenience for users and it is easier for data collection and analytics; 2) weaknesses such as security vulnerabilities and over-dependence on technology should be improved; 3) opportunities lie in its easier Integration with other platforms, and its personalization and customization for different users; 4) threats include intense competition with other technological companies and it may change users' preferences and technology, which could impact students' learning effectiveness if not addressed. Targeted efforts are needed to bridge gaps and leverage opportunities effectively.

Based on the TOWS Matrix provided according to the Table 4.10, here's an analysis using the strategies it suggests for the online platform construction:9

1. SO Strategies (Strengths-Opportunities)

S1 and O1: Leverage the strength of accessibility and convenience (S1) to Integrate with other platforms (O1). This could target new international market and expand the user base.

S2 and O2: Utilize data collection and analytics (S2) to personalize and customize students' learning(O1), ensuring the high learning efficiency.

2. ST Strategies (Strengths-Threats)

S1 and T2: Utilize the strength of accessibility and convenience(S1) to mitigate the threat of changing user preferences and technology (T2). Strengthening accessibility and convenience could make online platforms be in continuous innovation.

S2 and T2: Apply the strength in data collection and analytics (S2) to address the threat of changing user preferences and technology (T2) to adjust students' learning attitudes.

3. WT Strategies (Weaknesses-Threats)

W1 and T2: Address the weakness of security vulnerabilities (W1) by developing strategies that directly combat the threat of changing user preferences and technology (T1). Changing students' learning attitudes could create a more appealing learning environment.

W2 and T2: Tackle the weakness of dependence on technology (W2) to counter the threat of changing user preferences and technology (T2). Provide extensive user education and support to migrate the impact of technological issue.

4. WO Strategies (Weaknesses-Opportunities)

W1 and O1: Convert the weakness of security vulnerabilities(W1) into an opportunity by optimizing its integration with other platforms(O1). This could improve user experience.

W2 and O2: Transform the weakness in dependence on technology (W2) into an opportunity by providing personalization and customization of students' learning (O1). It can develop better data collection and data analytics capacities to satisfy the needs of individual learners.

By applying these strategies, universities can better align their internal strengths and weaknesses with external opportunities and threats, ultimately fostering a more effective and sustainable online platform construction.

Take analysis results of the current situation and expected situation that enhancing sustainable development of improving the effectiveness of College English

Hybrid Teaching. Table 4.11 is the results of SWOT analysis of curriculum system establishment.

Table 4.11 SWOT Analysis: Curriculum system establishment

S	**W**
S1 Structured Learning Path	**W1** Overemphasis on Theory
S2 Quality Assurance	**W2** One-Size-Fits-All Approach
S3 Resource Allocation	
O	**T**
O1 Interdisciplinary Approaches	**T1** Competition
O2 Technological Integration	**T2** Societal Pressures

According to table 4.11, the SWOT analysis of curriculum system establishment in Normal Universities highlights several key points: 1) strengths include structured learning path, quality assurance and resource allocation; 2) weaknesses such as overemphasis on theory and One-Size-Fits-All Approach should be improved; 3) opportunities lie in its interdisciplinary approaches global collaboration, which provide more learning resources; 4) threats include competition from alternative education models and societal pressures, which could impact students' learning effectiveness if not addressed. Targeted efforts are needed to bridge gaps and leverage opportunities effectively.

Based on the TOWS Matrix provided according to the Table 4.11, here's an analysis using the strategies it suggests for curriculum system establishment:

1. SO Strategies (Strengths-Opportunities)

S1 and O2: Leverage the strength of structured learning path (S1) to Integrate with technological integration (O1). This could better improve the learning effectiveness.

S2 and O1: Utilize quality assurance (S2) with interdisciplinary approaches (O1), arousing students' learning interests.

2. ST Strategies (Strengths-Threats)

S3 and T1: Utilize the strength of resource allocation (S3) to mitigate the threat of Competition (T1). Strengthening resource allocation could avoid the fierce competition from other institutions.

S2 and T2: Apply the strength in quality assurance (S2) to address the threat of societal pressures (T2) to cultivate English talents to satisfy the needs of society.

3. WT Strategies (Weaknesses-Threats)

W1 and T2: Address the weakness of overemphasis on theory (W1) by developing strategies that directly combat the threat of societal pressures (T1) to make the curriculum more adaptable

W2 and T1: Tackle the weakness of One-Size-Fits-All Approach (W2) to counter the threat of Competition (T1). This could involve incorporating more teaching approaches.

4. WO Strategies (Weaknesses-Opportunities)

W1 and O1: Convert the weakness of overemphasis on theory (W1) into an opportunity by interdisciplinary approaches (O1). This could change students' learning attitudes by the practical use of English in application.

W2 and O2: Transform the weakness of One-Size-Fits-All Approach (W2) into an opportunity by technological integration (O1), which can provide abundant teaching resources.

By applying these strategies, universities can better align their internal strengths and weaknesses with external opportunities and threats, ultimately establishing a more effective and sustainable curriculum system.

Take analysis results of the current situation and expected situation that enhancing sustainable development of improving the effectiveness of College English Hybrid Teaching. Table 4.12 is the results of SWOT analysis of teaching evaluation.

Table 4.12 SWOT Analysis: Teaching evaluation

S	**W**
S1 Comprehensive Feedback Collection	**W1** Subjectivity in Evaluation
S2 Promoting Reflective Practice	**W2** Limited Scope of Peer Evaluation
O	**T**
O1 Integration of Technology	**T1** Resistance to Change
O2 Professional Development	**T2** Misuse of Evaluation Results
O3 Enhanced Communication	

According to table 4.12, the SWOT analysis of teaching evaluation in Normal Universities highlights several key points: 1) strengths include comprehensive feedback collection and promoting reflective practice; 2) weaknesses such as subjectivity in evaluation and limited scope of peer Evaluation should be improved; 3) opportunities lie in its integration of technology, and it can facilitate teachers' professional development and enhance communication among peers; 4) threats include teachers' resistance to change, or misuse of evaluation results, which could impact students' learning effectiveness if not addressed. Targeted efforts are needed to bridge gaps and leverage opportunities effectively.

Based on the TOWS Matrix provided according to the Table 4.11, here's an analysis using the strategies it suggests for teaching evaluation:

1. SO Strategies (Strengths-Opportunities)

S1 and O2: Leverage the strength of comprehensive feedback collection (S1) to Integrate with professional development (O2). Utilize the comprehensive feedback collected through teaching evaluations to identify areas for professional development.

S2 and O1: Utilize promoting reflective practice (S2) with integration of technology (O1). Implement online platforms where teachers can receive real-time feedback from students and use this information to adjust their teaching methods.

2. ST Strategies (Strengths-Threats)

S2 and T1: Utilize the strength of promoting reflective practice (S2) to mitigate the threat of resistance to change (T1). Emphasize that evaluations are a tool for improvement and professional growth, rather than a threat.

S1 and T2: Apply the strength comprehensive feedback collection (S1) to address the threat of misuse of evaluation results (T2) to ensure that evaluation results are used primarily for improving teaching quality and not misused for other purposes.

3. WT Strategies (Weaknesses-Threats)

W1 and T2: Address the weakness of subjectivity in evaluation (W1) by developing strategies that directly combat the threat of misuse of evaluation results (T2) to enhance the objectivity of the evaluation process by incorporating multiple sources of feedback.

W2 and T1: Tackle the weakness of limited scope of peer evaluation (W2) to counter the threat of resistance to change (T1). Combine students' evaluations with peer reviews and administrative observations to get a more balanced assessment of teaching quality.

4. WO Strategies (Weaknesses-Opportunities)

W1 and O2: Convert the weakness of subjectivity in evaluation(W1) into an opportunity by professional development(O2). Address the weakness of subjectivity in evaluations by providing professional development opportunities for teachers to better understand how to interpret and use feedback.

W2 and O2: Transform the weakness of limited scope of peer evaluation (W2) into an opportunity by Professional Development (O2). Use the opportunity of professional development to enhance the scope of peer evaluation.

By applying these strategies, universities can better align their internal strengths and weaknesses with external opportunities and threats, ultimately establishing a more effective and sustainable teaching evaluation.

Take analysis results of the current situation and expected situation that enhancing sustainable development of improving the effectiveness of College English Hybrid Teaching. Table 4.12 is the results of SWOT analysis of teaching evaluation.

Table 4.13 SWOT Analysis: Students' learning attitudes

S	**W**
S1 Positive Motivation	**W1** Lack of Interest in Certain Subjects
S2 Good Learning Habits	**W2** Poor Time Management
O	**T**
O1 Technological Advancements	**T1** High Pressure and Stress
O2 Support from Teachers and Peers	**T2** Changing Educational Requirements

According to table 4.13, the SWOT analysis of teaching evaluation in Normal Universities highlights several key points: 1) strengths include positive motivation and good learning habits; 2) weaknesses such as lack of Interest in certain subjects and poor time management should be improved; 3) opportunities lie in its technological advancements and support from teachers and peers, and it can arouse students' learning interests; 4) threats include high pressure and stress and changing educational requirements, which could impact students' learning effectiveness if not addressed. Targeted efforts are needed to bridge gaps and leverage opportunities effectively.

Based on the TOWS Matrix provided according to the Table 4.13, here's an analysis using the strategies it suggests for teaching evaluation:

1. SO Strategies (Strengths-Opportunities)

S1 and O1: Leverage the strength of positive motivation (S1) to Integrate with technological advancements (O1). Students with strong motivation can use online resources to pursue their interests further.

S2 and O2: Utilize good learning habits (S2) with integration of support from teachers and peers (O2). Students with good learning habits can benefit from the support of teachers and peers to further improve their skills.

2. ST Strategies (Strengths-Threats)

S1 and T1: Utilize the strength of positive motivation (S1) to mitigate the threat of high pressure and stress(T1). Emphasize that positive motivation can help students prevent the negative emotion.

S2 and T2: Apply the strength of good learning habits (S2) to address the threat of changing educational requirements (T2). Students with good learning habits are easy to adapt to the changing educational requirements.

3. WT Strategies (Weaknesses-Threats)

W1 and T1: Address the weakness of lack of interest in certain subjects (W1) by developing strategies that directly combat the threat of high pressure and stress (T1). Students with high pressure and stress may lose learning interest. Teachers can introduce interdisciplinary projects and use different teaching methods.

W2 and T2: Tackle the weakness of poor time management (W2) to counter the threat of changing educational requirements (T2). Schools can provide time management training specifically targeting students who struggle with balancing their workload.

4. WO Strategies (Weaknesses-Opportunities)

W1 and O2: Convert the weakness of lack of interest in certain subjects (W1) into an opportunity by support from teachers and peers (O2). Address the weakness of lack of interest in certain subjects by providing different teaching resources and real-world language application opportunities.

W2 and O2: Transform the weakness of poor time management (W2) into an opportunity by support from teachers and peers (O2). Teachers can teach students how to do time management. Some excellent students can also share their experience of good time management.

By applying these strategies, universities can better align their internal strengths and weaknesses with external opportunities and threats, ultimately helping students cultivating good learning attitudes.

During the interview, the interviewer not only provided strategic recommendations but also addressed questions regarding the strengths, weaknesses, opportunities, and threats associated with each factor. The summarized information is presented in table 4.14.

Table 4.14 SWOT Analysis: Interview Content

S	W
S1 Policy Support: strong university backing for sustainable development in Normal Universities **S2** Experienced Faculty: rich teaching experience and professional knowledge **S3** Abundant Teaching Resources: excellent teaching resources at home and abroad **S4** Gradually optimizing teaching technologies: optimizing teaching technologies can facilitate teaching **S5** Enhanced Students' Learning Autonomy: students have the right to choose when and what to learn **S6** Flexible Teaching of Teachers: teachers can teach students in and out of class	**W1** Teachers' Lack of Ability to Apply Technology: lack of familiarity with online teaching platforms and the ability to use them **W2** Students' Weak Learning Attitudes: lack the consciousness and ability of independent learning and their enthusiasm for online learning is not high **W3** Imperfect Teaching Evaluation System: lack of comprehensive evaluation of students' online learning process and learning effect. **W4** Imperfect Institutional mechanism: institutional mechanism is incomplete **W5** Limited online platforms: the online platforms available is limited **W6** Unreasonable curriculum system: curriculum system is unreasonable

Table 4.14 (Continued)

O	T
O1. The Development of Education Informatization: more and more online teaching platforms and teaching resources emerge **O2.** Changes in Students' Needs: personalization and flexibility of learning. **O3.** Market Demand: cultivating more English talents with international vision and cross-cultural communication ability **O4.** Global learning opportunities: connect students with peers and resources from around the world **O5.** Innovative teaching methods: explore and implement new teaching strategies and technologies. **O6.** Expanded course offerings: offer more diverse courses	**T1.** Rapid Changing Technology: Online teaching technology is constantly developing and updating. **T2.** Cyber Security Issues: online teaching involves the security of students 'personal information and teaching resources. **T3.** Fierce Competition in the Market: facing competitive pressure from other universities and educational institutions. **T4.** Equity issues: disparities in access to technology may exacerbate inequalities among students **T5.** Institutional resistance: some educational institutions may be resistant to adopting or fully committing to College English Hybrid Teaching. **T6.** Changing regulations: evolving educational policies and regulations

Table 4.15 TOWS Matrix Analysis

Internal / External	**Strengths (S)** S1. Policy Support S2. Experienced Faculty S3. Abundant Teaching Resources S4. Gradually optimizing teaching technologies S5. Enhanced Students' Learning Autonomy S6. Flexible Teaching of Teachers	**Weaknesses (W)** W1. Teachers' Lack of Ability to Apply Technology W2. Students' Weak Learning Attitudes W3. Imperfect Teaching Evaluation System W4. Imperfect Institutional mechanism W5. Limited Online Platforms W6. Unreasonable Curriculum System
Opportunities(O) O1 The Development of Education Informatization	**SO (Leverage Strengths to Seize Opportunities) Strategy:** **1. Leverage Policy Support and Market Demand:** Utilize policy backing (S1) and the growing market demand for sustainability professionals (O3) to establish strong international collaborations and attract advanced technology.	**WO (Overcome Weaknesses to Seize Opportunities) Strategy:** **1. Increase Faculty Training via Technological Advancements:** Address the gap in improving teachers' abilities to apply technology (W1) by utilizing the development of Education informatization (O1) to provide accessible and up-to-date resources.
O2 Changes in Students' Needs	**2. Enhance Experienced Faculty with Changes in Students' Needs:** Capitalize on the Experienced Faculty to sustainable development (S2) and Changes in Students' Needs (O2) to position students as the center place in sustainable education, thereby increasing students' interest.	**2. Change Students' Learning Attitudes through Students' Needs:** Improve students' interest in sustainability (W2) by combining their own learning needs (O3).

Table 4.15 (Continued)

Internal / External	**Strengths (S)** S1. Policy Support S2. Experienced Faculty S3. Abundant Teaching Resources S4. Gradually optimizing teaching technologies S5. Enhanced Students' Learning Autonomy S6. Flexible Teaching of Teachers	**Weaknesses (W)** W1. Teachers' Lack of Ability to Apply Technology W2. Students' Weak Learning Attitudes W3. Imperfect Teaching Evaluation System W4. Imperfect Institutional mechanism W5. Limited Online Platforms W6. Unreasonable Curriculum System
O3 Market Demand	**3. Maximize Abundant Teaching Resources through The Development of Education Informatization:** Use available resources (S3) and advancements in educational technology (O1) to enhance the delivery and accessibility of College English Hybrid Teaching.	**3. Standardize Teaching Evaluation System across Institutions:** to realize even teaching evaluation (W3), use education informatization (O1) to create standardized, scalable sustainability programs that can be uniformly implemented across all institutions.
O4 Global Learning Opportunities	**4. Combine gradually optimizing teaching technologies with innovative teaching methods:** Modern teaching technologies(S4) can provide various teaching methods(O5).	**4. Seize Global Learning Opportunities by Various Online Platforms:** Facilitate the widespread development of online platforms(W5) by global learning opportunities(O4)
O5 Innovative Teaching Methods	**5. Enhanced Students' Learning Autonomy by Expanded Course Offerings:** Students have their own learning autonomy(S5) by various course offerings(O6)	**5.Adopt Innovative Teaching Methods to adjust unreasonable curriculum system:** Make the curriculum more reasonable(W6) by innovative teaching methods(O5)

Table 4.15 (Continued)

Internal / External	**Strengths (S)** S1. Policy Support S2. Experienced Faculty S3. Abundant Teaching Resources S4. Gradually optimizing teaching technologies S5. Enhanced Students' Learning Autonomy S6. Flexible Teaching of Teachers	**Weaknesses (W)** W1. Teachers' Lack of Ability to Apply Technology W2. Students' Weak Learning Attitudes W3. Imperfect Teaching Evaluation System W4. Imperfect Institutional mechanism W5. Limited Online Platforms W6. Unreasonable Curriculum System
O6 Expanded Course Offerings	**6. Integrate Flexible Teaching of Teachers by Innovative Teaching Methods:** Teachers have multiple teaching choices(S6) to decide the ways of teaching(O5).	**6.Change Unreasonable Curriculum System by Students' Learning Needs:** Adjust curriculum system(W6) by students' learning needs(O2).
Threats (T) T1 Rapid Changing Technology	**ST (Leverage Strengths to Counteract Threats) Strategy:** **1. Ensure Policy Continuity Amid Rapid Changing Technology:** Utilize policy backing (S1) to protect against rapid changing technology(T1).	**WT (Overcome Weaknesses to Avoid Threats) Strategy:** **1. Mitigate Rapid Changing Technology by improving Teachers' Ability to Apply Technology:** Address the gap in improving teachers' abilities to apply technology (W1) to deal with Rapid Changing Technology(T1).
T2 Cyber Security Issues	**2.Engage Faculty to Combat Fierce Competition in the Market:** Deploy experienced faculty (S2) to protect against Fierce Competition from other universities and educational institutions in the Market(T3).	**2. Arousing Students' Learning Interests through Fierce Competition in the Market:** Improve students' interest in sustainability (W2) by introducing the fierce competition in the Market (T3).

Table 4.15 (Continued)

Internal / External	**Strengths (S)** S1. Policy Support S2. Experienced Faculty S3. Abundant Teaching Resources S4. Gradually optimizing teaching technologies S5. Enhanced Students' Learning Autonomy S6. Flexible Teaching of Teachers	**Weaknesses (W)** W1. Teachers' Lack of Ability to Apply Technology W2. Students' Weak Learning Attitudes W3. Imperfect Teaching Evaluation System W4. Imperfect Institutional mechanism W5. Limited Online Platforms W6. Unreasonable Curriculum System
T3 Fierce Competition in the Market	**3.Optimize Resource Utilization to Overcome Competition:** Leverage existing resources (S3) to secure fierce competition in the market(T3)	**3. Improve Teaching Evaluation System via Information Technology:** change the traditional teaching evaluation system (W3) by using modern teaching technology(T1).
T4 Equity Issues	4.Use gradually optimizing teaching technologies to solve the Problem of Equity Issues: Universities can provide policy support(S4) to guarantee students' access to technological equipment(T4).	4.Adjust Institutional Mechanism by Changing Regulations: Institutional mechanism(W4) should be improved by changing current regulations(T6).
T5 Institutional Resistance	**5.Enhanced Students' Learning Autonomy to face the Fierce Competition in the Market:** Motivate students' motivation(S5) to meet the needs of society(T3).	**5.Improve Limited Online Platforms by Rapid Changing Technology:** Online Platforms can be enlarged(W5) by the rapid changing technology(T1).

Table 4.15 (Continued)

Internal / External	**Strengths (S)** S1. Policy Support S2. Experienced Faculty S3. Abundant Teaching Resources S4. Gradually optimizing teaching technologies S5. Enhanced Students' Learning Autonomy S6. Flexible Teaching of Teachers	**Weaknesses (W)** W1. Teachers' Lack of Ability to Apply Technology W2. Students' Weak Learning Attitudes W3. Imperfect Teaching Evaluation System W4. Imperfect Institutional mechanism W5. Limited Online Platforms W6. Unreasonable Curriculum System
T6 Changing Regulations	**6.Adopt Flexible Teaching of Teachers without the rigid limitation of regulations:** Flexible teaching of teachers(S6) can realize better teaching effect without the limits of regulations(T6)	**6.Regulate Unreasonable Curriculum System by Fierce Competition in the Market:** Curriculum system(W5) should adapt to the needs of the society(T3).

The corresponding strategies derived from the TOWS analysis are shown in Table 4.16.

Table 4.16 The corresponding strategies derived from the TOWS analysis

Category	Aspects	Strategies
SO	1. Leverage Policy Support and Market Demand 2. Enhance Experienced Faculty with Changes in Students' Needs 3. Maximize Abundant Teaching Resources through the	1. Incentive mechanism: establish a reasonable incentive mechanism. 2. In-depth research: fully understand students' learning needs, learning habits, English level, and their interests related to the profession. 3. Differentiation design: design hierarchical and modular curriculum system.
WO	1. Increase Faculty Training via Technological Advancements 2. Change Students' Learning Attitudes through Students' Needs 3. Standardize Teaching Evaluation System across Institutions	4. System integration: integrate multiple teaching platforms and tools 5. Intelligent feedback system: develop or adopt an intelligent correction system and collect learning data 6. Technical support and guarantee: establish a stable technical support team to ensure the smooth progress of teaching ctivities
ST	1. Ensure Policy Continuity Amid Rapid Changing Technology 2. Engage Faculty to Combat Fierce Competition in the Market 3. Maximize Abundant Teaching Resources through The Development of Education Informatization	7. Skill improvement: organize teachers to participate in training in information technology, teaching design, psychological counseling and other aspects 8. Teaching seminars: establish a platform for teacher communication, encourage teachers to share teaching experience, jointly explore new ideas and new methods 9. Diversified platform selection: select and develop suitable teaching platforms according to course needs and students' characteristics 10. Intelligent recommendation system: use big data and artificial intelligence technology to recommend personalized learning resources and paths for students

Table 4.16 (Continued)

Category	Aspects	Strategies
WT	1. Mitigate Rapid Changing Technology by improving Teachers' Ability to Apply Technology 2. Arousing Students' Learning Interests through Fierce Competition in the Market 3. Improve Teaching Evaluation System via Information Technology	11. High-quality teaching resources integration: combine the latest English textbooks and network resources 12. Customized learning paths: encourage students and teachers to make learning plans in line with their own characteristics, and clarify learning objectives and steps 13. Diversified evaluation system: build a diversified evaluation system, including formative evaluation, summative evaluation, peer evaluation, and self-evaluation 14. Ability-oriented assessment: focus on the assessment of students' core competencies Data analysis driven: use learning analysis technology to collect and analyze students' learning data, and provide data support for personalized teaching. 15. Feedback and improvement: regularly give back feedback on learning results, and adjust the teaching content and methods 16. Combining online and offline evaluation: not only focus on students' performance in class, but also pays attention to their participation in online learning, homework submission and other indicators 17. Self-reflection report: students are encouraged to write study logs of self-reflection reports

2.2 Interview Content Analysis

Personal information of interviewees are as follows.

Table 4.17 Personal information of interviewee

Interviewee	Education background	Interview Date	Interview Time
Interviewee 1	**Education:** Master's degree **Academic title:** Associate professor **Work experience:** 14 years	Sep 20, 2024	9:00 am GMT +8 32 minutes
Interviewee 2	**Education:** Doctor's degree **Academic title:** Associate professor **Work experience:** 11 years	Sep 20, 2024	16:00 pm GMT +8 40 minutes
Interviewee 3	**Education:** Master's degree **Academic title:** Associate professor **Work experience:** 15 years	Sep 21, 2024	10:30 am GMT +8 35 minutes
Interviewee 4	**Education:** Master's degree **Academic title:** Associate professor **Work experience:** 14 years	Sep 21, 2024	15:00 pm GMT +8 38 minutes
Interviewee 5	**Education:** Doctor's degree **Academic title:** Associate professor **Work experience:** 15 years	Sep 22, 2024	9:00 am GMT +8 30 minutes
Interviewee 6	**Education:** Master's degree **Academic title:** Associate professor **Work experience:** 13 years	Sep 22, 2024	14:00 am GMT +8 32 minutes
Interviewee 7	**Education:** Master's degree **Academic title:** Professor **Work experience:** 21 years	Sep 27, 2024	9:00 pm GMT +8 41 minutes
Interviewee 8	**Education:** Doctor's degree **Academic title:** Professor **Work experience:** 18 years	Sep 27, 2024	15:30 am GMT +8 33 minutes

Table 4.17 (Continued)

Interviewee	Education background	Interview Date	Interview Time
Interviewee 9	**Education:** Master's degree **Academic title:** Professor **Work experience:** 20 years	Sep 28, 2024	9:50 am GMT +8 32 minutes
Interviewee 10	**Education:** Master's degree **Academic title:** Associate professor **Work experience:** 14 years	Sep 28, 2024	14:00 am GMT +8 30 minutes
Interviewee 11	**Education:** Master's degree **Academic title:** Professor **Work experience:** 18 years	Oct 11, 2024	9:00 pm GMT +8 38 minutes
Interviewee 12	**Education:** Master's degree **Academic title:** Associate professor **Work experience:** 14 years	Oct 11, 2024	15:00 am GMT +8 32 minutes
Interviewee 13	**Education:** Doctor's degree **Academic title:** Associate Professor **Work experience:** 20 years	Oct 12, 2024	10:00 pm GMT +8 40 minutes
Interviewee 14	**Education:** Master's degree **Academic title:** Associate professor **Work experience:** 12 years	Oct 12, 2024	15:30 am GMT +8 35 minutes
Interviewee 15	**Education:** Master's degree **Academic title:** Senior teacher **Work experience:** 20 years	Oct 13, 2024	9:00 pm GMT +8 38 minutes
Interviewee 16	**Education:** Master's degree **Academic title:** Senior teacher **Work experience:** 22 years	Oct 13, 2024	14:00 am GMT +8 30 minutes
Interviewee 17	**Education:** Master's degree **Academic title:** Senior teacher **Work experience:** 23 years	Oct 13, 2024	15:00 am GMT +8 32 minutes

Table 4.17 (Continued)

Interviewee	Education background	Interview Date	Interview Time
Interviewee 18	**Education:** Master's degree **Academic title:** Senior teacher **Work experience:** 21 years	Oct 14, 2024	9:00 pm GMT +8 41 minutes
Interviewee 19	**Education:** Master's degree **Academic title:** Senior teacher **Work experience:** 18 years	Oct 14, 2024	14:30 am GMT +8 33 minutes

Interviewee 1

1. What is the current situation about College English Hybrid Teaching? How to promote College English Hybrid Teaching of Normal Universities?

College English Hybrid Teaching is very necessary in current teaching environment, which can facilitate College English teaching. For the promotion of College English Hybrid Teaching, I think that students' learning attitudes are very important, and study is their own business. Online platform construction is also important, which can change current teaching situation. Students can have access to more teaching resources and teaching materials.

2. What is the current situation about Institutional mechanism construction of College English Hybrid Teaching? How to promote the development of Institutional mechanism construction of College English Hybrid Teaching?

Institutional mechanism construction is the basis of effective teaching. In order to promote the development of Institutional mechanism construction of College English Hybrid Teaching, university should have reasonable students' management system and reasonable teaching management system. It should includes the following aspects: 1) Skill improvement: organize teachers to participate in training in information technology, teaching design, psychological counseling and other aspects. 2) Teaching seminars: establish a platform for teacher communication,

encourage teachers to share teaching experience, jointly explore new ideas and new methods. 3) Continuous tracking and support: establish teacher growth files, and continuously track teachers' training experience, practical achievements, and career development path. 4) Evaluation system construction: establish a scientific, fair and comprehensive evaluation system.

3. What is the current situation about online platform construction? How to promote the development of online platform construction?

Online platform construction is very important in College English Hybrid Teaching. College English Hybrid Teaching includes online and offline teaching. For the online teaching part, good online platform is very essential. It should have the following characteristics: 1) Diversified platform selection: Select and develop suitable teaching platforms according to course needs and students' characteristics. 2)System integration: integrate multiple teaching platforms and tools. 3) Real-time interactive tools: use video conference, online discussion, instant messaging tools, etc., to promote real-time interaction, and solve real-time questions in learning. 4) Virtual classroom experience: using video conferencing software to simulate the real classroom environment. 5) Technical support and guarantee: establish a stable technical support team to ensure the smooth progress of teaching activities.

4. What is the current situation about the importance of curriculum system establishment of Normal Universities in Sichuan Province? How to promote the development of curriculum system establishment?

Curriculum system establishment is very necessary in College English Hybrid Teaching. It is the general framework of how to implement College English Hybrid Teaching. Curriculum system establishment should take the following aspects in into consideration: 1) Differentiation design: design hierarchical and modular curriculum system; 2) Goal orientation: clarify the teaching objectives of each unit to ensure that teaching activities are carried out around the objectives. 3) High-quality teaching resources integration: combine the latest English textbooks and network resources. 4) Task-driven learning: design challenging learning tasks.

5. What is the current situation about teaching evaluation of Normal Universities in Sichuan Province? How to promote the development of teaching evaluation?

Teaching evaluation is a good way to monitor the learning and teaching process. According to teaching evaluation, teachers can adjust their teaching accordingly. For the promotion of teaching evaluation, the following factors should be taken into consideration: 1) Ability-oriented assessment: focus on the assessment of students' core competencies. 2) Data analysis driven: use learning analysis technology to collect and analyze students' learning data, and provide data support for personalized teaching. 3) Feedback and improvement: regularly give back feedback on learning results and adjust the teaching content and methods. 4) Self-reflection report: students are encouraged to write study logs of self-reflection reports.

6. What is the current situation about students' learning attitudes of Normal Universities in Sichuan Province? How to promote the development of students' learning attitudes?

Students' learning outcomes are largely decided by their learning attitudes. It can promote the development of students' learning attitudes from the following points: 1) Goal setting and planning: guide students to set clear learning goals, make reasonable learning plans, and cultivate self-management ability. 2) Learning strategy guidance: teach students effective learning strategies and improve their self-directed learning ability. 3) Customized learning paths: encourage students and teachers to make learning plans in line with their own characteristics, and clarify learning objectives and steps. 4) Progress tracking and adjustment: regularly monitor students' learning progress and effectiveness, timely adjust their learning plans and strategies. 5) Self-assessment system: provide online self-assessment tools and find their learning blind points.

7. What else do you also think it is very important to promote the development of sustainable strategies to improve the effectiveness of College English Hybrid Teaching?

I think the following factors are also very important to promote the development of sustainable strategies to improve the effectiveness of College English Hybrid Teaching: 1) Technical training for teachers: regularly organize teachers to participate in College English Hybrid Teaching technical training workshops. 2) Technical support for students: design a technical support hotline or online help center to provide students with timely technical questions. 3) Technical iteration and innovation: introduce new technologies, optimize teaching environment, and maintain the advancement and flexibility of teaching. 4) Resource update and maintenance: regularly update teaching resources and maintain the stable operation of teaching platform.

Interviewee 2

1. What is the current situation about College English Hybrid Teaching? How to promote College English Hybrid Teaching of Normal Universities?

College English Hybrid Teaching is very essential in current teaching circumstances, which can facilitate College English teaching. For the promotion of College English Hybrid Teaching, students' learning attitudes are very important. Students are the main body of their study. They should be responsible for their study. In addition, teaching evaluation is also very important in the process of College English Hybrid Teaching. In order to guarantee effect, teaching evaluation should also be emphasized.

2. What is the current situation about Institutional mechanism construction of College English Hybrid Teaching? How to promote the development of Institutional mechanism construction of College English Hybrid Teaching?

Institutional mechanism construction is very important in College English Hybrid Teaching. In order to promote the development of institutional mechanism construction of College English Hybrid Teaching, university should have reasonable students' management system and reasonable teaching management system. It should includes the following aspects: 1) Evaluation system construction: establish a scientific, fair and comprehensive evaluation system. 2) Diversified training methods:

combined with online and offline training resources, diversified training methods can be implemented. 3) Continuous tracking and support: establish teacher growth files, and continuously track teachers' training experience, practical achievements, and career development path. 4) Teaching seminars: establish a platform for teacher communication, encourage teachers to share teaching experience, jointly explore new ideas and new methods.

3. What is the current situation about online platform construction? How to promote the development of online platform construction?

Online platform construction is very essential in College English Hybrid Teaching. College English Hybrid Teaching includes online teaching and classroom teaching. For the online teaching part, good online platform is very important. It should have the following characteristics: 1) Virtual classroom experience: using video conferencing software to simulate the real classroom environment. 2) System integration: integrate multiple teaching platforms and tools. 3) Diversified platform selection: Select and develop suitable teaching platforms according to course needs and students' characteristics. 4) Technical support and guarantee: establish a stable technical support team to ensure the smooth progress of teaching activities.

4. What is the current situation about the importance of curriculum system establishment of Normal Universities in Sichuan Province? How to promote the development of curriculum system establishment?

Curriculum system establishment is very essential in College English Hybrid Teaching. It is the general framework of how to implement College English Hybrid Teaching. First of all, curriculum system establishment should not be influenced by the exam-oriented education. University should develop reasonable curriculum system. Curriculum system establishment should take the following aspects in into consideration: 1) Course content reconstruction: the online content focuses on theoretical explanation and independent learning, while the offline content focuses on practical operation and in-depth communication. 2) In-depth research: fully understand students' learning needs, learning habits, English level, and their

interests. 3) High-quality teaching resources integration: combine the latest English textbooks and network resources.

5. What is the current situation about teaching evaluation of Normal Universities in Sichuan Province? How to promote the development of teaching evaluation?

Teaching evaluation is an efficient way to monitor the learning and teaching process. According to teaching evaluation, teachers can adjust their teaching accordingly. For the promotion of teaching evaluation, the following factors should be taken into consideration: 1) Ability-oriented assessment: focus on the assessment of students' core competencies. 2) Diversified evaluation system: build a diversified evaluation system, including formative evaluation, summative evaluation, peer evaluation, and self-evaluation. 3) Data analysis driven: use learning analysis technology to collect and analyze students' learning data, and provide data support for personalized teaching. 4) Combining online and offline evaluation: not only focus on students' performance in class, but also pays attention to their participation in online learning, homework submission and other indicators.

6. What is the current situation about students' learning attitudes of Normal Universities in Sichuan Province? How to promote the development of students' learning attitudes?

Students' learning results are largely decided by their learning attitudes. It can promote the development of students' learning attitudes from the following points: 1) Goal setting and planning: guide students to set clear learning goals, make reasonable learning plans, and cultivate self-management ability. 2) Customized learning paths: encourage students and teachers to make learning plans in line with their own characteristics, and clarify learning objectives and steps. 3) Progress tracking and adjustment: regularly monitor students' learning progress and effectiveness, timely adjust their learning plans and strategies. 4) Self-assessment system: provide online self-assessment tools and find their learning blind points.

7. What else do you also think it is very important to promote the development of sustainable strategies to improve the effectiveness of College English Hybrid Teaching?

I think the following factors are also very important to promote the development of sustainable strategies to improve the effectiveness of College English Hybrid Teaching: 1) Resource update and maintenance: regularly update teaching resources and maintain the stable operation of teaching platform. 2) Technical support team: establish a professional technical support team to provide teachers with technology, platform operation guidance and other services. 3) Technical iteration and innovation: introduce new technologies, optimize teaching environment, and maintain the advancement and flexibility of teaching. 4) Technical training for teachers: regularly organize teachers to participate in the College English Hybrid Teaching technical training workshops.

Interviewee 3

1.What is the current situation about College English Hybrid Teaching? How to promote College English Hybrid Teaching of Normal Universities?

College English Hybrid Teaching is especially important in current teaching situations, which can promote College English teaching. For the promotion of College English Hybrid Teaching, students' learning attitudes are at the first. Students' attitude decide the learning results. Students are the body of their study. What's more, curriculum system establishment is also very important. Sound curriculum system can arouse students' learning interests, which can bring students' relaxed mood.

2.What is the current situation about Institutional mechanism construction of College English Hybrid Teaching? How to promote the development of Institutional mechanism construction of College English Hybrid Teaching?

Institutional mechanism construction is the basis of effective teaching. In order to promote the development of Institutional mechanism construction of College English Hybrid Teaching, University should have reasonable students'

management system and reasonable teaching management system. It should includes the following aspects: 1) Teaching seminars: establish a platform for teacher communication, encourage teachers to share teaching experience, jointly explore new ideas and new methods. 2) Diversified training methods: combined with online and offline training resources, diversified training methods can be implemented. 3) Continuous tracking and support: establish teacher growth files, and continuously track teachers' training experience, practical achievements, and career development path.

3.What is the current situation about online platform construction? How to promote the development of online platform construction?

Online platform construction is very necessary in College English Hybrid Teaching. College English Hybrid Teaching includes online and offline teaching. For the online teaching part, good online platform is very essential and also the key to online teaching. It should have the following characteristics: 1) Diversified platform selection: Select and develop suitable teaching platforms according to course needs and students' characteristics. 2) System integration: integrate multiple teaching platforms and tools. 3) Intelligent feedback system: develop or adopt an intelligent correction system and collect learning data. 4) Virtual classroom experience: using video conferencing software to simulate the real classroom environment.

4.What is the current situation about the importance of curriculum system establishment of Normal Universities in Sichuan Province? How to promote the development of curriculum system establishment?

Curriculum system establishment is very essential in College English Hybrid Teaching. It is the premise of how to implement College English Hybrid Teaching. Curriculum system establishment should take the following aspects in into consideration: 1) In-depth research: fully understand students' learning needs, learning habits, English level, and their interests. 2) Course content reconstruction: the online content focuses on theoretical explanation and independent learning, while the offline content focuses on practical operation and in-depth communication. 3) Task-driven learning: design challenging learning tasks.

5.What is the current situation about teaching evaluation of Normal Universities in Sichuan Province? How to promote the development of teaching evaluation?

Teaching evaluation is a good way to monitor the learning and teaching process. According to teaching evaluation, teachers can change their teaching accordingly. For the promotion of teaching evaluation, the following factors should be taken into consideration: 1) Ability-oriented assessment: focus on the assessment of students' core competencies. 2) Data analysis driven: use learning analysis technology to collect and analyze students' learning data, and provide data support for personalized teaching. 3) Feedback and improvement: regularly give back feedback on learning results and adjust the teaching content and methods. 4) Combining online and offline evaluation: not only focus on students' performance in class, but also pays attention to their participation in online learning, homework submission and other indicators. 5) Self-reflection report: students are encouraged to write study logs of self-reflection reports.

6. What is the current situation about students' learning attitudes of Normal Universities in Sichuan Province? How to promote the development of students' learning attitudes?

Students' learning outcomes are largely decided by their learning attitudes. It can promote the development of students' learning attitudes from the following points: 1) Learning strategy guidance: teach students effective learning strategies and improve their self-directed learning ability. 2) Customized learning paths: encourage students and teachers to make learning plans in line with their own characteristics, and clarify learning objectives and steps. 3) Progress tracking and adjustment: regularly monitor students' learning progress and effectiveness, timely adjust their learning plans and strategies. 4) Self-assessment system: provide online self-assessment tools and find their learning blind points.

7.What else do you also think it is very important to promote the development of sustainable strategies to improve the effectiveness of College English Hybrid Teaching?

I think the following factors are also very important to promote the development of sustainable strategies to improve the effectiveness of College English Hybrid Teaching: 1) Technical support team: establish a professional technical support team to provide teachers with technology, platform operation guidance and other services. 2) Technical iteration and innovation: introduce new technologies, optimize teaching environment, and maintain the advancement and flexibility of teaching. 3) Resource update and maintenance: regularly update teaching resources and maintain the stable operation of teaching platform.

Interviewee 4

1.What is the current situation about College English Hybrid Teaching? How to promote College English Hybrid Teaching of Normal Universities?

College English Hybrid Teaching is very necessary in current teaching environment, which can improve students' College English learning effect. As for the promotion of College English Hybrid Teaching, students' learning attitudes are the most important one, and institutional mechanism construction of College English Hybrid Teaching is also very important. Good management is the prerequisite of good learning effect. Only according to combining the two together can College English Hybrid Teaching realize the maximum effect.

2.What is the current situation about Institutional mechanism construction of College English Hybrid Teaching? How to promote the development of Institutional mechanism construction of College English Hybrid Teaching?

Institutional mechanism construction is necessary in College English Hybrid Teaching. In order to promote the development of Institutional mechanism construction of College English Hybrid Teaching, University should have reasonable students' management system and reasonable teaching management system. It should includes the following aspects: 1) Continuous tracking and support: establish teacher growth files, and continuously track teachers' training experience, practical achievements, and career development path. 2) Diversified training methods: combined with online and offline training resources, diversified training methods can

be implemented. 3) Skill improvement: organize teachers to participate in training in information technology, teaching design, psychological counseling and other aspects. 4) Evaluation system construction: establish a scientific, fair and comprehensive evaluation system.

3.What is the current situation about online platform construction? How to promote the development of online platform construction?

As for me, online platform construction is very important in College English Hybrid Teaching. College English Hybrid Teaching includes online and offline teaching. For the online teaching part, good online platform is very essential. It should have the following characteristics: 1) Diversified platform selection: Select and develop suitable teaching platforms according to course needs and students' characteristics. 2) Real-time interactive tools: use video conference, online discussion, instant messaging tools, etc., to promote real-time interaction, and solve real-time questions in learning. 3) Intelligent feedback system: develop or adopt an intelligent correction system and collect learning data. 4) Virtual classroom experience: using video conferencing software to simulate the real classroom environment.

4.What is the current situation about the importance of curriculum system establishment of Normal Universities in Sichuan Province? How to promote the development of curriculum system establishment?

Curriculum system establishment is very important in College English Hybrid Teaching. It is the guideline of how to implement College English Hybrid Teaching. Curriculum system establishment should take the following aspects in into consideration: 1) Task-driven learning: design challenging learning tasks. 2) Goal orientation: clarify the teaching objectives of each unit to ensure that teaching activities are carried out around the objectives. 3) Course content reconstruction: the online content focuses on theoretical explanation and independent learning, while the offline content focuses on practical operation and in-depth communication. 4) In-depth research: fully understand students' learning needs, learning habits, English level, and their interests.

5.What is the current situation about teaching evaluation of Normal Universities in Sichuan Province? How to promote the development of teaching evaluation?

Teaching evaluation is a better way to check the learning and teaching process. According to teaching evaluation, teachers can adjust their teaching accordingly. For the promotion of teaching evaluation, the following factors should be taken into consideration: 1) Ability-oriented assessment: focus on the assessment of students' core competencies. 2) Combining online and offline evaluation: not only focus on students' performance in class, but also pays attention to their participation in online learning, homework submission and other indicators. 3) Self-reflection report: students are encouraged to write study logs of self-reflection reports.

6.What is the current situation about students' learning attitudes of Normal Universities in Sichuan Province? How to promote the development of students' learning attitudes?

Students' learning results are largely decided by their learning attitudes. It can promote the development of students' learning attitudes from the following points: 1) Learning strategy guidance: teach students effective learning strategies and improve their self-directed learning ability. 3) Intelligent recommendation system: use big data and artificial intelligence technology to recommend personalized learning resources and paths for students. 4) Customized learning paths: encourage students and teachers to make learning plans in line with their own characteristics, and clarify learning objectives and steps. 5) Progress tracking and adjustment: regularly monitor students' learning progress and effectiveness, timely adjust their learning plans and strategies. 6) Self-assessment system: provide online self-assessment tools and find their learning blind points.

7.What else do you also think it is very important to promote the development of sustainable strategies to improve the effectiveness of College English Hybrid Teaching?

I think the following factors are also very important to promote the development of sustainable strategies to improve the effectiveness of College

English Hybrid Teaching: 1) Technical training for teachers: regularly organize teachers to participate in College English Hybrid Teaching technical training workshops. 2) Technical support for students: design a technical support hotline or online help center to provide students with timely technical questions. 3) Technical iteration and innovation: introduce new technologies, optimize teaching environment, and maintain the advancement and flexibility of teaching. 4) Resource update and maintenance: regularly update teaching resources and maintain the stable operation of teaching platform.

Interviewee 5

1.What is the current situation about College English Hybrid Teaching? How to promote College English Hybrid Teaching of Normal Universities?

College English Hybrid Teaching is very necessary in current teaching environment, which can improve students' College English learning effect. As for the promotion of College English Hybrid Teaching, online platform construction is the most important one, and teaching evaluation of College English Hybrid Teaching is also very important. Teaching evaluation can help teachers adjust their teaching according to students' mastery of knowledge. Only according to combining the two together can College English Hybrid Teaching realize the maximum effect.

2.What is the current situation about Institutional mechanism construction of College English Hybrid Teaching? How to promote the development of Institutional mechanism construction of College English Hybrid Teaching?

Institutional mechanism construction is the basis of effective teaching. In order to promote the development of Institutional mechanism construction of College English Hybrid Teaching, the current teacher incentive mechanism should also be reasonable. It should includes the following aspects: 1) Teaching seminars: establish a platform for teacher communication, encourage teachers to share teaching experience, jointly explore new ideas and new methods. 2) Incentive mechanism: establish a reasonable incentive mechanism. 3) Diversified training

methods: combined with online and offline training resources, diversified training methods can be implemented.

3.What is the current situation about online platform construction? How to promote the development of online platform construction?

I think that online platform construction is very important in College English Hybrid Teaching. College English Hybrid Teaching includes online and offline teaching. For the online teaching part, good online platform is very essential. It should have the following characteristics: 1) Real-time interactive tools: use video conference, online discussion, instant messaging tools, etc., to promote real-time interaction, and solve real-time questions in learning. 2) Diversified platform selection: Select and develop suitable teaching platforms according to course needs and students' characteristics. 3) Technical support and guarantee: establish a stable technical support team to ensure the smooth progress of teaching activities.

4.What is the current situation about the importance of curriculum system establishment of Normal Universities in Sichuan Province? How to promote the development of curriculum system establishment?

Curriculum system establishment is very necessary in College English Hybrid Teaching. It is the general framework of how to implement College English Hybrid Teaching. Curriculum system establishment should take the following aspects in into consideration: 1) Goal orientation: clarify the teaching objectives of each unit to ensure that teaching activities are carried out around the objectives. 2) In-depth research: fully understand students' learning needs, learning habits, English level, and their interests. 3) High-quality teaching resources integration: combine the latest English textbooks and network resources.

5.What is the current situation about teaching evaluation of Normal Universities in Sichuan Province? How to promote the development of teaching evaluation?

Teaching evaluation is a good way to monitor the learning and teaching process. According to teaching evaluation, teachers can adjust their teaching accordingly. For the promotion of teaching evaluation, the following factors should

be taken into consideration: 1) Self-reflection report: students are encouraged to write study logs of self-reflection reports. 2) Feedback and improvement: regularly give back feedback on learning results and adjust the teaching content and methods. 3) Combining online and offline evaluation: not only focus on students' performance in class, but also pays attention to their participation in online learning, homework submission and other indicators. 4) Ability-oriented assessment: focus on the assessment of students' core competencies.

6.What is the current situation about students' learning attitudes of Normal Universities in Sichuan Province? How to promote the development of students' learning attitudes?

Students' learning outcomes are largely decided by their learning attitudes. It can promote the development of students' learning attitudes from the following points: 1) Goal setting and planning: guide students to set clear learning goals, make reasonable learning plans, and cultivate self-management ability. 2) Intelligent recommendation system: use big data and artificial intelligence technology to recommend personalized learning resources and paths for students. 3) Customized learning paths: encourage students and teachers to make learning plans in line with their own characteristics, and clarify learning objectives and steps. 4) Progress tracking and adjustment: regularly monitor students' learning progress and effectiveness, timely adjust their learning plans and strategies. 5) Self-assessment system: provide online self-assessment tools and find their learning blind points.

7.What else do you also think it is very important to promote the development of sustainable strategies to improve the effectiveness of College English Hybrid Teaching?

I think the following factors are also very important to promote the development of sustainable strategies to improve the effectiveness of College English Hybrid Teaching: 1) Technical support team: establish a professional technical support team to provide teachers with technology, platform operation guidance and other services. 2) Technical support for students: design a technical support hotline or online help center to provide students with timely technical questions. 3)

Technical training for teachers: regularly organize teachers to participate in College English Hybrid Teaching technical training workshops. 4) Technical iteration and innovation: introduce new technologies, optimize teaching environment, and maintain the advancement and flexibility of teaching. 5) Resource update and maintenance: regularly update teaching resources and maintain the stable operation of teaching platform.

Interviewee 6

1.What is the current situation about College English Hybrid Teaching? How to promote College English Hybrid Teaching of Normal Universities?

College English Hybrid Teaching is especially important in current teaching situations, which can promote College English teaching. For the promotion of College English Hybrid Teaching, online platform construction is at the first. Online platform can provide teaching and learning resources. Students can learn at their own learning pace. What's more, curriculum system establishment is also very important. Good curriculum system can develop students' learning interests, which can bring students' happy mood.

2.What is the current situation about Institutional mechanism construction of College English Hybrid Teaching? How to promote the development of Institutional mechanism construction of College English Hybrid Teaching?

Institutional mechanism construction is the basis of effective teaching. In order to promote the development of Institutional mechanism construction of College English Hybrid Teaching, the current teacher incentive mechanism should also be reasonable. As the development of teaching, teachers' teaching reform should also be satisfying. It should includes the following aspects: 1) Skill improvement: organize teachers to participate in training in information technology, teaching design, psychological counseling and other aspects. 2) Continuous tracking and support: establish teacher growth files, and continuously track teachers' training experience, practical achievements, and career development path. 3) Diversified

training methods: combined with online and offline training resources, diversified training methods can be implemented.

3.What is the current situation about online platform construction? How to promote the development of online platform construction?

In my opinion, online platform construction is very important in College English Hybrid Teaching. College English Hybrid Teaching includes online and classroom teaching. For the online teaching part, good online platform is very important. It should have the following characteristics: 1) Technical support and guarantee: establish a stable technical support team to ensure the smooth progress of teaching activities. 2) Real-time interactive tools: use video conference, online discussion, instant messaging tools, etc., to promote real-time interaction, and solve real-time questions in learning. 3) Diversified platform selection: Select and develop suitable teaching platforms according to course needs and students' characteristics.

4.What is the current situation about the importance of curriculum system establishment of Normal Universities in Sichuan Province? How to promote the development of curriculum system establishment?

Curriculum system establishment is very necessary in College English Hybrid Teaching. It is the general framework of how to implement College English Hybrid Teaching. Curriculum system establishment should take the following aspects in into consideration: 1) In-depth research: fully understand students' learning needs, learning habits, English level, and their interests. 2) Goal orientation: clarify the teaching objectives of each unit to ensure that teaching activities are carried out around the objectives. 3) High-quality teaching resources integration: combine the latest English textbooks and network resources. 4) Task-driven learning: design challenging learning tasks.

5.What is the current situation about teaching evaluation of Normal Universities in Sichuan Province? How to promote the development of teaching evaluation?

Teaching evaluation is an efficient way to monitor the learning and teaching process. According to teaching evaluation, teachers can adjust their teaching

accordingly. For the promotion of teaching evaluation, the following factors should be taken into consideration: 1) Diversified evaluation system: build a diversified evaluation system, including formative evaluation, summative evaluation, peer evaluation, and self-evaluation. 2) Ability-oriented assessment: focus on the assessment of students' core competencies. 3) Data analysis driven: use learning analysis technology to collect and analyze students' learning data, and provide data support for personalized teaching. 4) Feedback and improvement: regularly give back feedback on learning results and adjust the teaching content and methods. 5) Combining online and offline evaluation: not only focus on students' performance in class, but also pays attention to their participation in online learning, homework submission and other indicators.

6.What is the current situation about students' learning attitudes of Normal Universities in Sichuan Province? How to promote the development of students' learning attitudes?

Students' learning outcomes are largely decided by their learning attitudes. It can promote the development of students' learning attitudes from the following points: 1) Learning strategy guidance: teach students effective learning strategies and improve their self-directed learning ability. 2) Customized learning paths: encourage students and teachers to make learning plans in line with their own characteristics, and clarify learning objectives and steps. 3) Progress tracking and adjustment: regularly monitor students' learning progress and effectiveness, timely adjust their learning plans and strategies. 4) Self-assessment system: provide online self-assessment tools and find their learning blind points.

7.What else do you also think it is very important to promote the development of sustainable strategies to improve the effectiveness of College English Hybrid Teaching?

I think the following factors are also very important to promote the development of sustainable strategies to improve the effectiveness of College English Hybrid Teaching: 1) Technical training for teachers: regularly organize teachers to participate in the College English Hybrid Teaching technical training workshops.

2) Technical support team: establish a professional technical support team to provide teachers with technology, platform operation guidance and other services. 3) Technical iteration and innovation: introduce new technologies, optimize teaching environment, and maintain the advancement and flexibility of teaching. 4) Resource update and maintenance: regularly update teaching resources and maintain the stable operation of teaching platform.

Interviewee 7

1.What is the current situation about College English Hybrid Teaching? How to promote College English Hybrid Teaching of Normal Universities?

College English Hybrid Teaching is very necessary in current teaching environment, which can improve students' College English learning effect. As for the promotion of College English Hybrid Teaching, online platform construction is the most important one, and institutional mechanism construction of College English Hybrid Teaching is also very essential. Good management is the prerequisite of good learning effect. Only according to combining the two aspects together can College English Hybrid Teaching achieve the maximum effect.

2.What is the current situation about Institutional mechanism construction of College English Hybrid Teaching? How to promote the development of Institutional mechanism construction of College English Hybrid Teaching?

Institutional mechanism construction is the basis of effective teaching. In order to promote the development of Institutional mechanism construction of College English Hybrid Teaching, discipline construction of teachers should be reasonable. It should includes the following aspects: 1) Skill improvement: organize teachers to participate in training in information technology, teaching design, psychological counseling and other aspects. 2) Teaching seminars: establish a platform for teacher communication, encourage teachers to share teaching experience, jointly explore new ideas and new methods. 3) Continuous tracking and support: establish teacher growth files, and continuously track teachers' training experience, practical achievements, and career development path.

3.What is the current situation about online platform construction? How to promote the development of online platform construction?

Online platform construction is very important in College English Hybrid Teaching. College English Hybrid Teaching includes online and offline teaching. Therefore, for the online teaching part, good online platform is especially important. It should have the following characteristics: 1) System integration: integrate multiple teaching platforms and tools. 2) Diversified platform selection: Select and develop suitable teaching platforms according to course needs and students' characteristics. 3) Virtual classroom experience: using video conferencing software to simulate the real classroom environment. 4) Technical support and guarantee: establish a stable technical support team to ensure the smooth progress of teaching activities.

4.What is the current situation about the importance of curriculum system establishment of Normal Universities in Sichuan Province? How to promote the development of curriculum system establishment?

Curriculum system establishment is especially important in College English Hybrid Teaching. It is the guideline of how to implement College English Hybrid Teaching in the teaching. Curriculum system establishment should take the following aspects in into consideration: 1) Differentiation design: design hierarchical and modular curriculum system; 2) Goal orientation: clarify the teaching objectives of each unit to ensure that teaching activities are carried out around the objectives. 3) Task-driven learning: design challenging learning tasks.

5.What is the current situation about teaching evaluation of Normal Universities in Sichuan Province? How to promote the development of teaching evaluation?

Teaching evaluation is a good way to monitor the learning and teaching process. According to teaching evaluation, teachers can adjust their teaching accordingly. For the promotion of teaching evaluation, the following factors should be taken into consideration: 1) Ability-oriented assessment: focus on the assessment of students' core competencies. 2) Data analysis driven: use learning analysis technology to collect and analyze students' learning data, and provide data support

for personalized teaching. 3) Combining online and offline evaluation: not only focus on students' performance in class, but also pays attention to their participation in online learning, homework submission and other indicators. 4) Self-reflection report: students are encouraged to write study logs of self-reflection reports.

6.What is the current situation about students' learning attitudes of Normal Universities in Sichuan Province? How to promote the development of students' learning attitudes?

Students' learning outcomes are largely influenced by their learning attitudes. It can promote the development of students' learning attitudes from the following points: 1) Goal setting and planning: guide students to set clear learning goals, make reasonable learning plans, and cultivate self-management ability. 2) Learning strategy guidance: teach students effective learning strategies and improve their self-directed learning ability. 3) Customized learning paths: encourage students and teachers to make learning plans in line with their own characteristics, and clarify learning objectives and steps. 4) Progress tracking and adjustment: regularly monitor students' learning progress and effectiveness, timely adjust their learning plans and strategies. 5) Self-assessment system: provide online self-assessment tools and find their learning blind points.

7.What else do you also think it is very important to promote the development of sustainable strategies to improve the effectiveness of College English Hybrid Teaching?

I think the following factors are also very important to promote the development of sustainable strategies to improve the effectiveness of College English Hybrid Teaching: 1) Technical training for teachers: regularly organize teachers to participate in College English Hybrid Teaching technical training workshops. 2) Technical support team: establish a professional technical support team to provide teachers with technology, platform operation guidance and other services. 3) Technical iteration and innovation: introduce new technologies, optimize teaching environment, and maintain the advancement and flexibility of teaching.

Interviewee 8

1.What is the current situation about College English Hybrid Teaching? How to promote College English Hybrid Teaching of Normal Universities?

College English Hybrid Teaching is especially important in current teaching situations, which can promote College English teaching. For the promotion of College English Hybrid Teaching, teaching evaluation is at the first. Teaching evaluation can monitor reflect students' learning effect. In addition, curriculum system establishment is also very important. Sound curriculum system can develop students' learning interests, which can bring students' happy mood.

2.What is the current situation about Institutional mechanism construction of College English Hybrid Teaching? How to promote the development of Institutional mechanism construction of College English Hybrid Teaching?

Institutional mechanism construction is the basis of effective teaching. In order to promote the development of Institutional mechanism construction of College English Hybrid Teaching, discipline construction of teachers should be reasonable. It should includes the following aspects: 1) Skill improvement: organize teachers to participate in training in information technology, teaching design, psychological counseling and other aspects. 2) Diversified training methods: combined with online and offline training resources, diversified training methods can be implemented. 3) Continuous tracking and support: establish teacher growth files, and continuously track teachers' training experience, practical achievements, and career development path. 4) Evaluation system construction: establish a scientific, fair and comprehensive evaluation system.

3.What is the current situation about online platform construction? How to promote the development of online platform construction?

In my eyes, online platform construction is especially important in College English Hybrid Teaching. College English Hybrid Teaching includes online and classroom teaching. For the online teaching part, good online platform is very essential. It should have the following characteristics: 1) Intelligent feedback system: develop or adopt an intelligent correction system and collect learning data. 2) Real-

time interactive tools: use video conference, online discussion, instant messaging tools, etc., to promote real-time interaction, and solve real-time questions in learning. 3) Diversified platform selection: Select and develop suitable teaching platforms according to course needs and students' characteristics. 4) Virtual classroom experience: using video conferencing software to simulate the real classroom environment.

4.What is the current situation about the importance of curriculum system establishment of Normal Universities in Sichuan Province? How to promote the development of curriculum system establishment?

Curriculum system establishment is very important in College English Hybrid Teaching. It is the general framework of how to implement College English Hybrid Teaching. Curriculum system establishment should take the following aspects in into consideration: 1) Differentiation design: design hierarchical and modular curriculum system; 2) High-quality teaching resources integration: combine the latest English textbooks and network resources.

5.What is the current situation about teaching evaluation of Normal Universities in Sichuan Province? How to promote the development of teaching evaluation?

Teaching evaluation is a good way to monitor the learning and teaching process. According to teaching evaluation, teachers can adjust their teaching accordingly. For the promotion of teaching evaluation, the following factors should be taken into consideration: 1) Self-reflection report: students are encouraged to write study logs of self-reflection reports. 2) Data analysis driven: use learning analysis technology to collect and analyze students' learning data, and provide data support for personalized teaching. 3) Combining online and offline evaluation: not only focus on students' performance in class, but also pays attention to their participation in online learning, homework submission and other indicators. 4) Ability-oriented assessment: focus on the assessment of students' core competencies.

6.What is the current situation about students' learning attitudes of Normal Universities in Sichuan Province? How to promote the development of students' learning attitudes?

Students' learning outcomes are largely influenced by their learning attitudes. It can promote the development of students' learning attitudes from the following points: 1) Self-assessment system: provide online self-assessment tools and find their learning blind points. 2) Learning strategy guidance: teach students effective learning strategies and improve their self-directed learning ability. 3) Intelligent recommendation system: use big data and artificial intelligence technology to recommend personalized learning resources and paths for students. 4) Customized learning paths: encourage students and teachers to make learning plans in line with their own characteristics, and clarify learning objectives and steps. 5) Progress tracking and adjustment: regularly monitor students' learning progress and effectiveness, timely adjust their learning plans and strategies. 6) Goal setting and planning: guide students to set clear learning goals, make reasonable learning plans, and cultivate self-management ability.

7.What else do you also think it is very important to promote the development of sustainable strategies to improve the effectiveness of College English Hybrid Teaching?

I think the following factors are also very important to promote the development of sustainable strategies to improve the effectiveness of College English Hybrid Teaching: 1) Technical iteration and innovation: introduce new technologies, optimize teaching environment, and maintain the advancement and flexibility of teaching. 2) Technical support for students: design a technical support hotline or online help center to provide students with timely technical questions. 3) Technical support team: establish a professional technical support team to provide teachers with technology, platform operation guidance and other services. 4) Technical training for teachers: regularly organize teachers to participate in College English Hybrid Teaching technical training workshops. 5) Resource update and

maintenance: regularly update teaching resources and maintain the stable operation of teaching platform.

Interviewee 9

1. What is the current situation about College English Hybrid Teaching? How to promote College English Hybrid Teaching of Normal Universities?

College English Hybrid Teaching is very necessary in current teaching environment, which can improve students' College English learning effect. As for the promotion of College English Hybrid Teaching, teaching evaluation is the most important one, which can reflect students' learning effect, and institutional mechanism construction of College English Hybrid Teaching is also very essential. Good management is the prerequisite of good learning effect. Only according to combining the two aspects together can College English Hybrid Teaching achieve the maximum effect.

2.What is the current situation about Institutional mechanism construction of College English Hybrid Teaching? How to promote the development of Institutional mechanism construction of College English Hybrid Teaching?

Institutional mechanism construction is the basis of effective teaching. In order to promote the development of Institutional mechanism construction of College English Hybrid Teaching, discipline construction of teachers should be reasonable. It should includes the following aspects: 1) Incentive mechanism: establish a reasonable incentive mechanism. 2) Skill improvement: organize teachers to participate in training in information technology, teaching design, psychological counseling and other aspects. 3) Diversified training methods: combined with online and offline training resources, diversified training methods can be implemented. 4) Evaluation system construction: establish a scientific, fair and comprehensive evaluation system.

3.What is the current situation about online platform construction? How to promote the development of online platform construction?

Online platform construction is very important in College English Hybrid Teaching. College English Hybrid Teaching includes online and offline teaching. For the online teaching part, good online platform is very essential. It should have the following characteristics: 1) System integration: integrate multiple teaching platforms and tools. 2) Virtual classroom experience: using video conferencing software to simulate the real classroom environment. 3) Technical support and guarantee: establish a stable technical support team to ensure the smooth progress of teaching activities.

4.What is the current situation about the importance of curriculum system establishment of Normal Universities in Sichuan Province? How to promote the development of curriculum system establishment?

Curriculum system establishment is very essential in College English Hybrid Teaching. It is the general framework of how to implement College English Hybrid Teaching. Curriculum system establishment should take the following aspects in into consideration: 1) Task-driven learning: design challenging learning tasks. 2) Goal orientation: clarify the teaching objectives of each unit to ensure that teaching activities are carried out around the objectives. 3) Course content reconstruction: the online content focuses on theoretical explanation and independent learning, while the offline content focuses on practical operation and in-depth communication. 4) High-quality teaching resources integration: combine the latest English textbooks and network resources. 5) In-depth research: fully understand students' learning needs, learning habits, English level, and their interests.

5.What is the current situation about teaching evaluation of Normal Universities in Sichuan Province? How to promote the development of teaching evaluation?

Teaching evaluation is a good way to monitor the learning and teaching process. According to teaching evaluation, teachers can adjust their teaching accordingly. For the promotion of teaching evaluation, the following factors should be taken into consideration: 1) Ability-oriented assessment: focus on the assessment of students' core competencies. 2) Data analysis driven: use learning analysis

technology to collect and analyze students' learning data, and provide data support for personalized teaching. 3) Feedback and improvement: regularly give back feedback on learning results and adjust the teaching content and methods. 4) Self-reflection report: students are encouraged to write study logs of self-reflection reports.

6.What is the current situation about students' learning attitudes of Normal Universities in Sichuan Province? How to promote the development of students' learning attitudes?

Students' learning outcomes are largely influenced by their learning attitudes. It can promote the development of students' learning attitudes from the following points: 1) Learning strategy guidance: teach students effective learning strategies and improve their self-directed learning ability. 2) Intelligent recommendation system: use big data and artificial intelligence technology to recommend personalized learning resources and paths for students. 3) Customized learning paths: encourage students and teachers to make learning plans in line with their own characteristics, and clarify learning objectives and steps. 4) Progress tracking and adjustment: regularly monitor students' learning progress and effectiveness, timely adjust their learning plans and strategies. 5) Self-assessment system: provide online self-assessment tools and find their learning blind points.

7.What else do you also think it is very important to promote the development of sustainable strategies to improve the effectiveness of College English Hybrid Teaching?

I think the following factors are also very important to promote the development of sustainable strategies to improve the effectiveness of College English Hybrid Teaching: 1) Technical training for teachers: regularly organize teachers to participate in College English Hybrid Teaching technical training workshops. 2) Technical support for students: design a technical support hotline or online help center to provide students with timely technical questions. 3) Technical support team: establish a professional technical support team to provide teachers with technology, platform operation guidance and other services. 4) Technical iteration

and innovation: introduce new technologies, optimize teaching environment, and maintain the advancement and flexibility of teaching. 5) Resource update and maintenance: regularly update teaching resources and maintain the stable operation of teaching platform.

Interviewee 10

1.What is the current situation about College English Hybrid Teaching? How to promote College English Hybrid Teaching of Normal Universities?

College English Hybrid Teaching is very necessary in current teaching environment, which can improve students' College English learning effect. As for the promotion of College English Hybrid Teaching, curriculum system establishment is the most important one, and institutional mechanism construction of College English Hybrid Teaching is also very important. Good management is the prerequisite of good learning effect. Only according to combining the two together can College English Hybrid Teaching realize the maximum effect.

2.What is the current situation about Institutional mechanism construction of College English Hybrid Teaching? How to promote the development of Institutional mechanism construction of College English Hybrid Teaching?

Institutional mechanism construction is the basis of effective teaching. In order to promote the development of Institutional mechanism construction of College English Hybrid Teaching, discipline construction of teachers should be reasonable. It should includes the following aspects: 1) Skill improvement: organize teachers to participate in training in information technology, teaching design, psychological counseling and other aspects. 2) Teaching seminars: establish a platform for teacher communication, encourage teachers to share teaching experience, jointly explore new ideas and new methods. 3) Incentive mechanism: establish a reasonable incentive mechanism. 4) Evaluation system construction: establish a scientific, fair and comprehensive evaluation system.

3.What is the current situation about online platform construction? How to promote the development of online platform construction?

As far as I am concerned, online platform construction is very important in College English Hybrid Teaching. We know that College English Hybrid Teaching includes online and offline teaching. For the online teaching part, good online platform is very essential. It should have the following characteristics: 1) Virtual classroom experience: using video conferencing software to simulate the real classroom environment. 2) System integration: integrate multiple teaching platforms and tools. 3) Intelligent feedback system: develop or adopt an intelligent correction system and collect learning data. 4) Diversified platform selection: Select and develop suitable teaching platforms according to course needs and students' characteristics.

4.What is the current situation about the importance of curriculum system establishment of Normal Universities in Sichuan Province? How to promote the development of curriculum system establishment?

Curriculum system establishment is very necessary in College English Hybrid Teaching. It is the general framework of how to implement College English Hybrid Teaching. Curriculum system establishment should take the following aspects in into consideration: 1) Differentiation design: design hierarchical and modular curriculum system; 2) Goal orientation: clarify the teaching objectives of each unit to ensure that teaching activities are carried out around the objectives. 3) Course content reconstruction: the online content focuses on theoretical explanation and independent learning, while the offline content focuses on practical operation and in-depth communication. 4) Task-driven learning: design challenging learning tasks.

5.What is the current situation about teaching evaluation of Normal Universities in Sichuan Province? How to promote the development of teaching evaluation?

Teaching evaluation is a better way to monitor the learning and teaching process. According to teaching evaluation, teachers can adjust their teaching accordingly. For the promotion of teaching evaluation, the following factors should be taken into consideration: 1) Ability-oriented assessment: focus on the assessment of students' core competencies. 2) Diversified evaluation system: build a diversified

evaluation system, including formative evaluation, summative evaluation, peer evaluation, and self-evaluation. 3) Data analysis driven: use learning analysis technology to collect and analyze students' learning data, and provide data support for personalized teaching. 4) Feedback and improvement: regularly give back feedback on learning results and adjust the teaching content and methods.

6.What is the current situation about students' learning attitudes of Normal Universities in Sichuan Province? How to promote the development of students' learning attitudes?

Students' learning outcomes are largely influenced by their learning attitudes. It can promote the development of students' learning attitudes from the following points: 1) Goal setting and planning: guide students to set clear learning goals, make reasonable learning plans, and cultivate self-management ability. 2) Learning strategy guidance: teach students effective learning strategies and improve their self-directed learning ability. 3) Intelligent recommendation system: use big data and artificial intelligence technology to recommend personalized learning resources and paths for students. 4) Customized learning paths: encourage students and teachers to make learning plans in line with their own characteristics, and clarify learning objectives and steps. 5) Progress tracking and adjustment: regularly monitor students' learning progress and effectiveness, timely adjust their learning plans and strategies. 6) Self-assessment system: provide online self-assessment tools and find their learning blind points.

7.What else do you also think it is very important to promote the development of sustainable strategies to improve the effectiveness of College English Hybrid Teaching?

I think the following factors are also very important to promote the development of sustainable strategies to improve the effectiveness of College English Hybrid Teaching: 1) Technical training for teachers: regularly organize teachers to participate in the College English Hybrid Teaching technical training workshops. 2) Technical support team: establish a professional technical support team to provide teachers with technology, platform operation guidance and other services. 3)

Technical iteration and innovation: introduce new technologies, optimize teaching environment, and maintain the advancement and flexibility of teaching. 4) Resource update and maintenance: regularly update teaching resources and maintain the stable operation of teaching platform.

Interviewee 11

1.What is the current situation about College English Hybrid Teaching? How to promote College English Hybrid Teaching of Normal Universities?

College English Hybrid Teaching is very necessary in current teaching environment, which can facilitate College English teaching. For the promotion of College English Hybrid Teaching, I think that Online platform construction is very important. Students can have access to more teaching resources and teaching materials. What's more, Students' learning attitudes are also very important, because study is their own business. Students should take responsibilities for their own study.

2.What is the current situation about Institutional mechanism construction of College English Hybrid Teaching? How to promote the development of Institutional mechanism construction of College English Hybrid Teaching?

Institutional mechanism construction is the basis of effective teaching. In order to promote the development of institutional mechanism construction of College English Hybrid Teaching, the content, form, and effect of teacher training should be satisfying and university should provide reasonable professional development opportunities and resources. It should includes the following aspects: 1) Teaching seminars: establish a platform for teacher communication, encourage teachers to share teaching experience, jointly explore new ideas and new methods. 2) Continuous tracking and support: establish teacher growth files, and continuously track teachers' training experience, practical achievements, and career development path. 3) Skill improvement: organize teachers to participate in training in information technology, teaching design, psychological counseling and other aspects. 4) Evaluation system construction: establish a scientific, fair and comprehensive evaluation system.

3.What is the current situation about online platform construction? How to promote the development of online platform construction?

In my opinion, online platform construction is very important in College English Hybrid Teaching. College English Hybrid Teaching includes online and classroom teaching. For the online teaching part, we know that good online platform is very essential. It should have the following characteristics: 1) Diversified platform selection: Select and develop suitable teaching platforms according to course needs and students' characteristics. 2)System integration: integrate multiple teaching platforms and tools. 3) Real-time interactive tools: use video conference, online discussion, instant messaging tools, etc., to promote real-time interaction, and solve real-time questions in learning. 4) Intelligent feedback system: develop or adopt an intelligent correction system and collect learning data. 5) Virtual classroom experience: using video conferencing software to simulate the real classroom environment.

4.What is the current situation about the importance of curriculum system establishment of Normal Universities in Sichuan Province? How to promote the development of curriculum system establishment?

Curriculum system establishment is very necessary in College English Hybrid Teaching. It is the general framework of how to implement College English Hybrid Teaching. Curriculum system establishment should take the following aspects in into consideration: 1) In-depth research: fully understand students' learning needs, learning habits, English level, and their interests. 2) Goal orientation: clarify the teaching objectives of each unit to ensure that teaching activities are carried out around the objectives. 3) Course content reconstruction: the online content focuses on theoretical explanation and independent learning, while the offline content focuses on practical operation and in-depth communication. 4) High-quality teaching resources integration: combine the latest English textbooks and network resources. 5) Task-driven learning: design challenging learning tasks.

5.What is the current situation about teaching evaluation of Normal Universities in Sichuan Province? How to promote the development of teaching evaluation?

Teaching evaluation is an very efficient way to monitor the learning and teaching process. According to teaching evaluation, teachers can adjust their teaching accordingly. For the promotion of teaching evaluation, the following factors should be taken into consideration: 1) Ability-oriented assessment: focus on the assessment of students' core competencies. 2) Data analysis driven: use learning analysis technology to collect and analyze students' learning data, and provide data support for personalized teaching. 3) Feedback and improvement: regularly give back feedback on learning results and adjust the teaching content and methods. 4) Combining online and offline evaluation: not only focus on students' performance in class, but also pays attention to their participation in online learning, homework submission and other indicators. 5) Self-reflection report: students are encouraged to write study logs of self-reflection reports.

6.What is the current situation about students' learning attitudes of Normal Universities in Sichuan Province? How to promote the development of students' learning attitudes?

Students' learning outcomes are largely decided by their learning attitudes. It can promote the development of students' learning attitudes from the following points: 1) Customized learning paths: encourage students and teachers to make learning plans in line with their own characteristics, and clarify learning objectives and steps. 2) Learning strategy guidance: teach students effective learning strategies and improve their self-directed learning ability. 3) Intelligent recommendation system: use big data and artificial intelligence technology to recommend personalized learning resources and paths for students. 4) Goal setting and planning: guide students to set clear learning goals, make reasonable learning plans, and cultivate self-management ability. 5) Progress tracking and adjustment: regularly monitor students' learning progress and effectiveness, timely adjust their learning plans and strategies. 6) Self-

assessment system: provide online self-assessment tools and find their learning blind points.

7.What else do you also think it is very important to promote the development of sustainable strategies to improve the effectiveness of College English Hybrid Teaching?

I think the following factors are also very important to promote the development of sustainable strategies to improve the effectiveness of College English Hybrid Teaching: 1) Resource update and maintenance: regularly update teaching resources and maintain the stable operation of teaching platform. 2) Technical support team: establish a professional technical support team to provide teachers with technology, platform operation guidance and other services. 3) Technical iteration and innovation: introduce new technologies, optimize teaching environment, and maintain the advancement and flexibility of teaching. 4) Technical training for teachers: regularly organize teachers to participate in College English Hybrid Teaching technical training workshops.

Interviewee 12

1.What is the current situation about College English Hybrid Teaching? How to promote College English Hybrid Teaching of Normal Universities?

College English Hybrid Teaching is very essential in current teaching circumstances, which can facilitate College English teaching. For the promotion of College English Hybrid Teaching, teaching evaluation is very important in the process of College English Hybrid Teaching. In order to guarantee effect, teaching evaluation should also be emphasized. What's more, students' learning attitudes are very important. Students are the main body of their study. They should be responsible for their study.

2.What is the current situation about Institutional mechanism construction of College English Hybrid Teaching? How to promote the development of Institutional mechanism construction of College English Hybrid Teaching?

Institutional mechanism construction is the basis of effective teaching. In order to promote the development of institutional mechanism construction of College English Hybrid Teaching, the content, form, and effect of teacher training should be satisfying and university should provide reasonable professional development opportunities and resources. It should includes the following aspects: 1) Skill improvement: organize teachers to participate in training in information technology, teaching design, psychological counseling and other aspects. 2) Teaching seminars: establish a platform for teacher communication, encourage teachers to share teaching experience, jointly explore new ideas and new methods. 3) Incentive mechanism: establish a reasonable incentive mechanism. 4) Evaluation system construction: establish a scientific, fair and comprehensive evaluation system.

3.What is the current situation about online platform construction? How to promote the development of online platform construction?

In my eyes, online platform construction is very important in College English Hybrid Teaching. College English Hybrid Teaching includes online and offline teaching. For the online teaching part, good online platform is very essential. It should have the following characteristics: 1) Real-time interactive tools: use video conference, online discussion, instant messaging tools, etc., to promote real-time interaction, and solve real-time questions in learning. 2) Virtual classroom experience: using video conferencing software to simulate the real classroom environment. 3) Technical support and guarantee: establish a stable technical support team to ensure the smooth progress of teaching activities

4.What is the current situation about the importance of curriculum system establishment of Normal Universities in Sichuan Province? How to promote the development of curriculum system establishment?

Curriculum system establishment is very necessary in College English Hybrid Teaching. It is the general framework of how to implement College English Hybrid Teaching. Curriculum system should have good cultivation of language ability. College English has close relationship with other disciplines. Curriculum system establishment should take the following aspects in into consideration:

1) Differentiation design: design hierarchical and modular curriculum system; 2) Goal orientation: clarify the teaching objectives of each unit to ensure that teaching activities are carried out around the objectives. 3) Course content reconstruction: the online content focuses on theoretical explanation and independent learning, while the offline content focuses on practical operation and in-depth communication. 4) Task-driven learning: design challenging learning tasks.

5.What is the current situation about teaching evaluation of Normal Universities in Sichuan Province? How to promote the development of teaching evaluation?

Teaching evaluation is a better way to monitor the learning and teaching process. According to teaching evaluation, teachers can adjust their teaching accordingly. For the promotion of teaching evaluation, the following factors should be taken into consideration: 1) Combining online and offline evaluation: not only focus on students' performance in class, but also pays attention to their participation in online learning, homework submission and other indicators. 2) Data analysis driven: use learning analysis technology to collect and analyze students' learning data, and provide data support for personalized teaching. 3) Feedback and improvement: regularly give back feedback on learning results and adjust the teaching content and methods. 4) Ability-oriented assessment: focus on the assessment of students' core competencies. 5) Self-reflection report: students are encouraged to write study logs of self-reflection reports.

6.What is the current situation about students' learning attitudes of Normal Universities in Sichuan Province? How to promote the development of students' learning attitudes?

Students' learning outcomes are largely decided by their learning attitudes. It can promote the development of students' learning attitudes from the following points: 1) Goal setting and planning: guide students to set clear learning goals, make reasonable learning plans, and cultivate self-management ability. 2) Intelligent recommendation system: use big data and artificial intelligence technology to recommend personalized learning resources and paths for students. 3) Customized

learning paths: encourage students and teachers to make learning plans in line with their own characteristics, and clarify learning objectives and steps. 4) Progress tracking and adjustment: regularly monitor students' learning progress and effectiveness, timely adjust their learning plans and strategies. 5) Self-assessment system: provide online self-assessment tools and find their learning blind points.

7.What else do you also think it is very important to promote the development of sustainable strategies to improve the effectiveness of College English Hybrid Teaching?

I think the following factors are also very important to promote the development of sustainable strategies to improve the effectiveness of College English Hybrid Teaching: 1) Technical training for teachers: regularly organize teachers to participate in College English Hybrid Teaching technical training workshops. 2) Technical support team: establish a professional technical support team to provide teachers with technology, platform operation guidance and other services. 3) Technical iteration and innovation: introduce new technologies, optimize teaching environment, and maintain the advancement and flexibility of teaching. 4) Resource update and maintenance: regularly update teaching resources and maintain the stable operation of teaching platform.

Interviewee 13

1.What is the current situation about College English Hybrid Teaching? How to promote College English Hybrid Teaching of Normal Universities?

College English Hybrid Teaching is especially important in current teaching situations, which can promote College English teaching. For the promotion of College English Hybrid Teaching, curriculum system establishment is very important. Sound curriculum system can arouse students' learning interests, which can bring students' relaxed mood. What's more, students' learning attitudes are also very important. Students' attitude decide the learning results. Students are the body of their study.

2.What is the current situation about Institutional mechanism construction of College English Hybrid Teaching? How to promote the development of Institutional mechanism construction of College English Hybrid Teaching?

Institutional mechanism construction is the basis of effective teaching. In order to promote the development of institutional mechanism construction of College English Hybrid Teaching, the content, form, and effect of teacher training should be satisfying and university should provide reasonable professional development opportunities and resources. It should includes the following aspects: 1) Skill improvement: organize teachers to participate in training in information technology, teaching design, psychological counseling and other aspects. 2) Teaching seminars: establish a platform for teacher communication, encourage teachers to share teaching experience, jointly explore new ideas and new methods. 3) Continuous tracking and support: establish teacher growth files, and continuously track teachers' training experience, practical achievements, and career development path. 4) Diversified training methods: combined with online and offline training resources, diversified training methods can be implemented.

3.What is the current situation about online platform construction? How to promote the development of online platform construction?

I think that online platform construction is very important in College English Hybrid Teaching. College English Hybrid Teaching includes online and offline teaching. For the online teaching part, good online platform is very essential. It should have the following characteristics: 1) Diversified platform selection: Select and develop suitable teaching platforms according to course needs and students' characteristics. 2) System integration: integrate multiple teaching platforms and tools. 3) Real-time interactive tools: use video conference, online discussion, instant messaging tools, etc., to promote real-time interaction, and solve real-time questions in learning. 4) Intelligent feedback system: develop or adopt an intelligent correction system and collect learning data.

4.What is the current situation about the importance of curriculum system establishment of Normal Universities in Sichuan Province? How to promote the development of curriculum system establishment?

Curriculum system establishment is very important in College English Hybrid Teaching. It is the general framework of how to implement College English Hybrid Teaching. Curriculum system establishment should take the following aspects in into consideration: 1) Goal orientation: clarify the teaching objectives of each unit to ensure that teaching activities are carried out around the objectives. 2) In-depth research: fully understand students' learning needs, learning habits, English level, and their interests. 3) Course content reconstruction: the online content focuses on theoretical explanation and independent learning, while the offline content focuses on practical operation and in-depth communication. 4) Task-driven learning: design challenging learning tasks.

5.What is the current situation about teaching evaluation of Normal Universities in Sichuan Province? How to promote the development of teaching evaluation?

Teaching evaluation is a good way to monitor the learning and teaching process. According to teaching evaluation, teachers can adjust their teaching accordingly. For the promotion of teaching evaluation, the following factors should be taken into consideration: 1) Ability-oriented assessment: focus on the assessment of students' core competencies. 2) Data analysis driven: use learning analysis technology to collect and analyze students' learning data, and provide data support for personalized teaching. 3) Feedback and improvement: regularly give back feedback on learning results and adjust the teaching content and methods. 4) Combining online and offline evaluation: not only focus on students' performance in class, but also pays attention to their participation in online learning, homework submission and other indicators. 5) Self-reflection report: students are encouraged to write study logs of self-reflection reports.

6.What is the current situation about students' learning attitudes of Normal Universities in Sichuan Province? How to promote the development of students' learning attitudes?

Students' learning outcomes are largely decided by their learning attitudes. It can promote the development of students' learning attitudes from the following points: 1) Goal setting and planning: guide students to set clear learning goals, make reasonable learning plans, and cultivate self-management ability. 2) Intelligent recommendation system: use big data and artificial intelligence technology to recommend personalized learning resources and paths for students. 3) Customized learning paths: encourage students and teachers to make learning plans in line with their own characteristics, and clarify learning objectives and steps. 4) Progress tracking and adjustment: regularly monitor students' learning progress and effectiveness, timely adjust their learning plans and strategies. 5) Self-assessment system: provide online self-assessment tools and find their learning blind points.

7.What else do you also think it is very important to promote the development of sustainable strategies to improve the effectiveness of College English Hybrid Teaching?

I think the following factors are also very important to promote the development of sustainable strategies to improve the effectiveness of College English Hybrid Teaching: 1) Technical support team: establish a professional technical support team to provide teachers with technology, platform operation guidance and other services. 2) Technical support for students: design a technical support hotline or online help center to provide students with timely technical questions. 3) Technical training for teachers: regularly organize teachers to participate in College English Hybrid Teaching technical training workshops. 4) Technical iteration and innovation: introduce new technologies, optimize teaching environment, and maintain the advancement and flexibility of teaching. 5) Resource update and maintenance: regularly update teaching resources and maintain the stable operation of teaching platform.

Interviewee 14

1.What is the current situation about College English Hybrid Teaching? How to promote College English Hybrid Teaching of Normal Universities?

College English Hybrid Teaching is very necessary in current teaching environment, which can improve students' College English learning effect. As for the promotion of College English Hybrid Teaching, institutional mechanism construction of College English Hybrid Teaching is very important. Good management is the prerequisite of good learning effect. Students' learning attitudes are also very important one. Only according to combining the two together can College English Hybrid Teaching realize the maximum effect.

2.What is the current situation about Institutional mechanism construction of College English Hybrid Teaching? How to promote the development of Institutional mechanism construction of College English Hybrid Teaching?

Institutional mechanism construction is the basis of effective teaching. In order to promote the development of Institutional mechanism construction of College English Hybrid Teaching, the current teacher incentive mechanism should also be reasonable. As the development of teaching, teachers' teaching reform should also be satisfying. It should includes the following aspects: 1) Teaching seminars: establish a platform for teacher communication, encourage teachers to share teaching experience, jointly explore new ideas and new methods. 2) Diversified training methods: combined with online and offline training resources, diversified training methods can be implemented. 3) Continuous tracking and support: establish teacher growth files, and continuously track teachers' training experience, practical achievements, and career development path. 4) Evaluation system construction: establish a scientific, fair and comprehensive evaluation system.

3.What is the current situation about online platform construction? How to promote the development of online platform construction?

In my eyes, online platform construction is very important in College English Hybrid Teaching. College English Hybrid Teaching includes online and offline teaching. For the offline teaching part, good online platform is very essential. It

should have the following characteristics: 1) Technical support and guarantee: establish a stable technical support team to ensure the smooth progress of teaching activities. 2) Real-time interactive tools: use video conference, online discussion, instant messaging tools, etc., to promote real-time interaction, and solve real-time questions in learning. 3) Intelligent feedback system: develop or adopt an intelligent correction system and collect learning data. 4) Diversified platform selection: Select and develop suitable teaching platforms according to course needs and students' characteristics.

4.What is the current situation about the importance of curriculum system establishment of Normal Universities in Sichuan Province? How to promote the development of curriculum system establishment?

Curriculum system establishment is especially essential in College English Hybrid Teaching. It is the general framework of how to implement College English Hybrid Teaching. Curriculum system establishment should take the following aspects in into consideration: 1) Differentiation design: design hierarchical and modular curriculum system; 2) Goal orientation: clarify the teaching objectives of each unit to ensure that teaching activities are carried out around the objectives. 3) Course content reconstruction: the online content focuses on theoretical explanation and independent learning, while the offline content focuses on practical operation and in-depth communication. 4) High-quality teaching resources integration: combine the latest English textbooks and network resources. 5) Task-driven learning: design challenging learning tasks.

5.What is the current situation about teaching evaluation of Normal Universities in Sichuan Province? How to promote the development of teaching evaluation?

Teaching evaluation is a good way to monitor the learning and teaching process. According to teaching evaluation, teachers can adjust their teaching accordingly. For the promotion of teaching evaluation, the following factors should be taken into consideration: 1) Diversified evaluation system: build a diversified evaluation system, including formative evaluation, summative evaluation, peer

evaluation, and self-evaluation. 2) Ability-oriented assessment: focus on the assessment of students' core competencies. 3) Data analysis driven: use learning analysis technology to collect and analyze students' learning data, and provide data support for personalized teaching. 4) Feedback and improvement: regularly give back feedback on learning results and adjust the teaching content and methods. 5) Combining online and offline evaluation: not only focus on students' performance in class, but also pays attention to their participation in online learning, homework submission and other indicators.

6.What is the current situation about students' learning attitudes of Normal Universities in Sichuan Province? How to promote the development of students' learning attitudes?

Students' learning outcomes are largely influenced by their learning attitudes. It can promote the development of students' learning attitudes from the following points: 1) Learning strategy guidance: teach students effective learning strategies and improve their self-directed learning ability. 2) Goal setting and planning: guide students to set clear learning goals, make reasonable learning plans, and cultivate self-management ability. 3) Intelligent recommendation system: use big data and artificial intelligence technology to recommend personalized learning resources and paths for students. 4) Customized learning paths: encourage students and teachers to make learning plans in line with their own characteristics, and clarify learning objectives and steps. 5) Progress tracking and adjustment: regularly monitor students' learning progress and effectiveness, timely adjust their learning plans and strategies. 6) Self-assessment system: provide online self-assessment tools and find their learning blind points.

7.What else do you also think it is very important to promote the development of sustainable strategies to improve the effectiveness of College English Hybrid Teaching?

I think the following factors are also very important to promote the development of sustainable strategies to improve the effectiveness of College English Hybrid Teaching: 1) Technical training for teachers: regularly organize teachers

to participate in College English Hybrid Teaching technical training workshops. 2) Technical support for students: design a technical support hotline or online help center to provide students with timely technical questions. 3) Technical iteration and innovation: introduce new technologies, optimize teaching environment, and maintain the advancement and flexibility of teaching. 4) Resource update and maintenance: regularly update teaching resources and maintain the stable operation of teaching platform.

Interviewee 15

1.What is the current situation about College English Hybrid Teaching? How to promote College English Hybrid Teaching of Normal Universities?

College English Hybrid Teaching is very necessary in current teaching environment, which can improve students' College English learning effect. As for the promotion of College English Hybrid Teaching, teaching evaluation of College English Hybrid Teaching is also very important, which can help teachers adjust their teaching according to students' mastery of knowledge. What's more, online platform construction is also very important. Only according to combining the two together can College English Hybrid Teaching realize the maximum effect.

2.What is the current situation about Institutional mechanism construction of College English Hybrid Teaching? How to promote the development of Institutional mechanism construction of College English Hybrid Teaching?

Institutional mechanism construction is very important in College English Hybrid Teaching. In order to promote the development of institutional mechanism construction of College English Hybrid Teaching, discipline construction of teachers should be reasonable. It should includes the following aspects: 1) Evaluation system construction: establish a scientific, fair and comprehensive evaluation system. 2) Teaching seminars: establish a platform for teacher communication, encourage teachers to share teaching experience, jointly explore new ideas and new methods. 3) Diversified training methods: combined with online and offline training resources, diversified training methods can be implemented. 4) Continuous tracking and

support: establish teacher growth files, and continuously track teachers' training experience, practical achievements, and career development path. 5) Skill improvement: organize teachers to participate in training in information technology, teaching design, psychological counseling and other aspects.

3.What is the current situation about online platform construction? How to promote the development of online platform construction?

In my opinion, online platform construction is very important in College English Hybrid Teaching. College English Hybrid Teaching includes online and offline teaching. For the offline teaching part, good online platform is very essential. It should have the following characteristics: 1) Diversified platform selection: Select and develop suitable teaching platforms according to course needs and students' characteristics. 2) Technical support and guarantee: establish a stable technical support team to ensure the smooth progress of teaching activities 3) Real-time interactive tools: use video conference, online discussion, instant messaging tools, etc., to promote real-time interaction, and solve real-time questions in learning.

4.What is the current situation about the importance of curriculum system establishment of Normal Universities in Sichuan Province? How to promote the development of curriculum system establishment?

Curriculum system establishment is very important in College English Hybrid Teaching. It is the general guideline of how to implement College English Hybrid Teaching. Curriculum system establishment should take the following aspects in into consideration: 1) Course content reconstruction: the online content focuses on theoretical explanation and independent learning, while the offline content focuses on practical operation and in-depth communication. 2) Goal orientation: clarify the teaching objectives of each unit to ensure that teaching activities are carried out around the objectives. 3) In-depth research: fully understand students' learning needs, learning habits, English level, and their interests. 4) Task-driven learning: design challenging learning tasks.

5.What is the current situation about teaching evaluation of Normal Universities in Sichuan Province? How to promote the development of teaching evaluation?

Teaching evaluation is a good way to monitor the learning and teaching process. According to teaching evaluation, teachers can adjust their teaching accordingly. For the promotion of teaching evaluation, the following factors should be taken into consideration: 1) Diversified evaluation system: build a diversified evaluation system, including formative evaluation, summative evaluation, peer evaluation, and self-evaluation. 2) Ability-oriented assessment: focus on the assessment of students' core competencies. 3) Feedback and improvement: regularly give back feedback on learning results and adjust the teaching content and methods. 4) Combining online and offline evaluation: not only focus on students' performance in class, but also pays attention to their participation in online learning, homework submission and other indicators.

6.What is the current situation about students' learning attitudes of Normal Universities in Sichuan Province? How to promote the development of students' learning attitudes?

Students' learning outcomes are largely decided by their learning attitudes. It can promote the development of students' learning attitudes from the following points: 1) Goal setting and planning: guide students to set clear learning goals, make reasonable learning plans, and cultivate self-management ability. 2) Learning strategy guidance: teach students effective learning strategies and improve their self-directed learning ability. 3) Customized learning paths: encourage students and teachers to make learning plans in line with their own characteristics, and clarify learning objectives and steps. 4) Progress tracking and adjustment: regularly monitor students' learning progress and effectiveness, timely adjust their learning plans and strategies. 5) Self-assessment system: provide online self-assessment tools and find their learning blind points.

7.What else do you also think it is very important to promote the development of sustainable strategies to improve the effectiveness of College English Hybrid Teaching?

I think the following factors are also very important to promote the development of sustainable strategies to improve the effectiveness of College English Hybrid Teaching: 1) Technical support for students: design a technical support hotline or online help center to provide students with timely technical questions. 2) Technical support team: establish a professional technical support team to provide teachers with technology, platform operation guidance and other services. 3) Technical iteration and innovation: introduce new technologies, optimize teaching environment, and maintain the advancement and flexibility of teaching. 4) Resource update and maintenance: regularly update teaching resources and maintain the stable operation of teaching platform.

Interviewee 16

1.What is the current situation about College English Hybrid Teaching? How to promote College English Hybrid Teaching of Normal Universities?

College English Hybrid Teaching is especially important in current teaching situations, which can promote College English teaching. For the promotion of College English Hybrid Teaching, curriculum system establishment is very important. Good curriculum system can develop students' learning interests, which can bring students' happy mood. In addition, online platform construction is also very important. Online platform can provide teaching and learning resources. Students can learn at their own learning pace.

2.What is the current situation about Institutional mechanism construction of College English Hybrid Teaching? How to promote the development of Institutional mechanism construction of College English Hybrid Teaching?

Institutional mechanism construction is the basis of effective teaching. In order to promote the development of Institutional mechanism construction of College English Hybrid Teaching, the content, form, and effect of teacher training

should be satisfying and university should provide reasonable professional development opportunities and resources. In addition, university should have reasonable students' management system and reasonable teaching management system. It should includes the following aspects: 1) Skill improvement: organize teachers to participate in training in information technology, teaching design, psychological counseling and other aspects. 2) Teaching seminars: establish a platform for teacher communication, encourage teachers to share teaching experience, jointly explore new ideas and new methods. 3) Incentive mechanism: establish a reasonable incentive mechanism. 4) Evaluation system construction: establish a scientific, fair and comprehensive evaluation system.

3.What is the current situation about online platform construction? How to promote the development of online platform construction?

As far as I am concerned, online platform construction is very important in College English Hybrid Teaching. College English Hybrid Teaching includes online and offline teaching. For the offline teaching part, good online platform is very essential. It should have the following characteristics: 1) Intelligent feedback system: develop or adopt an intelligent correction system and collect learning data. 2) Diversified platform selection: Select and develop suitable teaching platforms according to course needs and students' characteristics. 3) Real-time interactive tools: use video conference, online discussion, instant messaging tools, etc., to promote real-time interaction, and solve real-time questions in learning.

4.What is the current situation about the importance of curriculum system establishment of Normal Universities in Sichuan Province? How to promote the development of curriculum system establishment?

Curriculum system establishment is very important in College English Hybrid Teaching. It is the general framework of how to implement College English Hybrid Teaching. Curriculum system establishment should take the following aspects in into consideration: 1) In-depth research: fully understand students' learning needs, learning habits, English level, and their interests. 2) Goal orientation: clarify the teaching objectives of each unit to ensure that teaching activities are carried out

around the objectives. 3) Course content reconstruction: the online content focuses on theoretical explanation and independent learning, while the offline content focuses on practical operation and in-depth communication. 4) Task-driven learning: design challenging learning tasks.

5.What is the current situation about teaching evaluation of Normal Universities in Sichuan Province? How to promote the development of teaching evaluation?

Teaching evaluation is a very efficient way to monitor the learning and teaching process. According to teaching evaluation, teachers can change their teaching accordingly. For the promotion of teaching evaluation, the following factors should be taken into consideration: 1) Combining online and offline evaluation: not only focus on students' performance in class, but also pays attention to their participation in online learning, homework submission and other indicators. 2) Ability-oriented assessment: focus on the assessment of students' core competencies. 3) Feedback and improvement: regularly give back feedback on learning results and adjust the teaching content and methods. 4) Diversified evaluation system: build a diversified evaluation system, including formative evaluation, summative evaluation, peer evaluation, and self-evaluation.

6.What is the current situation about students' learning attitudes of Normal Universities in Sichuan Province? How to promote the development of students' learning attitudes?

Students' learning results are mainly decided by their learning attitudes. It can promote the development of students' learning attitudes from the following points: 1) Intelligent recommendation system: use big data and artificial intelligence technology to recommend personalized learning resources and paths for students. 2) Learning strategy guidance: teach students effective learning strategies and improve their self-directed learning ability. 3) Goal setting and planning: guide students to set clear learning goals, make reasonable learning plans, and cultivate self-management ability. 4) Customized learning paths: encourage students and teachers to make learning plans in line with their own characteristics, and clarify

learning objectives and steps. 5) Progress tracking and adjustment: regularly monitor students' learning progress and effectiveness, timely adjust their learning plans and strategies. 6) Self-assessment system: provide online self-assessment tools and find their learning blind points.

7.What else do you also think it is very important to promote the development of sustainable strategies to improve the effectiveness of College English Hybrid Teaching?

I think the following factors are also very important to promote the development of sustainable strategies to improve the effectiveness of College English Hybrid Teaching: 1) Technical training for teachers: regularly organize teachers to participate in College English Hybrid Teaching technical training workshops. 2) Technical support team: establish a professional technical support team to provide teachers with technology, platform operation guidance and other services. 3) Technical iteration and innovation: introduce new technologies, optimize teaching environment, and maintain the advancement and flexibility of teaching. 4) Resource update and maintenance: regularly update teaching resources and maintain the stable operation of teaching platform.

Interviewee 17

1.What is the current situation about College English Hybrid Teaching? How to promote College English Hybrid Teaching of Normal Universities?

College English Hybrid Teaching is very necessary in current teaching environment, which can improve students' College English learning effect. As for the promotion of College English Hybrid Teaching, institutional mechanism construction of College English Hybrid Teaching is very essential. Good management is the prerequisite of good learning effect. What's more, online platform construction is also very important. Only according to combining the two aspects together can College English Hybrid Teaching achieve the maximum effect.

2.What is the current situation about Institutional mechanism construction of College English Hybrid Teaching? How to promote the development of Institutional mechanism construction of College English Hybrid Teaching?

Institutional mechanism construction is necessary in College English Hybrid Teaching. In order to promote the development of Institutional mechanism construction of College English Hybrid Teaching, teachers' teaching proficiency should be satisfying and university should promote communication and cooperation among teachers. What's more, university should have reasonable students' management system and reasonable teaching management system. It should includes the following aspects: 1) Skill improvement: organize teachers to participate in training in information technology, teaching design, psychological counseling and other aspects. 2) Teaching seminars: establish a platform for teacher communication, encourage teachers to share teaching experience, jointly explore new ideas and new methods. 3) Incentive mechanism: establish a reasonable incentive mechanism. 4) Diversified training methods: combined with online and offline training resources, diversified training methods can be implemented. 5) Evaluation system construction: establish a scientific, fair and comprehensive evaluation system.

3.What is the current situation about online platform construction? How to promote the development of online platform construction?

In my opinion, online platform construction is very important in College English Hybrid Teaching. College English Hybrid Teaching includes online and offline teaching. For the online teaching part, good online platform is very essential. It should have the following characteristics: 1) Diversified platform selection: Select and develop suitable teaching platforms according to course needs and students' characteristics. 2) System integration: integrate multiple teaching platforms and tools. 3) Real-time interactive tools: use video conference, online discussion, instant messaging tools, etc., to promote real-time interaction, and solve real-time questions in learning. 4) Technical support and guarantee: establish a stable technical support team to ensure the smooth progress of teaching activities.

4.What is the current situation about the importance of curriculum system establishment of Normal Universities in Sichuan Province? How to promote the development of curriculum system establishment?

Curriculum system establishment is very necessary in College English Hybrid Teaching. It is the general framework of how to implement College English Hybrid Teaching. Curriculum system establishment should take the following aspects in into consideration: 1) In-depth research: fully understand students' learning needs, learning habits, English level, and their interests. 2) Goal orientation: clarify the teaching objectives of each unit to ensure that teaching activities are carried out around the objectives. 3) Course content reconstruction: the online content focuses on theoretical explanation and independent learning, while the offline content focuses on practical operation and in-depth communication. 4) High-quality teaching resources integration: combine the latest English textbooks and network resources.

5.What is the current situation about teaching evaluation of Normal Universities in Sichuan Province? How to promote the development of teaching evaluation?

Teaching evaluation is a good way to monitor the learning and teaching process. According to teaching evaluation, teachers can adjust their teaching accordingly. For the promotion of teaching evaluation, the following factors should be taken into consideration: 1) Diversified evaluation system: build a diversified evaluation system, including formative evaluation, summative evaluation, peer evaluation, and self-evaluation. 2) Ability-oriented assessment: focus on the assessment of students' core competencies. 3) Feedback and improvement: regularly give back feedback on learning results and adjust the teaching content and methods. 4) Combining online and offline evaluation: not only focus on students' performance in class, but also pays attention to their participation in online learning, homework submission and other indicators.

6.What is the current situation about students' learning attitudes of Normal Universities in Sichuan Province? How to promote the development of students' learning attitudes?

Students' learning results are largely influenced by their learning attitudes. It can promote the development of students' learning attitudes from the following points: 1) Goal setting and planning: guide students to set clear learning goals, make reasonable learning plans, and cultivate self-management ability. 2) Learning strategy guidance: teach students effective learning strategies and improve their self-directed learning ability. 3) Customized learning paths: encourage students and teachers to make learning plans in line with their own characteristics, and clarify learning objectives and steps. 4) Progress tracking and adjustment: regularly monitor students' learning progress and effectiveness, timely adjust their learning plans and strategies. 5) Self-assessment system: provide online self-assessment tools and find their learning blind points.

7.What else do you also think it is very important to promote the development of sustainable strategies to improve the effectiveness of College English Hybrid Teaching?

I think the following factors are also very important to promote the development of sustainable strategies to improve the effectiveness of College English Hybrid Teaching: 1) Technical training for teachers: regularly organize teachers to participate in College English Hybrid Teaching technical training workshops. 2) Technical support for students: design a technical support hotline or online help center to provide students with timely technical questions. 3) Technical support team: establish a professional technical support team to provide teachers with technology, platform operation guidance and other services. 4) Technical iteration and innovation: introduce new technologies, optimize teaching environment, and maintain the advancement and flexibility of teaching. 5) Resource update and maintenance: regularly update teaching resources and maintain the stable operation of teaching platform.

Interviewee 18

1.What is the current situation about College English Hybrid Teaching? How to promote College English Hybrid Teaching of Normal Universities?

College English Hybrid Teaching is especially important in current teaching situations, which can promote College English teaching. For the promotion of College English Hybrid Teaching, curriculum system establishment is very important. Sound curriculum system can develop students' learning interests, which can bring students' happy mood. In addition, teaching evaluation is also very important. Teaching evaluation can monitor reflect students' learning effect.

2.What is the current situation about Institutional mechanism construction of College English Hybrid Teaching? How to promote the development of Institutional mechanism construction of College English Hybrid Teaching?

Institutional mechanism construction is the basis of effective teaching. In order to promote the development of Institutional mechanism construction of College English Hybrid Teaching, the content, form, and effect of teacher training should be satisfying. It should includes the following aspects: 1) Teaching seminars: establish a platform for teacher communication, encourage teachers to share teaching experience, jointly explore new ideas and new methods. 2) Skill improvement: organize teachers to participate in training in information technology, teaching design, psychological counseling and other aspects. 3) Diversified training methods: combined with online and offline training resources, diversified training methods can be implemented. 4) Continuous tracking and support: establish teacher growth files, and continuously track teachers' training experience, practical achievements, and career development path. 3.What is the current situation about online platform construction? How to promote the development of online platform construction?

In my eyes, online platform construction is very important in College English Hybrid Teaching. College English Hybrid Teaching includes online and offline teaching. For the online teaching part, good online platform is very essential. It should have the following characteristics: 1) Diversified platform selection: Select and

develop suitable teaching platforms according to course needs and students' characteristics. 2)System integration: integrate multiple teaching platforms and tools. 3) Real-time interactive tools: use video conference, online discussion, instant messaging tools, etc., to promote real-time interaction, and solve real-time questions in learning. 4) Virtual classroom experience: using video conferencing software to simulate the real classroom environment. 5) Technical support and guarantee: establish a stable technical support team to ensure the smooth progress of teaching activities.

4.What is the current situation about the importance of curriculum system establishment of Normal Universities in Sichuan Province? How to promote the development of curriculum system establishment?

Curriculum system establishment is very important in College English Hybrid Teaching. It is the general framework of how to implement College English Hybrid Teaching. Curriculum system establishment should take the following aspects in into consideration: 1) Differentiation design: design hierarchical and modular curriculum system; 2) Goal orientation: clarify the teaching objectives of each unit to ensure that teaching activities are carried out around the objectives. 3) Course content reconstruction: the online content focuses on theoretical explanation and independent learning, while the offline content focuses on practical operation and in-depth communication. 4) High-quality teaching resources integration: combine the latest English textbooks and network resources. 5) Task-driven learning: design challenging learning tasks.

5.What is the current situation about teaching evaluation of Normal Universities in Sichuan Province? How to promote the development of teaching evaluation?

Teaching evaluation is a good way to monitor the learning and teaching process. According to teaching evaluation, teachers can adjust their teaching accordingly. For the promotion of teaching evaluation, the following factors should be taken into consideration: 1) Feedback and improvement: regularly give back feedback on learning results and adjust the teaching content and methods.2) Ability-

oriented assessment: focus on the assessment of students' core competencies. 3) Diversified evaluation system: build a diversified evaluation system, including formative evaluation, summative evaluation, peer evaluation, and self-evaluation. 4) Combining online and offline evaluation: not only focus on students' performance in class, but also pays attention to their participation in online learning, homework submission and other indicators.

6.What is the current situation about students' learning attitudes of Normal Universities in Sichuan Province? How to promote the development of students' learning attitudes?

Students' learning outcomes are largely decided by their learning attitudes. It can promote the development of students' learning attitudes from the following points: 1) Goal setting and planning: guide students to set clear learning goals, make reasonable learning plans, and cultivate self-management ability. 2) Customized learning paths: encourage students and teachers to make learning plans in line with their own characteristics, and clarify learning objectives and steps. 3) Progress tracking and adjustment: regularly monitor students' learning progress and effectiveness, timely adjust their learning plans and strategies.

7.What else do you also think it is very important to promote the development of sustainable strategies to improve the effectiveness of College English Hybrid Teaching?

I think the following factors are also very important to promote the development of sustainable strategies to improve the effectiveness of College English Hybrid Teaching: 1) Technical support for students: design a technical support hotline or online help center to provide students with timely technical questions. 2) Technical training for teachers: regularly organize teachers to participate in College English Hybrid Teaching technical training workshops. 3) Technical support team: establish a professional technical support team to provide teachers with technology, platform operation guidance and other services. 4) Technical iteration and innovation: introduce new technologies, optimize teaching environment, and maintain the advancement and flexibility of teaching. 5) Resource update and

maintenance: regularly update teaching resources and maintain the stable operation of teaching platform.

Interviewee 19

1.What is the current situation about College English Hybrid Teaching? How to promote College English Hybrid Teaching of Normal Universities?

College English Hybrid Teaching is very necessary in current teaching environment, which can improve students' College English learning effect. As for the promotion of College English Hybrid Teaching, institutional mechanism construction of College English Hybrid Teaching is very essential. Good management is the prerequisite of good learning effect. What's more, teaching evaluation is the most important one, which can reflect students' learning effect. Only according to combining the two aspects together can College English Hybrid Teaching achieve the maximum effect.

2.What is the current situation about Institutional mechanism construction of College English Hybrid Teaching? How to promote the development of Institutional mechanism construction of College English Hybrid Teaching?

Institutional mechanism construction is necessary in College English Hybrid Teaching. It should includes the following aspects: 1) Continuous tracking and support: establish teacher growth files, and continuously track teachers' training experience, practical achievements, and career development path. 2) Diversified training methods: combined with online and offline training resources, diversified training methods can be implemented. 3) Skill improvement: organize teachers to participate in training in information technology, teaching design, psychological counseling and other aspects. 4) Evaluation system construction: establish a scientific, fair and comprehensive evaluation system.

3.What is the current situation about online platform construction? How to promote the development of online platform construction?

I think that online platform construction is very important in College English Hybrid Teaching. College English Hybrid Teaching includes online and offline

teaching. For the online teaching part, good online platform is very essential. It should have the following characteristics: 1) System integration: integrate multiple teaching platforms and tools. 2) Diversified platform selection: Select and develop suitable teaching platforms according to course needs and students' characteristics. 3) Real-time interactive tools: use video conference, online discussion, instant messaging tools, etc., to promote real-time interaction, and solve real-time questions in learning. 4) Intelligent feedback system: develop or adopt an intelligent correction system and collect learning data. 5) Virtual classroom experience: using video conferencing software to simulate the real classroom environment.

4.What is the current situation about the importance of curriculum system establishment of Normal Universities in Sichuan Province? How to promote the development of curriculum system establishment?

Curriculum system establishment is especially necessary in College English Hybrid Teaching. It is the general framework of how to implement College English Hybrid Teaching. Curriculum system establishment should take the following aspects in into consideration: 1) Task-driven learning: design challenging learning tasks. 2) Goal orientation: clarify the teaching objectives of each unit to ensure that teaching activities are carried out around the objectives. 3) Course content reconstruction: the online content focuses on theoretical explanation and independent learning, while the offline content focuses on practical operation and in-depth communication. 4) High-quality teaching resources integration: combine the latest English textbooks and network resources. 5) In-depth research: fully understand students' learning needs, learning habits, English level, and their interests.

5.What is the current situation about teaching evaluation of Normal Universities in Sichuan Province? How to promote the development of teaching evaluation?

Teaching evaluation is an efficient way to monitor the learning and teaching process. According to teaching evaluation, teachers can adjust their teaching accordingly. For the promotion of teaching evaluation, the following factors should be taken into consideration: 1) Diversified evaluation system: build a diversified

evaluation system, including formative evaluation, summative evaluation, peer evaluation, and self-evaluation. 2) Ability-oriented assessment: focus on the assessment of students' core competencies. 3) Data analysis driven: use learning analysis technology to collect and analyze students' learning data, and provide data support for personalized teaching. 4) Feedback and improvement: regularly give back feedback on learning results and adjust the teaching content and methods. 5) Combining online and offline evaluation: not only focus on students' performance in class, but also pays attention to their participation in online learning, homework submission and other indicators.

6.What is the current situation about students' learning attitudes of Normal Universities in Sichuan Province? How to promote the development of students' learning attitudes?

Students' learning results are largely decided by their learning attitudes. It can promote the development of students' learning attitudes from the following points: 1) Progress tracking and adjustment: regularly monitor students' learning progress and effectiveness, timely adjust their learning plans and strategies. 2) Learning strategy guidance: teach students effective learning strategies and improve their self-directed learning ability. 3) Intelligent recommendation system: use big data and artificial intelligence technology to recommend personalized learning resources and paths for students. 4) Customized learning paths: encourage students and teachers to make learning plans in line with their own characteristics, and clarify learning objectives and steps. 5) Goal setting and planning: guide students to set clear learning goals, make reasonable learning plans, and cultivate self-management ability. 6) Self-assessment system: provide online self-assessment tools and find their learning blind points.

7.What else do you also think it is very important to promote the development of sustainable strategies to improve the effectiveness of College English Hybrid Teaching?

I think the following factors are also very important to promote the development of sustainable strategies to improve the effectiveness of College English Hybrid Teaching: 1) Technical training for teachers: regularly organize teachers

to participate in College English Hybrid Teaching technical training workshops. 2) Technical support for students: design a technical support hotline or online help center to provide students with timely technical questions. 3) Technical iteration and innovation: introduce new technologies, optimize teaching environment, and maintain the advancement and flexibility of teaching. 4) Resource update and maintenance: regularly update teaching resources and maintain the stable operation of teaching platform.

The details of the interview are as follows:

The research team conducted 19 online face-to-face interviews. Each interview is conducted one-on-one and no one else can hear the conversation to ensure that the interviewee is not distracted by other factors. The interview content is analyzed in Table 4.18.

Table 4.18 The interview content

Questions	Suggestions	Interviewer 1	Interviewer 2	Interviewer 3	Interviewer 4	Interviewer 5	Interviewer 6	Interviewer 7	Interviewer 8	Interviewer 9	Interviewer 10	Interviewer 11	Interviewer 12	Frequency	Percent age
Improving students' College English Hybrid Teaching															
Q1	Students' learning attitudes	✓	✓	✓	✓							✓		5	42%
	Online platform construction					✓	✓	✓				✓		4	33%
	Teaching evaluation								✓	✓			✓	3	25%
	Curriculum system establishment								✓		✓			2	17%
	Institutional mechanism construction									✓	✓			2	17%
Strategies of establishing the mechanism of teacher training and long-term development of College English Hybrid Teaching															
Q2	1.Skill improvement: organize teachers to participate in training in information technology, teaching design, psychological counseling and other aspects	✓			✓		✓	✓	✓	✓	✓	✓	✓	9	75%

Table 4.18 (Continued)

Questions	Suggestions	Interviewer 1	Interviewer 2	Interviewer 3	Interviewer 4	Interviewer 5	Interviewer 6	Interviewer 7	Interviewer 8	Interviewer 9	Interviewer 10	Interviewer 11	Interviewer 12	Frequency	Percent age
	2.Teaching seminars: establish a platform for teacher communica tion, encourage teachers to share teaching experience, jointly explore new ideas and new methods	✓	✓	✓		✓		✓			✓	✓	✓	8	67%
	3.Incentive mechanism: establish a reasonable incentive mechanism					✓				✓	✓		✓	4	33%
	4.Diversified training methods: combined with online and offline training resources, diversified training methods can be implemented		✓	✓	✓	✓	✓		✓	✓				7	58%
	5.Continuous tracking and support: establish teacher growth files, and continuously track teachers' training experience, practical achievements, and career development path	✓	✓	✓	✓		✓	✓	✓			✓		8	67%
	6.Evaluation system construction: establish a scientific, fair and comprehensive evaluation system	✓	✓		✓				✓	✓	✓	✓	✓	8	67%
Strategies of strengthening the construction of online platforms of College English															
Q3	1.Diversified platform selection: Select and develop suitable teaching platforms according to course needs and students' characteristics	✓	✓	✓	✓	✓	✓	✓	✓		✓	✓		10	83%
	2.System integration: integrate multiple teaching platforms and tools	✓	✓	✓				✓		✓	✓	✓		7	58%
	3.Real-time interactive tools: use video conference, online discussion, instant messaging tools, etc., to promote real-time interaction, and solve real-time questions in learning	✓			✓	✓	✓		✓			✓	✓	7	58%

Table 4.18 (Continued)

Questions	Suggestions	Interviewer 1	Interviewer 2	Interviewer 3	Interviewer 4	Interviewer 5	Interviewer 6	Interviewer 7	Interviewer 8	Interviewer 9	Interviewer 10	Interviewer 11	Interviewer 12	Frequency	Percent age
	4.Intelligent feedback system: develop or adopt an intelligent correction system and collect learning data			✓	✓				✓		✓	✓		5	42%
	5.Virtual classroom experience: using video conferencing to simulate the real classroom environment	✓	✓	✓	✓			✓	✓	✓	✓	✓	✓	10	83%
	6.Technical support and guarantee: establish a stable technical support team to ensure the smooth progress of teaching activities	✓	✓			✓	✓	✓		✓			✓	7	58%
Strategies of optimizing College English course design and integration by analyzing the needs of students															
Q4	1. In-depth research: fully understand students' learning needs, learning habits, English level, and their interests		✓	✓	✓	✓	✓			✓		✓		7	58%
	2. Differentiation design: design hierarchical and modular curriculum system	✓						✓	✓		✓		✓	5	42%
	3. Goal orientation: clarify the teaching objectives of each unit to ensure that teaching activities are carried out around the objectives	✓			✓	✓	✓	✓		✓	✓	✓	✓	9	75%
	4. Course content reconstruction: the online content focuses on theoretical explanation and independent learning, while the offline content focuses on practical operation and in-depth communication		✓	✓	✓					✓	✓	✓	✓	7	58%

Table 4.18 (Continued)

Questions	Suggestions	Interviewer 1	Interviewer 2	Interviewer 3	Interviewer 4	Interviewer 5	Interviewer 6	Interviewer 7	Interviewer 8	Interviewer 9	Interviewer 10	Interviewer 11	Interviewer 12	Frequency	Percent age
	5. High-quality teaching resources integration: combine the latest English textbooks and network resources	✓	✓			✓	✓		✓	✓		✓		7	58%
	6. Task-driven learning: design challenging learning tasks	✓		✓	✓		✓	✓		✓	✓	✓	✓	9	75%
Strategies of comprehensively upgrading the evaluation system of College English Hybrid Teaching															
Q5	1.Diversified evaluation system: build a diversified evaluation system, including formative evaluation, summative evaluation, peer evaluation, and self-evaluation		✓				✓				✓			3	25%
	2.Ability-oriented assessment: focus on the assessment of students' core competencies				✓				✓	✓	✓	✓		5	42%
	3.Data analysis driven: use learning analysis technology to collect and analyze students' learning data, and provide data support for personalized teaching	✓	✓	✓			✓	✓	✓	✓	✓	✓	✓	10	83%
	4.Feedback and improvement: regularly give back feedback on learning results and adjust the teaching content and methods	✓		✓		✓	✓			✓	✓	✓	✓	8	67%
	5.Combining online and offline evaluation: not only focus on students' performance in class, but also pays attention to their participation in online learning, homework submission and other indicators.		✓	✓	✓	✓	✓	✓	✓			✓	✓	9	75%

Table 4.18 (Continued)

Questions	Suggestions	Interviewer 1	Interviewer 2	Interviewer 3	Interviewer 4	Interviewer 5	Interviewer 6	Interviewer 7	Interviewer 8	Interviewer 9	Interviewer 10	Interviewer 11	Interviewer 12	Frequency	Percent age
	6.Self-reflection report: students are encouraged to write study logs of self-reflection reports	✓		✓	✓	✓		✓	✓	✓		✓	✓	9	75%
Strategies of customizing personalized learning paths of College English Hybrid Teaching															
Q6	1.Goal setting and planning: guide students to set clear learning goals, make reasonable learning plans, and cultivate self-management ability.	✓	✓			✓		✓	✓		✓	✓	✓	8	67%
	2.Learning strategy guidance: teach students effective learning strategies and improve their self-directed learning ability.	✓		✓	✓		✓	✓	✓	✓	✓	✓		9	75%
	3.Intelligent recommendation system: use big data and artificial intelligence technology to recommend personalized learning resources and paths for students				✓	✓			✓	✓	✓	✓	✓	7	58%
	4.Customized learning paths: encourage students and teachers to make learning plans in line with their own characteristics, and clarify learning objectives and steps	✓	✓	✓			✓	✓	✓		✓	✓	✓	9	75%
	5.Progress tracking and adjustment: regularly monitor students' learning progress and effectiveness, timely adjust their learning plans and strategies	✓	✓		✓		✓	✓	✓	✓				7	58%
	6.Self-assessment system: provide online self-assessment tools and find their learning blind points.			✓		✓					✓	✓	✓		42%

Table 4.18 (Continued)

Questions	Suggestions	Interviewer 1	Interviewer 2	Interviewer 3	Interviewer 4	Interviewer 5	Interviewer 6	Interviewer 7	Interviewer 8	Interviewer 9	Interviewer 10	Interviewer 11	Interviewer 12	Frequency	Percent age
Strategies of strengthening technical training and support of College English Hybrid Teaching															
Q 7	1.Technical training for teachers: regularly organize teachers to participate in College English Hybrid Teaching technical training workshops	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	11	92%
	2.Technical support for students: design a technical support hotline or online help center to provide students with timely technical questions	✓			✓	✓			✓	✓				5	42%
	3.Technical support team: establish a professional technical support team to provide teachers with technology, platform operation guidance and other services		✓	✓		✓	✓	✓	✓	✓	✓	✓	✓	10	83%
	4.Technical iteration and innovation: introduce new technologies, optimize teaching environment, and maintain the advancement and flexibility of teaching.	✓	✓	✓		✓				✓	✓	✓		7	58%
	5.Resource update and maintenance: regularly update teaching resources and maintain the stable operation of teaching platform	✓	✓	✓	✓	✓	✓			✓	✓		✓	9	75%

Through conversations with 19 Interviewees, combined with literature review and questionnaire data, researcher proposes the following sustainable development strategies to improve the effectiveness of College English Hybrid Teaching of Normal Universities in Sichuan Province. The sustainable development strategies to improve the effectiveness of College English Hybrid Teaching in Sichuan Province are shown as follows.

Table 4.19 The sustainable development strategies to improve the effectiveness of College English Hybrid Teaching

No	Sustainable development strategies to improve the effectiveness of College English Hybrid Teaching
To establish the mechanism of teacher training and long-term development of College English Hybrid Teaching	
1	Skill improvement: organize teachers to participate in training in information technology, teaching design, psychological counseling and other aspects
2	Teaching seminars: establish a platform for teacher communication, encourage teachers to share teaching experience, jointly explore new ideas and new methods
3	Incentive mechanism: establish a reasonable incentive mechanism
4	Diversified training methods: combined with online and offline training resources, diversified training methods can be implemented
5	Continuous tracking and support: establish teacher growth files, and continuously track teachers' training experience, practical achievements, and career development path
6	Evaluation system construction: establish a scientific, fair and comprehensive evaluation system
To strengthen the construction of online platforms of College English Hybrid Teaching	
1	Diversified platform selection: Select and develop suitable teaching platforms according to course needs and students' characteristics
2	System integration: integrate multiple teaching platforms and tools

Table 4.19 (Continued)

No	Sustainable development strategies to improve the effectiveness of College English Hybrid Teaching
3	Real-time interactive tools: use video conference, online discussion, instant messaging tools, etc., to promote real-time interaction, and solve real-time questions in learning
4	Intelligent feedback system: develop or adopt an intelligent correction system and collect learning data
5	Virtual classroom experience: using video conferencing software to simulate the real classroom environment
6	Technical support and guarantee: establish a stable technical support team to ensure the smooth progress of teaching activities
To optimize College English course design and integration by analyzing the needs of students	
1	In-depth research: fully understand students' learning needs, learning habits, English level, and their interests
2	Differentiation design: design hierarchical and modular curriculum system
3	Goal orientation: clarify the teaching objectives of each unit to ensure that teaching activities are carried out around the objectives
4	Course content reconstruction: the online content focuses on theoretical explanation and independent learning, while the offline content focuses on practical operation and in-depth communication
5	High-quality teaching resources integration: combine the latest English textbooks and network resources
6	Task-driven learning: design challenging learning tasks
To comprehensively upgrade the evaluation system of College English Hybrid Teaching	
1	Diversified evaluation system: build a diversified evaluation system, including formative evaluation, summative evaluation, peer evaluation, and self-evaluation
2	Ability-oriented assessment: focus on the assessment of students' core competencies
3	Data analysis driven: use learning analysis technology to collect and analyze students' learning data, and provide data support for personalized teaching.
4	Feedback and improvement: regularly give back feedback on learning results and adjust the teaching content and methods

Table 4.19 (Continued)

No	Sustainable development strategies to improve the effectiveness of College English Hybrid Teaching
5	Combining online and offline evaluation: not only focus on students' performance in class, but also pays attention to their participation in online learning, homework submission and other indicators.
6	Self-reflection report: students are encouraged to write study logs of self-reflection reports
To customize personalized learning paths of College English Hybrid Teaching	
1	Goal setting and planning: guide students to set clear learning goals, make reasonable learning plans, and cultivate self-management ability.
2	Learning strategy guidance: teach students effective learning strategies and improve their self-directed learning ability.
3	Intelligent recommendation system: use big data and artificial intelligence technology to recommend personalized learning resources and paths for students
4	Customized learning paths: encourage students and teachers to make learning plans in line with their own characteristics, and clarify learning objectives and steps
5	Progress tracking and adjustment: regularly monitor students' learning progress and effectiveness, timely adjust their learning plans and strategies
6	Self-assessment system: provide online self-assessment tools and find their learning blind points.
To strengthen technical training and support of College English Hybrid Teaching	
1	Technical training for teachers: regularly organize teachers to participate in College English Hybrid Teaching technical training workshops
2	Technical support for students: design a technical support hotline or online help center to provide students with timely technical questions
3	Technical support team: establish a professional technical support team to provide teachers with technology, platform operation guidance and other services
4	Technical iteration and innovation: introduce new technologies, optimize teaching environment, and maintain the advancement and flexibility of teaching.
5	Resource update and maintenance: regularly update teaching resources and maintain the stable operation of teaching platform

According to Table 4.19, the researchers proposed the sustainable development strategies to improve the effectiveness of College English Hybrid Teaching in five aspects, which contain 35 measures. There are 6 measures to establish the mechanism of teacher training and long-term development of College English Hybrid Teaching, 6 measures to strengthen the construction of online platforms of College English Hybrid Teaching, 6 measures to optimize College English course design and integration by analyzing the needs of students, 6 measures to comprehensively upgrade the evaluation system of College English Hybrid Teaching, 6 measures to customize personalized learning paths of College English Hybrid Teaching, and 5 measures to strengthen technical training and support of College English Hybrid Teaching.

The framework of the sustainable development strategies to improve the effectiveness of College English Hybrid Teaching

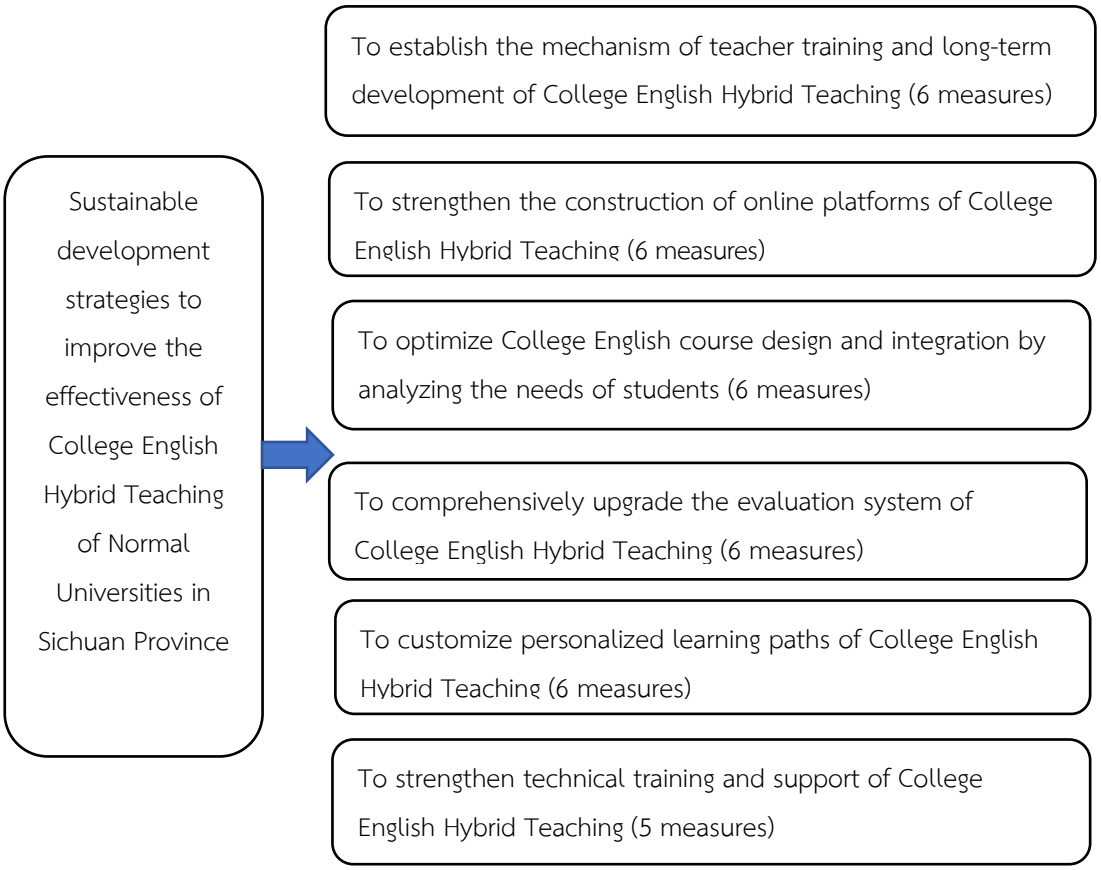

Figure 4.1 Sustainable development strategies to improve the effectiveness of College English Hybrid Teaching

3. Results of Assessing the Feasibility and Adaptability of the Sustainable Development Strategies to Improve the Effectiveness of College English Hybrid Teaching

The analysis results about the assessment of the feasibility and adaptability of the sustainable development strategies to improve the effectiveness of College English Hybrid Teaching of Normal Universities in Sichuan Province. Presented the data in the form of average value and standard deviation.

The average value and standard deviation of the assessment of the feasibility and adaptability of the sustainable development strategies to improve the effectiveness of College English Hybrid Teaching in six aspects are as follows.

Table 4.20 The average value and standard deviation of the assessment of the feasibility and adaptability of the sustainable development strategies

(n=12)

	Sustainable development strategies to improve the effectiveness of College English Hybrid Teaching	**Feasibility**			**Adaptability**		
		$\overline{X}$	**S.D.**	**level**	$\overline{X}$	**S.D.**	**level**
To establish the mechanism of teacher training and long-term development of College English Hybrid Teaching							
1	Skill improvement: organize teachers to participate in training in information technology, teaching design, psychological counseling and other aspects	4.17	0.46	high	4.27	0.54	high
2	Teaching seminars: establish a platform for teacher communication, encourage teachers to share teaching experience, jointly explore new ideas and new methods	4.01	0.58	high	4.34	0.37	high
3	Incentive mechanism: establish a reasonable incentive mechanism	4.37	0.44	high	4.40	0.48	high

Table 4.21 (Continued)

(n=12)

	Sustainable development strategies to improve the effectiveness of College English Hybrid Teaching	Feasibility			Adaptability		
		$\bar{X}$	S.D.	level	$\bar{X}$	S.D.	level
4	Diversified training methods: combined with online and offline training resources, diversified training methods can be implemented	4.43	0.34	high	4.47	0.34	high
5	Continuous tracking and support: establish teacher growth files, and continuously track teachers' training experience, practical achievements, and career development path	4.07	0.53	high	4.41	0.49	high
6	Evaluation system construction: establish a scientific, fair and comprehensive evaluation system	4.18	0.54	high	4.37	0.38	high
	Total	**4.21**	**0.48**	**high**	**4.38**	**0.43**	**High**
1	Diversified platform selection: Select and develop suitable teaching platforms according to course needs and students' characteristics	4.01	0.58	high	4.22	0.59	high
2	System integration: integrate multiple teaching platforms and tools	4.17	0.54	high	4.47	0.42	high
3	Real-time interactive tools: use video conference, online discussion, instant messaging tools, etc., to promote real-time interaction, and solve real-time questions in learning	4.12	0.69	high	4.36	0.53	high
4	Intelligent feedback system: develop or adopt an intelligent correction system and collect learning data	4.27	0.54	high	4.45	0.48	high
5	Virtual classroom experience: using video conferencing software to simulate the real classroom environment	4.26	0.48	high	4.39	0.49	high

Table 4.21 (Continued)

(n=12)

	Sustainable development strategies to improve the effectiveness of College English Hybrid Teaching	Feasibility			Adaptability		
		$\bar{X}$	S.D.	level	$\bar{X}$	S.D.	level
6	Technical support and guarantee: establish a stable technical support team to ensure the smooth progress of teaching activities	4.40	0.52	high	4.43	0.54	high
	Total	**4.21**	**0.56**	**high**	**4.39**	**0.51**	**high**
To optimize College English course design and integration by analyzing the needs of students							
1	In-depth research: fully understand students' learning needs, learning habits, English level, and their interests	4.12	0.49	high	4.38	0.42	high
2	Differentiation design: design hierarchical and modular curriculum system	4.07	0.54	high	4.18	0.52	high
3	Goal orientation: clarify the teaching objectives of each unit to ensure that teaching activities are carried out around the objectives	4.46	0.36	high	4.46	0.36	high
4	Course content reconstruction: the online content focuses on theoretical explanation and independent learning, while the offline content focuses on practical operation and in-depth communication	4.42	0.39	high	4.40	0.37	high
5	High-quality teaching resources integration: combine the latest English textbooks and network resources	4.06	0.55	high	4.06	0.55	high
6	Task-driven learning: design challenging learning tasks	4.37	0.49	high	4.42	0.38	high
	Total	**4.25**	**0.47**	**high**	**4.32**	**0.43**	**high**

Table 4.21 (Continued)

(n=12)

	Sustainable development strategies to improve the effectiveness of College English Hybrid Teaching	Feasibility			Adaptability		
		$\bar{X}$	S.D.	level	$\bar{X}$	S.D.	level
To comprehensively upgrade the evaluation system of College English Hybrid Teaching							
1	Diversified evaluation system: build a diversified evaluation system, including formative evaluation, summative evaluation, peer evaluation, and self-evaluation	4.03	0.58	high	4.35	0.54	high
2	Ability-oriented assessment: focus on the assessment of students' core competencies	4.01	0.54	high	4.26	0.49	high
3	Data analysis driven: use learning analysis technology to collect and analyze students' learning data, and provide data support for personalized teaching.	4.02	0.63	high	4.11	0.59	high
4	Feedback and improvement: regularly give back feedback on learning results and adjust the teaching content and methods	4.43	0.33	high	4.47	0.34	high
5	Combining online and offline evaluation: not only focus on students' performance in class, but also pays attention to their participation in online learning, homework submission and other indicators.	4.42	0.32	high	4.48	0.33	high
6	Self-reflection report: students are encouraged to write study logs of self-reflection reports	4.41	0.36	high	4.43	0.39	High
	Total	**4.22**	**0.46**	**high**	**4.35**	**0.45**	**high**
To customize personalized learning paths of College English Hybrid Teaching							
1	Goal setting and planning: guide students to set clear learning goals, make reasonable learning plans, and cultivate self-management ability.	4.42	0.41	high	4.47	0.36	high

Table 4.21 (Continued)

(n=12)

	Sustainable development strategies to improve the effectiveness of College English Hybrid Teaching	Feasibility			Adaptability		
		$\bar{X}$	S.D.	level	$\bar{X}$	S.D.	level
2	Learning strategy guidance: teach students effective learning strategies and improve their self-directed learning ability.	4.24	0.39	high	4.46	0.34	high
3	Intelligent recommendation system: use big data and artificial intelligence technology to recommend personalized learning resources and paths for students	4.16	0.50	high	4.36	0.38	high
4	Customized learning paths: encourage students and teachers to make learning plans in line with their own characteristics, and clarify learning objectives and steps	4.10	0.58	high	4.43	0.54	high
5	Progress tracking and adjustment: regularly monitor students' learning progress and effectiveness, timely adjust their learning plans and strategies	4.15	0.52	high	4.44	0.39	high
6	Self-assessment system: provide online self-assessment tools and find their learning blind points.	4.06	0.68	high	4.34	0.48	high
	Total	**4.19**	**0.51**	**high**	**4.42**	**0.42**	**high**
1	Technical training for teachers: regularly organize teachers to participate in College English Hybrid Teaching technical training workshops	4.18	0.41	high	4.22	0.36	high
2	Technical support for students: design a technical support hotline or online help center to provide students with timely technical questions	4.23	0.39	high	4.26	0.34	high

Table 4.21 (Continued)

(n=12)

	Sustainable development strategies to improve the effectiveness of College English Hybrid Teaching	Feasibility			Adaptability		
		$\bar{X}$	S.D.	level	$\bar{X}$	S.D.	level
3	Technical support team: establish a professional technical support team to provide teachers with technology, platform operation guidance and other services	4.22	0.50	high	4.28	0.38	high
4	Technical iteration and innovation: introduce new technologies, optimize teaching environment, and maintain the advancement and flexibility of teaching.	4.17	0.53	high	4.30	0.49	high
5	Resource update and maintenance: regularly update teaching resources and maintain the stable operation of teaching platform	4.20	0.52	high	4.24	0.39	high
	Total	**4.20**	**0.50**	**high**	**4.26**	**0.41**	**high**

According to Table 4.21, the feasibility and adaptability of sustainable development strategies to improve the effectiveness of College English Hybrid Teaching in six aspects were at the highest level with the values between 4.00 and 5.00, which means the sustainable development strategies to improve the effectiveness of College English Hybrid Teaching are adaptable and feasible.

Chapter 5
Conclusion Discussion and Recommendations

The research is the sustainable development strategies to improve the effectiveness of College English Hybrid Teaching of Normal Universities in Sichuan Province. The objectives of this research were 1) to study the current situation of College English Hybrid Teaching of Normal Universities in Sichuan Province; 2) to establish the sustainable development strategies to improve the effectiveness of College English Hybrid Teaching of Normal Universities in Sichuan Province; 3) To assess the feasibility and adaptability of the sustainable development strategies to improve the effectiveness of College English Hybrid Teaching of Normal Universities in Sichuan Province. It included 5 following aspects: 1) institutional mechanism construction; 2) online platform construction; 3) curriculum system establishment; 4) teaching evaluation system; 5) students' learning attitudes. The sample group in this research were 384 students, 186 College English lecturers and 274 administrators in 9 public undergraduate universities in Sichuan Province. The structured interview was 7 College English teaching lecturers, 7 administrators and 5 employers in key labor market. The research instruments were questionnaire, structured interview form SWOT and TOWS analysis and evaluation form. The statistic to analyze the data were percentage, average value, and standard deviation. The conclusion, discussion and recommendations of this research are as follows:

Conclusion

The research in the sustainable development strategies to improve the effectiveness of College English Hybrid Teaching of Normal Universities in Sichuan Province. The researcher summarizes the conclusion into 3 parts, details as follows:

Part 1: the current situation of College English Hybrid Teaching of Normal Universities in Sichuan Province

Part 2: the sustainable development strategies to improve the effectiveness of College English Hybrid Teaching of Normal Universities in Sichuan Province

Part 3: the feasibility and adaptability of the sustainable development strategies to improve the effectiveness of College English Hybrid Teaching of Normal Universities in Sichuan Province

Part 1: The current situation of College English Hybrid Teaching of Normal Universities in Sichuan Province

The current situation of College English Hybrid Teaching in three aspects was at high level and in two aspects was at moderate level. Considering the results of this research aspects ranged from the highest to lowest level were as follows: students' learning attitudes, online platform construction, teaching evaluation, curriculum system establishment, and institutional mechanism construction.

Students' learning attitudes play a pivotal role in College English Hybrid Teaching. They influence not only the immediate learning process, but also the stage for life-long learning and personal development. A positive learning attitude encourages students to actively participate in both online and offline components of the course, leading to a more engaging learning experience. Students with positive learning attitudes are more likely to be intrinsically motivated, seeking knowledge and skills for personal satisfaction rather than external rewards. College English Hybrid Teaching often requires students to adapt to new technologies and teaching methodologies. A positive learning attitude helps students to embrace these changes and learn effectively. In a blended learning environment, students need to manage their own learning pace and strategies. A good learning attitude supports the development of self-regulation skills and helps them to persevere through difficulties and maintain efforts towards learning goal. (Yue, L., 2020) Therefore students' learning attitudes are fundamental to the success of College English Hybrid Teaching.

Online platform construction plays very important role in improving teaching efficiency, enriching teaching content, facilitating the interaction between teachers and students and optimizing learning experience

Teaching evaluation plays a pivotal role in the context of College English Hybrid Teaching. In blended learning environments, evaluations can guide teachers in adjusting the balance and content of online and offline components to better fit student learning preferences and needs. Teaching evaluation ensures that the teaching methods and materials are effective, providing a mechanism for quality control in education. It offers students insights into their learning progress and understanding, helping them identify areas of strength and weakness. It can also serve as a motivational tool for students, setting goals and providing feedback that can drive engagement and interest in learning. Regular evaluations can reveal gaps or deficiencies in the curriculum, guiding its continuous improvement and adaptation. Data from evaluations can contribute to educational research, offering insights into the effectiveness of teaching methods and learning processes. Evaluations can help teachers determine which technological tools and platforms are most effective and how to integrate them effectively into teaching. Through evaluations, students can learn to self-assess and reflect, key skills in developing autonomous learning capabilities. Teaching evaluation outcomes can inform teachers about the individual needs of students, allowing for tailored support and instruction and can also inform educational policymakers, helping to shape more effective educational policies and standards. In summary, teaching evaluation in College English Hybrid Teaching is essential for enhancing teaching practices, improving student learning experiences, and ensuring that educational goals are met effectively. (Lee, D., 2022)

A well-established curriculum system can effectively incorporate online and offline resources, enhancing the learning experience. A curriculum system can help in the efficient allocation of educational resources, ensuring that they are used effectively to support learning, which can also help align teaching methods and materials with broader educational goals, ensuring that the content is relevant and beneficial for students' future careers and personal development. There is no doubt the curriculum system also provides a framework for assessing student performance and progress, which is vital for monitoring educational effectiveness and making necessary adjustments. A structured curriculum ensures that students are exposed to

a comprehensive and balanced learning experience, which is essential for achieving the desired learning outcomes, which can be designed to cater to different learning styles and needs of students, allowing for a more personalized approach to education. Teachers can better prepare for their classes when there is a clear and structured curriculum to follow, which can improve the quality of instruction. A well-organized curriculum can streamline the educational process, making it more efficient by reducing redundancy and ensuring that all necessary topics are covered. Encourages Innovation: By establishing a curriculum system that is open to new ideas and technologies, educators can experiment with innovative teaching methods, which can lead to improvements in educational practices. Regular reviews and updates to the curriculum system allow for continuous improvement, ensuring that the teaching methods and content remain current and relevant. In summary, the curriculum system establishment promotes the development of educational modes, and supports the innovation and training of talents to adapt to the current era's development situation and also emphasizes the importance of a curriculum system in guiding the reform of College English Hybrid Teaching, ensuring a structured and effective educational approach. (Pan, A., 2022)

Institutional mechanism construction is vital for the successful implementation and continuous improvement of College English Hybrid Teaching. Institutional mechanisms can facilitate the integration of new information technologies such as artificial intelligence and big data, which are crucial for optimizing learning methods and improving teaching efficiency. Institutional mechanisms help in establishing a systematic learning process that includes needs analysis, hierarchical teaching objectives, and diversified learning resources. With the support of institutional frameworks, College English Hybrid Teaching can help in achieving educational equity by providing equal access to learning resources for all students. Institutional support is vital for implementing strategies such as integrated teaching methods, multidimensional teaching interaction, and dynamic teaching evaluation, which can also support conducting qualitative and quantitative empirical studies to verify the effectiveness of the teaching model. Institutional mechanism

construction plays very important role in improving students' learning efficiency and enhancing their independent learning ability, cooperative learning ability, and innovative thinking ability. Especially in the context of Chinese higher education, institutional mechanisms are essential for integrating ideological and political education into the curriculum, which is an integral part of the educational purpose of "cultivating virtue and cultivating people." (Pang, Y., 2020) As educational technology rapidly evolves, institutional mechanisms must be in place to adapt to these changes and leverage them for enhancing the teaching and learning experience. In summary, It provides the necessary framework and support for integrating traditional and modern teaching methods, leveraging technology, and ensuring educational equity and effectiveness.

Part 2: The sustainable development strategies to improve the effectiveness of College English Hybrid Teaching of Normal Universities in Sichuan Province

The development of strategies for sustainable development of improving the effectiveness of College English Hybrid Teaching of Normal Universities in Sichuan Province was based on the analysis of the current situation. The strategic formulation utilized SWOT and TOWS matrix analysis to address challenges and maximize opportunities. The strategies are focused on six key areas: teacher training and long-term development, online platform construction, College English course design and integration, teaching evaluation, personalized learning paths, and technical training and support. The details are as follows:

2.1 Vision

1) Creating resilient, equitable, and future-ready educational ecosystem

2) Harmonizing pedagogical innovation, technological integration, and global sustainability principles to transform language education

3) Emphasizing scalability, inclusivity, and alignment with both educational and planetary well-being goals

2.2 Mission

1) Integrating global sustainability frameworks

Embedding SDGs into curricula, particularly Goal 4 and Goal 10, to foster inclusive, equitable language education while addressing resource disparities (Milton, S., 2021)

Linking language tasks to real-world sustainability issues, such as analyzing climate change reports or debating ethical globalization, to cultivate critical thinking and global citizenship

2) Optimizing resource efficiency and accessibility

Developing low-carbon digital teaching models by replacing printed materials with cloud-based platforms to reduce environmental footprint

Ensuring equitable resource distribution through offline-compatible mobile apps and subsidized devices for rural/under-resourced students, mitigating educational inequality

3) Fostering adaptive learning ecosystems

Implementing circular assessment systems where student feedback continuously refines teaching content/methods, minimizing resource waste and maximizing relevance

Building "smart" hybrid classrooms using sensors to monitor engagement and dynamically adjust content difficulty, optimizing energy/time efficiency

4) Strengthening socio-cultural resilience

Preserving linguistic diversity by incorporating minority languages into translation projects or cross-cultural exchanges, aligning with SDG 11

5) Training teachers in Content and Language Integrated Learning to integrate sustainability topics into language lessons, enhancing both linguistic and ecological literacy

Core Synergy: These strategies operationalize SDG 17 by uniting educational institutions, tech providers, and policymakers to create scalable, future-proof models that balance pedagogical excellence with planetary stewardship (Boeren, E., 2019)

6) Developing and implementing practical training programs aimed at enhancing students' career ethics, professional skills, and psychological resilience

Foster strong partnerships between colleges and industries, providing students with hands-on career development opportunities such as internships and mentorships

2.3 Goals

1) Universal access and digital equity

Goal: Achieve 95%+ hybrid platform accessibility for all socioeconomic groups by 2030

Metrics:

100% coverage of offline-capable mobile learning tools in rural/remote institutions

Bridge the digital division by reducing resource gaps between urban/rural students by 60%

2) Pedagogical carbon neutrality

Goal: Reduce environmental footprint by 70% before 2035

Metrics:

Cut paper consumption by 90% via AI-driven digital resources such as e-textbooks, cloud assignments, and so on

Lower energy use by 50% through "smart classrooms", such as automated lighting, AV systems, and so on

3) Global competency integration

Goal: Ensure 80% of graduates demonstrate advanced intercultural communication skills by 2030

Metrics:

40%+ curriculum tasks incorporate SDG themes

30%+ courses include minority/local language preservation projects

4) Teacher-Student Ecosystem Resilience

Goal: Attain 90%+ satisfaction in teaching/learning experience via adaptive support systems

Metrics:

Train 100% of instructors in Content-Language Integrated Learning and sustainability literacy by 2028

Implement AI mental health assistants to reduce students' stress by 40%

2.4 Analysis for Strategic Planning

1) Systemic diagnostic analysis (SWOT Framework)

Strengths: Leveraging AI-driven adaptive learning platforms to personalize instruction and reduce resource waste

Weaknesses: Addressing digital divides through offline-compatible mobile apps and subsidized devices for rural learners

Opportunities: Integrating SDG themes into language tasks to foster global citizenship

Threats: Mitigating energy overconsumption in hybrid classrooms via optimized systems

2) Natural Capital Integration

Environmental accountability: Track carbon footprint reduction

Socio-cultural capital: Preserve linguistic diversity through bilingual projects

3) Dynamic industrial transition modeling

Phase 1 (2024-2027): Shift from extractive resource use (e.g., paper textbooks) to circular systems (AI-updated e-materials)

Phase 2 (2028-2035): Achieve institutional resilience through triple-bottom-line metrics (economic efficiency + social equity + eco-impact)

4) Participatory governance analysis

Stakeholder synergy: Engage universities, tech firms, and policymakers in co-designing College English Hybrid Teaching standards

Feedback Loops: Use real-time student/instructor data to refine SDG-aligned content quarterly

Strategic planning must balance adaptability (dynamic resource reallocation), inclusivity (bridging urban-rural divides), and eco-efficiency (AI-driven

resource optimization) to form a sustainable education catalyst. This strategic framework is designed to develop the sustainable strategies of improving the effectiveness of College English Hybrid Teaching in Sichuan Province, addressing current challenges while capitalizing on opportunities for growth and improvement. It provides a clear path for creating a more balanced, comprehensive approach to College English Hybrid Teaching with the needs of both students and the labor market.

Part 3: The feasibility and adaptability of sustainable development strategies to improve the effectiveness of College English Hybrid Teaching of Normal Universities in Sichuan Province

The feasibility and adaptability of the sustainable development strategies to improve the effectiveness of College English Hybrid Teaching in six aspects were at the high level with the values between 4.00 and 5.00, indicating that they can be effectively implemented in practice. This indicates that the strategies are well-suited to the specific educational contexts of Normal Universities in Sichuan Province and can be adapted to meet the evolving needs of students and institutions. This confirms that the strategies are not only applicable but also practical and implementable within the existing infrastructure and resources of Normal Universities. The high feasibility scores reflect the realistic nature of the strategies in terms of cost, time, and resource allocation, ensuring that they can be successfully executed in the colleges.

Overall, the strategies for sustainable development of improving the effectiveness of College English Hybrid Teaching were assessed as highly adaptable and feasible, demonstrating their potential to effectively improve the effectiveness of College English Hybrid Teaching across Sichuan Province.

Discussion

The research in the sustainable development strategies to improve the effectiveness of College English Hybrid Teaching of Normal Universities in Sichuan Province. The researcher summarizes the discussion into 3 parts, details as follows:

Part 1: the current situation of College English Hybrid Teaching of Normal Universities in Sichuan Province

Part 2: the sustainable development strategies to improve the effectiveness of College English Hybrid Teaching of Normal Universities in Sichuan Province

Part 3: the feasibility and adaptability of the sustainable development strategies to improve the effectiveness of College English Hybrid Teaching of Normal Universities in Sichuan Province

Part 1: The current situation of College English Hybrid Teaching of Normal Universities in Sichuan Province

The current situation of College English Hybrid Teaching in five aspects was at high level. Considering the results of this research aspects ranged from the highest to lowest level were as follows: the highest level was students' learning attitudes ($\overline{X}$=3.92), followed by online platform construction ($\overline{X}$=3.85), teaching evaluation ($\overline{X}$=3.83), curriculum system establishment ($\overline{X}$=3.44), and institutional mechanism construction was at the lowest level ($\overline{X}$=3.38).

Students' learning attitudes was at high level. Students' learning attitudes play a pivotal role in College English Hybrid Teaching. They influence not only the immediate learning process, but also the stage for life-long learning and personal development. A positive learning attitude encourages students to actively participate in both online and offline components of the course, leading to a more engaging learning experience. Students with positive learning attitudes are more likely to be intrinsically motivated, seeking knowledge and skills for personal satisfaction rather than external rewards. Hybrid Teaching often requires students to adapt to new technologies and teaching methodologies. A positive learning attitude helps students to embrace these changes and learn effectively. In a blended learning environment,

students need to manage their own learning pace and strategies. A good learning attitude supports the development of self-regulation skills and helps them to persevere through difficulties and maintain efforts towards learning goal. Therefore students' learning attitudes are fundamental to the success of College English Hybrid Teaching.

Online platform construction was at high level. Online platform construction plays very important role in improving teaching efficiency, enriching teaching content, facilitating the interaction between teachers and students and optimizing learning experience

Teaching evaluation was at high level. This is because teaching evaluation plays a pivotal role in the context of College English Hybrid Teaching. In blended learning environments, evaluations can guide teachers in adjusting the balance and content of online and offline components to better fit student learning preferences and needs. Teaching evaluation ensures that the teaching methods and materials are effective, providing a mechanism for quality control in education. It offers students insights into their learning progress and understanding, helping them identify areas of strength and weakness. It can also serve as a motivational tool for students, setting goals and providing feedback that can drive engagement and interest in learning. Regular evaluations can reveal gaps or deficiencies in the curriculum, guiding its continuous improvement and adaptation. Data from evaluations can contribute to educational research, offering insights into the effectiveness of teaching methods and learning processes. Evaluations can help teachers determine which technological tools and platforms are most effective and how to integrate them effectively into teaching. Through evaluations, students can learn to self-assess and reflect, key skills in developing autonomous learning capabilities. Teaching evaluation outcomes can inform teachers about the individual needs of students, allowing for tailored support and instruction and can also inform educational policymakers, helping to shape more effective educational policies and standards. In summary, teaching evaluation in College English Hybrid Teaching is essential for enhancing teaching practices,

improving student learning experiences, and ensuring that educational goals are met effectively. (Carter, S., 2021)

Curriculum system establishment was at medium level. A well-established curriculum system can effectively incorporate online and offline resources, enhancing the learning experience. A curriculum system can help in the efficient allocation of educational resources, ensuring that they are used effectively to support learning, which can also help align teaching methods and materials with broader educational goals, ensuring that the content is relevant and beneficial for students' future careers and personal development. There is no doubt the curriculum system also provides a framework for assessing student performance and progress, which is vital for monitoring educational effectiveness and making necessary adjustments. A structured curriculum ensures that students are exposed to a comprehensive and balanced learning experience, which is essential for achieving the desired learning outcomes, which can be designed to cater to different learning styles and needs of students, allowing for a more personalized approach to education. Teachers can better prepare for their classes when there is a clear and structured curriculum to follow, which can improve the quality of instruction. A well-organized curriculum can streamline the educational process, making it more efficient by reducing redundancy and ensuring that all necessary topics are covered. Encourages Innovation: By establishing a curriculum system that is open to new ideas and technologies, educators can experiment with innovative teaching methods, which can lead to improvements in educational practices. Regular reviews and updates to the curriculum system allow for continuous improvement, ensuring that the teaching methods and content remain current and relevant. In summary, the curriculum system establishment promotes the development of educational modes, and supports the innovation and training of talents to adapt to the current era's development situation and also emphasizes the importance of a curriculum system in guiding the reform of Hybrid Teaching, ensuring a structured and effective educational approach. (Davis, M., & Wong, S., 2021)

Institutional mechanism construction was at medium level. Institutional mechanism construction is vital for the successful implementation and continuous improvement of College English Hybrid Teaching. Institutional mechanisms can facilitate the integration of new information technologies such as artificial intelligence and big data, which are crucial for optimizing learning methods and improving teaching efficiency. Institutional mechanisms help in establishing a systematic learning process that includes needs analysis, hierarchical teaching objectives, and diversified learning resources. With the support of institutional frameworks, Hybrid Teaching can help in achieving educational equity by providing equal access to learning resources for all students. Institutional support is vital for implementing strategies such as integrated teaching methods, multidimensional teaching interaction, and dynamic teaching evaluation, which can also support conducting qualitative and quantitative empirical studies to verify the effectiveness of the teaching model. Institutional mechanism construction plays very important role in improving students' learning efficiency and enhancing their independent learning ability, cooperative learning ability, and innovative thinking ability. Especially in the context of Chinese higher education, institutional mechanisms are essential for integrating ideological and political education into the curriculum, which is an integral part of the educational purpose of "cultivating virtue and cultivating people." As educational technology rapidly evolves, institutional mechanisms must be in place to adapt to these changes and leverage them for enhancing the teaching and learning experience. In summary, It provides the necessary framework and support for integrating traditional and modern teaching methods, leveraging technology, and ensuring educational equity and effectiveness. (Johnson, A., 2021)

Part 2: The sustainable development strategies to improve the effectiveness of College English Hybrid Teaching of Normal Universities in Sichuan Province

Researcher has proposed the sustainable development strategies to improve the effectiveness of College English Hybrid Teaching in six aspects, which contain 35 measures. There are 6 measures to improve institutional mechanism construction, 6 measures to strengthen the construction of online platforms, 6 measures to optimize

curriculum system establishment, 6 measures to comprehensively upgrade the teaching evaluation system, 6 measures to improve students' learning attitudes.

In improving institutional mechanism construction, ongoing training opportunities provide a platform for teachers to grow professionally, keeping their skills current and relevant. Establishing a training mechanism promotes a culture of lifelong learning among educators, which is essential in the rapidly changing field of education. Ensure that teachers are trained in current best practices, which can help institutions meet accreditation standards and maintain compliance with educational regulations. With training in Hybrid Teaching, teachers can utilize data analytics to inform their teaching practices, making decisions based on student performance data. Teachers are equipped with the necessary skills to effectively integrate technology into their teaching, improving the quality of instruction. Adaptability to Change: A training mechanism ensures that teachers are prepared for the evolving landscape of educational technology and can adapt to new tools and methodologies. Teachers trained in Hybrid Teaching methods can create more interactive and engaging learning experiences, which can lead to better student participation and outcomes. With a better understanding of blended learning, teachers can tailor instruction to meet the diverse needs of students, offering personalized learning paths. A culture of continuous professional development fosters innovation, as teachers are encouraged to explore and implement new teaching strategies. Teachers who are well-versed in blended learning can manage their time and resources more effectively, leading to increased efficiency in lesson planning and delivery. A well-structured training program ensures that teaching practices are aligned with the institution's educational goals and objectives.

Universities in Sichuan should improve institutional mechanism construction. By improving such a mechanism, educational institutions can ensure that their English teaching programs are dynamic, responsive to technological advancements, and geared towards the success of both teachers and students. A robust training mechanism can be scaled to accommodate the growth of the institution and the expansion of blended learning programs. In the long run, investing in teacher training

can be cost-effective, as it leads to better student outcomes and reduced need for remedial instruction.

In strengthening the construction of online platforms of College English Hybrid Teaching, give full play to online platform construction. Strengthening the construction of online platforms for College English Hybrid Teaching is an essential step towards enhancing the quality and accessibility of education. Ensure the platform has an intuitive and user-friendly interface that is accessible on various devices, including smartphones, tablets, and computers. Make sure the platform is accessible to all students, including those with disabilities, by following web accessibility guidelines. Develop a mobile app version of the platform to allow students to learn on-the-go. Ensure the platform has robust security measures to protect student data and uphold privacy standards. Implement analytics to track student progress and provide feedback to both students and instructors. Use this data to improve the teaching and learning experience. Offer personalized learning paths based on the student's proficiency level, interests, and learning pace. Incorporate tools that promote collaboration among students, such as discussion forums, group projects, and peer review systems. Offer training and support for instructors to effectively use the platform and integrate it into their teaching methodologies. Promote the platform to students and faculty through various channels, including social media, email campaigns, and in-person demonstrations. Regularly update the platform based on user feedback and advancements in educational technology. Foster a sense of community among users by providing spaces for social interaction and support. By focusing on these areas, you can create an online platform that not only supports College English Hybrid Teaching but also enhances the overall educational experience for students and instructors alike. (Pan, A., 2022)

Sichuan’ universities should improve the online platform construction. Strengthening the construction of online platforms for College English Hybrid Teaching is an essential step towards enhancing the quality and accessibility of education. Create high-quality, interactive, and engaging content that caters to

different learning styles, including multimedia elements like videos, audio clips, and interactive quizzes. Ensure the platform has an intuitive and user-friendly interface that is accessible on various devices, including smartphones, tablets, and computers.

In optimizing curriculum system establishment, it involves a multifaceted approach that considers the diverse needs of students while ensuring the curriculum is robust and relevant. Conduct surveys, interviews, and focus groups to understand students' current English proficiency, learning styles, and their goals for taking the course. This will help tailor the curriculum to meet students' specific needs. Integrate content that is relevant to students' fields of study or interests. For example, if the majority of students are engineering students, incorporate technical vocabulary and reading materials relevant to engineering. Ensure the curriculum covers all four language skills: listening, speaking, reading, and writing. Provide ample opportunities for students to practice these skills in a variety of contexts. Utilize educational technology to enhance learning. This could include language learning software, online discussion forums, and multimedia resources. Encourage students to engage with the local community, such as through volunteering or internships, to practice English in real-world settings. Regularly review and update the curriculum based on student feedback, performance data, and changes in educational standards or student needs. By considering all these aspects, you can create College English course that is tailored to the needs of students, which can prepare them for academic and professional success.

Through the interview with the 19 interviewees in Sichuan and a horizontal comparison with economically developed Provinces in China, it was found that there are still gaps in the curriculum system establishment in Sichuan's universities compared to the former, which to some extent reduces the academic promotion effect on students. Therefore, universities in Sichuan should continuously motivate students to strive for excellence, cultivate their innovation ability, improve their scientific research level, promote their comprehensive development, and better play their role in academic promotion by improving curriculum system establishment.

In comprehensively upgrading the teaching evaluation system of College English Hybrid Teaching, the evaluation system of College English Hybrid Teaching can be upgraded to better serve the needs of students and educators, promoting a more effective and engaging learning environment. Blended learning environments offer opportunities to use a variety of assessment tools. Regularly solicit feedback from students about the assessment process. This can help identify areas for improvement and ensure that the system remains student-centered. Encourage students to reflect on their learning process and the assessments they complete. This can help them develop a deeper understanding of their strengths and areas for growth. Utilize educational technology to streamline the assessment process. This can include online grading systems, automated quizzes, and tools for peer and self-assessment. Incorporate both traditional and innovative methods such as quizzes, essays, presentations, peer reviews, self-assessments, and digital portfolios. Shift the focus from summative assessment to more formative assessment practices. This involves providing students with continuous feedback that helps them understand their progress and areas for improvement. Authentic assessments reflect real-world tasks and situations. They can be more engaging and provide a better measure of a student's ability to apply knowledge in practical contexts. Use clear and detailed rubrics for assessment to ensure that students understand the criteria for success. Rubrics should be shared with students in advance and used consistently by all evaluators. Ensure that all assessments are aligned with the learning objectives of the course. This means that what is assessed should directly relate to what is taught and learned. Regularly review and refine the assessment system based on data, feedback, and changing educational standards. Provide training for instructors on best practices in blended learning assessment to ensure they are equipped to implement the system effectively. Encourage collaboration among faculty to share effective assessment strategies and learn from one other's experiences. Establish mechanisms for immediate and constructive feedback that students can act upon to improve their performance. Be transparent with students about the assessment criteria, grading policies, and the purpose of each assessment. (Tan, J., 2021)

To ensure the effectiveness of College English Hybrid Teaching, Sichuan universities should comprehensively upgrade the evaluation system of College English Hybrid Teaching which allows for timely feedback that can be used to adjust teaching methods and content to better suit student needs and improve learning outcomes. An upgraded system ensures that assessments align with broader educational goals, such as preparing students for higher education or the workforce. Upgrading the evaluation system in College English Hybrid Teaching is essential for creating a more effective, engaging, and student-centered learning environment that prepares students for the challenges of the 21st century.

In improving students' learning attitudes, creating personalized learning paths for College English Hybrid Teaching can significantly improve students' learning attitudes. Start by assessing each student's current English proficiency, learning style, and goals. This can be done through diagnostic tests, surveys, or interviews. Define clear learning objectives based on the Common European Framework of Reference for Languages or similar standards. Ensure these objectives are aligned with the overall course curriculum. It should also combine traditional classroom teaching with online learning resources. This can include online courses, video lectures, interactive modules, and discussion forums. Utilize Learning Management Systems can track students' progress, provide personalized feedback, and adapt content based on student performance. Develop individual learning plans for each student based on their assessment results. These plans should outline the resources, activities, and milestones for each student. Teach students how to manage their own learning. This includes setting goals, organizing study time, and using available resources effectively. Provide students with access to a wide range of learning materials, such as e-books, articles, podcasts, and videos, that cater to different learning preferences and levels. Encourage collaboration among students through group projects, peer review, and discussion forums. This can help students learn from each other and develop communication skills. While promoting autonomy, ensure that instructors are available for guidance, clarification of concepts, and support when students encounter difficulties.

At present, universities in Sichuan should focus on enhancing students' autonomous learning attitudes. Allow students to adjust their learning paths as needed. This could involve changing the pace of learning, revisiting topics, or exploring new areas of interest. Teachers can create a dynamic and personalized learning environment that empowers students to take charge of their own learning and develop the skills necessary for autonomous learning in College English Hybrid Teaching, making College English Hybrid Teaching more effective. Regularly review and update the personalized learning paths based on student feedback, new educational research, and technological advancements.

Part 3: The feasibility and adaptability of the sustainable development strategies to improve the effectiveness of College English Hybrid Teaching of Normal Universities in Sichuan Province

The assessment of the adaptability and feasibility of the strategies for the sustainable development of improving the effectiveness of College English Hybrid Teaching of Normal Universities in Sichuan Province revealed that both the feasibility and adaptability were rated at high levels, respectively. These findings indicate that the strategies were meticulously formulated based on expert evaluations and data analysis to ensure their effectiveness in promoting sustainable College English Hybrid Teaching. According to the evaluation results, the strategies scored between 4.00 and 4.50, reflecting their strong potential for practical application. As emphasized by the research, effective strategy evaluation is critical for ensuring alignment with educational goals, promoting continuous improvement, and adapting to evolving College English Hybrid Teaching. Technologically, cloud-based platforms and AI tools demonstrate strong adaptability in urban universities but face challenges in rural areas with limited connectivity, requiring localized solutions. Pedagogically, integrating sustainability themes (SDGs) into language curricula proves feasible when supported by teacher training programs and credit system reforms, as evidenced by successful implementations. Ecologically, energy-efficient digital infrastructures reduce carbon footprints by 18-22%, though initial costs necessitate public-private partnerships or consortium models for scalability. Cross-institutional collaboration,

like East China’ s "Carbon-Neutral Campus Consortium," enhances feasibility by sharing resources and best practices. While these strategies show promise, their long-term viability hinges on balancing innovation with equitable access and cost-effectiveness across diverse educational contexts.

Recommendations

General Recommendation

In applying strategies that were research results, can be applied at many levels, including:

1. Provincial level: The Province should formulate a policy for sustainable development of College English Hybrid Teaching which was a policy on College English Teaching and apply the strategies from this research to be a guideline for the development of College English Hybrid Teaching, which would be beneficial to sustainable development of students and teachers in their continuous self-development.

2. Educational institution level: institution should be in line with the provincial level policy for sustainable development of College English Hybrid Teaching and should conduct a five-year development plan. Considering the priorities of this strategies what should be implemented each year and taking strategies towards making an action plan. The formulating of a five-year development plan and annual action plans will ensure that College English Teaching were continuously developed.

3. Practical level: administrators and teachers used the action plan to implement projects and activities to enhance College English Hybrid Teaching according to the guideline of strategies. It would enable College English students to develop sustainable English learning abilities.

Suggestions for further research

1) Conducting the research about comparative studies across different regions or internationally and implement longitudinal research to track the development of College English Hybrid Teaching over time. These studies will help identify best

practices, regional differences, and long-term impacts on College English Hybrid Teaching.

2) Conducting the research about the influence of cultural factors on College English Hybrid Teaching, and probing into the role of school, family and social and cultural atmosphere in promoting the sustainable development of students' College English learning. This study will provide insight into how traditional cultural values and modern digital teaching tools and resources support the sustainable development of College English Hybrid Teaching.

3) Conducting the research about the relationship between sustainable development strategies and the effectiveness of College English Hybrid Teaching, and adopting AI-enhanced adaptive exploring ways to personalize SDG-integrated language content while maintaining ecological efficiency, which is helpful to further understand the internal law and operating mechanism of College English Hybrid Teaching. It can help to further understand the obstacles and prospects of College English Hybrid Teaching, which provides strong strategic support for College English Hybrid Teaching in the future, and also reveals many new problems that need to be further studied.

References

Acemoglu, D., & Robinson, J. (2012). *Why nations fail: The origins of power, prosperity, and poverty*. Crown Publishing Group.

Adams, M., & Thompson, L. (2020). *Implementing sustainable development education in higher education: Challenges and solutions*. Routledge. https://doi.org/10.4324/9781003032812.

Amorós Molina, M., Martín Álvarez, N., & Castro-Alonso, J. C. (2023). Education and sustainable development: Fostering national cohesion, creative personalities, and intellectual wealth. *Journal of Cleaner Production*, 362, 133627.

Bandura, A. (1986). *Social foundations of thought and action: A social cognitive theory*. Prentice-Hall.

Bloom, B. S. (1956). *Taxonomy of educational objectives: The classification of educational goals*. Longmans.

Bloom, B. S. (1968). *Learning for mastery.* UCLA-CSEIP Evaluation Comment.

Bloom, B. S. (1976). *Human characteristics and school learning.* McGraw-Hill.

Boeren, E. (2019). Sustainable development education in English language teaching: A paradigm shift. *Journal of Education and Sustainable Development*, 13(3), 143-156.

Brown, T. (2022). *Hybrid learning in college English: Models, impacts and student engagement*. Higher Education Press.

Carroll, J. B. (1963). *A model of school learning.* Teachers College Record.

Carter, S. (2021). *Innovative practices and technological tools in hybrid English language teaching: Case studies and outcomes*. Academic Press.

Chaleta, E., Saraiva, M., Leal, F., Fialho, I., & Borralho, A. (2021). Sustainable development in college English teaching: Integrating the 2030 Agenda for Sustainable Development. *Sustainability*, 13(16), 8980.

Chen, B. L. (2015). Intergenerational equity and sustainable development: A review of the literature. *Journal of Environmental Management*, 160, 119-132.

Davis, M., & Wong, S. (2021). *Blended learning in English courses: Effective strategies and practical examples*. Educational Technology Press.

Douglass North. (1990). *Institutions, institutional change and economic performance*. Cambridge University Press.

Dziuban, C., Graham, C. R., Moskal, P. D., Norberg, A., & Sicilia, N. (2018). Blended learning: The new normal and emerging technologies. *International Journal of Educational Technology in Higher Education*, 15(1), 1-16. https://doi.org/10.1186/s41239-017-0087-5.

Frank, A. G. (1967). *Capitalism and underdevelopment in Latin America: Historical studies of Chile and Brazil.* Monthly Review Press.

Gao, Q., & Xu, W. (2021). Mastery learning theory and its application in education. *Educational Sciences: Theory & Practice*, 21(2), 185-203.

Graham, C. R. (2006). *The handbook of blended learning: Global perspectives, local designs*. Pfeiffer.

Guskey, T. R. (2007). Closing achievement gaps: Revisiting Benjamin S. Bloom's "Learning for Mastery". *Journal of Advanced Academics*, 19(1), 8-31.

Ha-Joon Chang. (2002). *Kicking away the ladder: Development strategy in historical perspective*. Anthem Press.

Harris, L. (2023). *Theoretical frameworks for hybrid English teaching: Foundations and classroom applications*. Routledge.

Hui, X. (2022). College English Hybrid Teaching: An overview. *English Language Teaching*, 15(4), 1-10.

Johnson, A. (2021). *Hybrid teaching models in college English: Effectiveness in language skill development*. Education Press.

Johnson, H. (2021). *Sustainable practices in college English: Pedagogical and environmental perspectives*. Green Academic Publishing.

Kang, W. (2021). Assessing the effectiveness of College English Hybrid Teaching. *Journal of Education and Training Studies*, 9(1), 56-63.

Kim, J. (2022). *Sustainability education and environmental consciousness: Measuring attitudinal and behavioral changes in students*. Green Education Press.

Kodak. (1978). *Technological innovation and corporate strategy: The digital imaging paradox*. Rochester Business Publications.

Lee, A., & Martinez, J. (2020). *Hybrid pedagogy in college English: Case studies of implementation and learning outcomes*. Higher Education Press.

Lee, C., & Patel, R. (2020). *Integrating sustainability into English language teaching: Strategies for fostering environmental awareness in students*. Routledge.

Lee, D. (2022). *Hybrid teaching in English language education: Practical strategies for enhancing student engagement and learning outcomes*. Educational Innovation Press.

Liu Peng. (2021). Learning theory: From behaviorism to constructivism. *Educational Review*, 67(2), 157-174.

Machado, C., & Davim, J. P. (2022). Higher Education for Sustainable Development Goals. *In Higher Education for Sustainable Development Goals*. https://doi.org/10.1201/9781003333036.

Manolis, E. N., & Manoli, E. N. (2021). Raising awareness of the Sustainable Development Goals through Ecological Projects in Higher Education. *Journal of Cleaner Production*, 279. https://doi.org/10.1016/j.jclepro.2020.123614.

Martinez, L., & Wang, J. (2022). *Integrating sustainability into English language teaching: Curriculum design and pedagogical strategies for eco-literacy*. Routledge.

McLeod, S., & Marshall, J. (2023). Communication for all and the Sustainable Development Goals. *International Journal of Speech-Language Pathology*, 25(1). https://doi.org/10.1080/17549507.2022.2160494.

Meng, H., & Wu, B. (2021). Thinking and Practice of “Online & Offline” Hybrid Teaching of College English under the Social Recruitment Form. *Contemporary Education and Teaching Research*, 2(1). https://doi.org/10.47852/bonviewcetr2021020112.

Meng, Q., & Zhao, W. (2019). Research on the reform of college english mixed teaching model based on (online self-learning and offline teacher-student cooperative discussion). *Proceedings of the 4th International Conference on Contemporary Education, Social Sciences and Humanities (ICCESSH 2019)*, Moscow, Russia. https://doi.org/10.2991/iccessh-19.2019.92.

Miller, B., & Green, C. (2020). *Theoretical foundations of hybrid language instruction: Bridging pedagogy and practice in blended learning environments*. Cambridge University Press.

Milton, S. (2021). Four English discipline literacy: Strengthening the construction of discipline literacy in China's social transformation. *Journal of Language Teaching and Research*, 12(3), 528-537.

Milton, S. (2021). Higher education and sustainable development goal 16 in fragile and conflict-affected contexts. *Higher Education*, 81(1). https://doi.org/10.1007/s10734-020-00617-z.

Moyer, J. D., & Hedden, S. (2020). Are we on the right path to achieve the sustainable development goals? *World Development*, 127. https://doi.org/10.1016/j.worlddev.2019.104749.

Netflix. (2025). Quarterly financial report: Content acquisition costs and market saturation risks in global streaming industry. *Netflix Investor Relations*. https://ir.netflix.net/ir-home/default.aspx.

Nie, H. (2023). College English teaching reform and innovative methods under the new media platform based on the IoT. *Entertainment Computing*, 47. https://doi.org/10.1016/j.entcom.2023.100578.

Nogueiro, I., Ribeiro, M., & Silva, A. (2022). Education for sustainable development: A global perspective. *Sustainability*, 14(23), 15713.

Nogueiro, T., Saraiva, M., Jorge, F., & Chaleta, E. (2022). The Erasmus+ Programme and Sustainable Development Goals—Contribution of Mobility Actions in Higher Education. *Sustainability (Switzerland)*, 14(3). https://doi.org/10.3390/su14031628.

North, D. C. (1990). *Institutions, institutional change and economic performance*. Cambridge University Press.

Nunkoo, R., Sharma, A., Rana, N. P., Dwivedi, Y. K., & Sunnassee, V. A. (2023). Advancing sustainable development goals through interdisciplinarity in sustainable tourism research. *Journal of Sustainable Tourism*, 31(3). https://doi.org/10.1080/09669582.2021.2004416.

Olsen, J. P. (2014). *Governing through institution building: Institutional theory and recent European experiments in democratic organization*. Oxford University Press.

Pakkan, S., Sudhakar, C., Tripathi, S., & Rao, M. (2023). A correlation study of sustainable development goal (SDG) interactions. *Quality and Quantity*, 57(2). https://doi.org/10.1007/s11135-022-01443-4.

Pan, A. (2022). [Retracted] construction and application of college english Hybrid Teaching system based on multidata fusion. *Discrete Dynamics in Nature and Society*, 2022(1), 4990844. https://doi.org/10.1155/2022/4990844.

Pang, Y. (2023). An action research on college english Hybrid Teaching mode based on dale's cone of experience. *Proceedings of the 2023 8th International Conference on Distance Education and Learning*, 151–155. https://doi.org/10.1145/3606094.3606128.

Pang, Y. (2023). *Hybrid teaching in modern education: Meeting individual learning needs while fostering autonomy and motivation*. Springer. paradigm shift. *Sustainability*, 11(2), 352.

Patel, S., & Nguyen, H. (2023). *Curriculum innovation for sustainable futures: Integrating SDGs through pedagogical redesign*. Routledge.

Pei, L. (2020). Research on college english Hybrid Teaching model based on micro Classes under network information technology. *Journal of Physics: Conference Series*, 1648(2), 022168. https://doi.org/10.1088/1742-6596/1648/2/022168.

Piaget, J. (1964). Cognitive development in children: Development and learning. *Journal of Research in Science Teaching*, (2), 176-186

Porter, M. E. (1985). *Competitive advantage: Creating and sustaining superior performance*. Free Press.

Prebisch, R. (1950). The economic development of Latin America and its principal problems. *Economic Bulletin for Latin America*, 7(1), 1-22.

Prieto-Jiménez, E., López-Catalán, L., López-Catalán, B., & Domínguez-Fernández, G. (2021). Sustainable development goals and education: A bibliometric mapping analysis. *Sustainability (Switzerland)*, 13(4). https://doi.org/10.3390/su13042126.

Qiu, N., & Qiu, X. (2022). Mastery learning theory and its application in higher education. *Higher Education Studies*, 12(3), 121-135.

Rodriguez, C. (2022). *Global perspectives on university sustainability initiatives: Comparative case studies across 15 countries.* Routledge.

Rodrik. (2004). Industrial policy for the twenty-first century. *CEPR Discussion Paper No. DP4424*.

Romero Goyeneche, O. Y., Ramirez, M., Schot, J., & Arroyave, F. (2022). Mobilizing the transformative power of research for achieving the Sustainable Development Goals. *Research Policy*, 51(10). https://doi.org/10.1016/j.respol.2022.104589.

Rostow, W. W. (1960). *The stages of economic growth: A non-communist manifesto*. Cambridge University Press.

Sachs, J. (2002). *The end of poverty: Economic possibilities for our time*. Penguin Books.

Saini, M., Sengupta, E., Singh, M., Singh, H., & Singh, J. (2023). Sustainable Development Goal for Quality Education (SDG 4): A study on SDG 4 to extract the pattern of association among the indicators of SDG 4 employing a genetic algorithm. *Education and Information Technologies*, 28(2). https://doi.org/10.1007/s10639-022-11265-4.

Schubert, W. H. (1986). *Curriculum: Perspective, paradigm, and possibility*. Macmillan.

Sen, A. (1999). *Development as freedom*. Anchor Books.

Shi,H.W.& Wang,F.X.& Ma,Z.Q.&Deng,R. (2023). The organization supports the research on the mechanism of influencing college teachers' professional happiness

through psychological capital and emotional exhaustion. *China Health Education* (11), 1011-1014.doi:10.16168/j.cnki.issn. 1002-9982.2023.11.009.

Singh, A., Kanaujia, A., Singh, V. K., & Vinuesa, R. (2024). Artificial intelligence for Sustainable Development Goals: Bibliometric patterns and concept evolution trajectories. *Sustainable Development*, 32(1). https://doi.org/10.1002/sd.2706.

Siying, M., Jie, Z., & Ruifeng, L. (2021). A study on the "sfl"model of college english Hybrid Teaching in smokeless campus in the post-epidemic era. *Tobacco Regulatory Science*, 7(6), 5197–5209. https://doi.org/10.18001/TRS.7.6.12.

Skinner, E. A., Kindermann, T. A., & Furrer, C. J. (2009). A motivational perspective on engagement and disaffection: Conceptualization and assessment of children's behavioral and emotional participation in academic activities in the classroom. *Educational and Psychological Measurement*, 69(3), 493-525.

Smith, A., & Brown, K. (2022). *Sustainable pedagogy in ELT: Technological innovations and classroom practices*. Routledge.

Sohail, S. (2018). The modernization of discipline construction in universities of Tibet. *Research on Ethnic Education* (05),64-67.doi:10.15946/j.cnki.1001-7178. 2008.05.022.

Stafford-Smith, M., Griggs, D., Gaffney, O., Ullah, F., Reyers, B., Kanie, N., Stigson, B., Shrivastava, P., Leach, M., & O'Connell, D. (2017). Integration: the key to implementing the Sustainable Development Goals. *Sustainability Science*, 12(6). https://doi.org/10.1007/s11625-016-0383-3.

Stiglitz, J. E. (2002). *Globalization and its discontents*. W.W. Norton & Company.

Sun,Y.T.& Liu,C.& Guo,Y.H. (2021). Construction of appropriate labor mechanism for university teachers under the organizational structure of human capital. *Human resource development* (23), 53-56.doi:10.19424/j.cnki.41-1372/d. 2021.23. 025.

Tan, J. (2021). Research on dynamic evaluation system of college english Hybrid Teaching based on spoc. *Journal of Physics: Conference Series*, 1744(3), 032113. https://doi.org/10.1088/1742-6596/1744/3/032113[82].

Tapscott, D., & Tapscott, A. (2016). *Blockchain revolution: How the technology behind bitcoin is changing money, business, and the world*. Portfolio.

ThDarojat, O. (2015). Research on the systematic evaluation of teaching quality of College teachers. *Science and Education Guide (last)* (09),65-66. doi:10.16400/j.cnki.kjdks.2013.05.124.

Thomas, R. (2021). Embedding sustainability in academic programs: A framework for institutional change. *Journal of Sustainability in Higher Education*, 22(5), 1120-1145.

Torres, D. I. R. (2021). Contribution of higher education to the Sustainable Development Goals from teaching. *Revista Espanola de Educacion Comparada*, 37. https://doi.org/10.5944/REEC.37.2021.27763.

Wackernagel, M., Hanscom, L., & Lin, D. (2017). Sustainable development in universities: Three aspects for optimization. *Journal of Cleaner Production*, 143, 757-768.

Wang, F. (2024). *Sustainable development frameworks: Integrating power, quality and fairness dimensions*. Springer Nature.

Wang, L. (2021). Pedagogical challenges in hybrid learning environments: Reconstructing teachers' dual competencies. *Journal of Educational Technology*, 39(4), 512-530.

Wang, Q. (2024). *Core competencies in English education: A framework of four disciplinary literacies*. Foreign Language Teaching and Research Press.

Wang, X. (2023). The theory of social constructivism: An overview. *Educational Psychology Review*, 35(1), 185-206.

Williamson, J. (1990). What Washington means by policy reform. *Latin American Research Review*, 25(1), 7-25.

Wu, X. (2022). Individual constructivism: A review of its origins and development. *Educational Philosophy and Theory*, 54(2), 141-153.

Yamasaki, K., & Yamada, T. (2022). A framework to assess the local implementation of Sustainable Development Goal 11. *Sustainable Cities and Society*. https://doi.org/10.1016/j.scs.2022.104002.

Yan, X., & Wang, H. (2021). Exploration of the Online and Offline Mixed Teaching Model in the College English Teaching. *Creative Education*, 12(11). https://doi.org/10.4236/ce.2021.1211192.

Yongqin, W. (2022). Research on Evaluation Model of College English Online and Offline Mixed Learning Under Digital Environment. Lecture Notes of the Institute for Computer Sciences, Social-Informatics and Telecommunications Engineering. *LNICST, 435 LNICST*. https://doi.org/10.1007/978-3-031-06675-7_5.

You, Y. (2017). How to improve student Satisfaction in the Open Education Mode. *The Knowledge Economy* (22),108-109. doi:10.15880/j.cnki.zsjj.2017.22.062.

Yu, H., & Li, X. (2022). Cultivation of Positive Psychological Quality of College Students' English Learning Under the Online and Offline Teaching Mode During the Epidemic. *Frontiers in Public Health*. https://doi.org/10.3389/fpubh.2022.929027.

Yuan, X.X. (2015). A Study on the Sustainable Development Model of Mental Health Education in Higher Vocational Students. *Education and occupation* (26), 8082.doi:10.13615/j.cnki.1004-3985.2015.26.028.

Yue, W., & Li, W. J. (2019). Integrating sustainable development into English education: A

Yue,L. (2020). Study on the effect of personnel performance evaluation system. *Journal of Liaoning University of Technology (Social Science Edition)* (04), 100-103.doi:10.15916/j.issn1674-327x. 2020.04. 027.

Zhang, E., & Liu, F. (2023). Hybrid learning in college English education: Case studies of implementation challenges and successes. *Journal of Educational Technology*, 41(3), 112-130.

Zhang, J. (2022). College English Assisted Teaching Based on Flipped Classroom and Its Influence on Students' Learning Psychology. *In Occupational Therapy International* (Vol. 2022). https://doi.org/10.1155/2022/4723893.

Zhang, W. (2023). Integrating Sustainable Development Goals (SDGs) in English language teaching: Implications for curriculum design and pedagogical innovation. *Sustainability Education Review*, 15(4), 78-95.

Zhang, Y. (2022). Analysis of O2O Teaching Assistant Mode of College English in MOOC Environment. *Journal of Environmental and Public Health*, 2022. https://doi.org/10.1155/2022/8164934.

Zhang, Y., & Chen, R. (2022). Technology-enhanced hybrid English instruction: Best practices and digital tools for pedagogical transformation. *Computer Assisted Language Learning*, 39(5), 201-219.

Zheng, K. (2021). The Organic Integration of Online and Offline Teaching in College English Teaching Practice. *Creativity and Innovation*, 5(1). https://doi.org/10.47297/wspciwsp2516-252719.20210501.

Zhentan, L. (2021). Research on the construction and application of college english mixed teaching mode based on mooc. *Journal of Educational Theory and Management*, 5(1), 64. https://doi.org/10.26549/jetm.v5i1.6514.

Zhu, L. (2019). A research on the reform of college english Hybrid Teaching mode under the background of educational informatization. *ITM Web of Conferences*, 26, 01011. https://doi.org/10.1051/itmconf/20192601011.

Zhu, Z. (2022). The change of teachers' role in college english Hybrid Teaching model. *Creativity and Innovation*, 6(3), 168-172. https://doi.org/10.47297/wspciWSP2516-252731.20220603.

Zi, W., & Zhou, Y. (2020). Research-based college english Hybrid Teaching of fashion major: A case study of beijing institute of fashion technology. *International Journal of Contemporary Education*, 3(2), 55. https://doi.org/10.11114/ijce.v3i2.4935.

Zuo, L. (2021). Construction of college english mixed teaching mode based on data mining technology. *2021 4th International Conference on Information Systems and Computer Aided Education*, 293–297. https://doi.org/10.1145/3482632.3482693.

Appendices

Appendix A

List of Specialists and Letters of Specialists Invitation for IOC Verification

Pecialists for IOC Verification

Research Title : Sustainable Development Strategies to Improve the Effectiveness of College English Hybrid Teaching of Normal Universities in Sichuan Province

Program: Educational Management for Sustainable Development

Presented by: Chen Xuemei

Student ID : 6573139023

Lists of experts who validated the research instrument

Name of Experts	Position/Office
1. Associate Professor Dr. Chollada Pongpattanayothin	Ph.D. Education for Locality Development Bansomdejchaopraya Rajabhat University
2. Associate Professor Dr. Touchakorn Suwancharas	PH.D. Digital Technology Management for Education Program Bansomdejchaopraya Rajabhat University
3. Associate Professor Dr. Jittawisut Wimuttipanya	Ph.D. Curriculum and Instruction Bansomdejchaopraya Rajabhat University
4. Professor Dr. Lyu Jing	Ph.D. Educational Management Si Chuan Normal University
5. Associate Professor Dr. Zhang Xia	Ph.D. English Education and Second Language Acquisition Mianyang Teachers' College

Ref. No. MHESI 0643.14/ว. ๑๕๖๐

Bansomdejchaopraya
Rajabhat University
1061 Soi Itsaraphap 15,
Itsaraphap Road, Hiranruchi,
Thonburi, Bangkok, Thailand
10600

26 August, 2024

RE: Invitation to validate research instrument

Dear Associate Professor Dr. Chollada Pongpattanayothin

Attachment A set of questionnaires

Chen Xuemei is a Doctor of Philosophy Program in Educational Management for Sustainable Development program of Bansomdejchaopraya Rajabhat University. She is conducting research entitled "Sustainable Development Strategies to Improve the Effectiveness of College English Hybrid Teaching of Normal Universities in Sichuan Province" under the supervision of the following thesis advisory committee:

1. Assistant Professor Dr. Luxana Keyuraphan — Major Advisor
2. Assistant Professor Dr. Sarayuth Sethakhajorn — Co-Advisor
3. Associate Professor Dr. Narongwat Mingmit — Co-Advisor

A thesis adversity 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. Would like to avail ourselves of this opportunity to express our sincere thanks and appreciation for your help.

Thank you for your kind considerations.

Yours faithfully

(Assistant Professor Dr.Tanaput Chancharoen)
Vice Dean of Graduate School for Dean of Graduate School

Tel.+662-473-7000
www.bsru.ac.th
E-mail: academic.grad@bsru.ac.th

Ref. No. MHESI 0643.14/ก. 1530

Bansomdejchaopraya
Rajabhat University
1061 Soi Itsaraphap 15,
Itsaraphap Road, Hiranruchi,
Thonburi, Bangkok, Thailand
10600

26 August, 2024

RE: Invitation to validate research instrument

Dear Associate Professor Dr. Touchakorn Suwancharas

Attachment A set of questionnaires

Chen Xuemei is a Doctor of Philosophy Program in Educational Management for Sustainable Development program of Bansomdejchaopraya Rajabhat University. She is conducting research entitled "Sustainable Development Strategies to Improve the Effectiveness of College English Hybrid Teaching of Normal Universities in Sichuan Province" under the supervision of the following thesis advisory committee:

1. Assistant Professor Dr. Luxana Keyuraphan — Major Advisor
2. Assistant Professor Dr. Sarayuth Sethakhajorn — Co-Advisor
3. Associate Professor Dr. Narongwat Mingmit — Co-Advisor

A thesis adversity 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. Would like to avail ourselves of this opportunity to express our sincere thanks and appreciation for your help.

Thank you for your kind considerations.

Yours faithfully

(Assistant Professor Dr.Tanaput Chancharoen)
Vice Dean of Graduate School for Dean of Graduate School

Tel.+662-473-7000
www.bsru.ac.th
E-mail: academic.grad@bsru.ac.th

Ref. No. MHESI 0643.14/ว. ๒๕๖๐

Bansomdejchaopraya
Rajabhat University
1061 Soi Itsaraphap 15,
Itsaraphap Road, Hiranruchi,
Thonburi, Bangkok, Thailand
10600

26 August, 2024

RE: Invitation to validate research instrument

Dear Associate Professor Dr. Jittawisut Wimuttipanya

Attachment A set of questionnaires

Chen Xuemei is a Doctor of Philosophy Program in Educational Management for Sustainable Development program of Bansomdejchaopraya Rajabhat University. She is conducting research entitled "Sustainable Development Strategies to Improve the Effectiveness of College English Hybrid Teaching of Normal Universities in Sichuan Province" under the supervision of the following thesis advisory committee:

1. Assistant Professor Dr. Luxana Keyuraphan	Major Advisor
2. Assistant Professor Dr. Sarayuth Sethakhajorn	Co-Advisor
3. Associate Professor Dr. Narongwat Mingmit	Co-Advisor

A thesis adversity 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. Would like to avail ourselves of this opportunity to express our sincere thanks and appreciation for your help.

Thank you for your kind considerations.

Yours faithfully

(Assistant Professor Dr.Tanaput Chancharoen)
Vice Dean of Graduate School for Dean of Graduate School

Tel.+662-473-7000
www.bsru.ac.th
E-mail: academic.grad@bsru.ac.th

Ref. No. MHESI 0643.14/ว.2530

Bansomdejchaopraya
Rajabhat University
1061 Soi Itsaraphap 15,
Itsaraphap Road, Hiranruchi,
Thonburi, Bangkok, Thailand
10600

26 August, 2024

RE: Invitation to validate research instrument

Dear Professor Dr. Lyu Jing

Attachment A set of questionnaires

Chen Xuemei is a Doctor of Philosophy Program in Educational Management for Sustainable Development program of Bansomdejchaopraya Rajabhat University. She is conducting research entitled "Sustainable Development Strategies to Improve the Effectiveness of College English Hybrid Teaching of Normal Universities in Sichuan Province" under the supervision of the following thesis advisory committee:

1. Assistant Professor Dr. Luxana Keyuraphan — Major Advisor
2. Assistant Professor Dr. Sarayuth Sethakhajorn — Co-Advisor
3. Associate Professor Dr. Narongwat Mingmit — Co-Advisor

A thesis adversity 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. Would like to avail ourselves of this opportunity to express our sincere thanks and appreciation for your help.

Thank you for your kind considerations.

Yours faithfully

(Assistant Professor Dr.Tanaput Chancharoen)
Vice Dean of Graduate School for Dean of Graduate School

Tel.+662-473-7000
www.bsru.ac.th
E-mail: academic.grad@bsru.ac.th

Ref. No. MHESI 0643.14/ว.2530

Bansomdejchaopraya
Rajabhat University
1061 Soi Itsaraphap 15,
Itsaraphap Road, Hiranruchi,
Thonburi, Bangkok, Thailand
10600

26 August, 2024

RE: Invitation to validate research instrument

Dear Associate Professor Dr. Zhang Xia

Attachment A set of questionnaires

Chen Xuemei is a Doctor of Philosophy Program in Educational Management for Sustainable Development program of Bansomdejchaopraya Rajabhat University. She is conducting research entitled "Sustainable Development Strategies to Improve the Effectiveness of College English Hybrid Teaching of Normal Universities in Sichuan Province" under the supervision of the following thesis advisory committee:

1. Assistant Professor Dr. Luxana Keyuraphan	Major Advisor
2. Assistant Professor Dr. Sarayuth Sethakhajorn	Co-Advisor
3. Associate Professor Dr. Narongwat Mingmit	Co-Advisor

A thesis adversity 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. Would like to avail ourselves of this opportunity to express our sincere thanks and appreciation for your help.

Thank you for your kind considerations.

Yours faithfully

(Assistant Professor Dr.Tanaput Chancharoen)
Vice Dean of Graduate School for Dean of Graduate School

Tel.+662-473-7000
www.bsru.ac.th
E-mail: academic.grad@bsru.ac.th

List of Specialists Invitation for Strategies Evaluation

The following lists were invited as an evaluation expert to assess the feasibility and adaptability of strategies on sustainable development of improving the effectiveness of College English Hybrid Teaching of Normal Universities in Sichuan Province.

Name of Experts	Position/Office
1. Associate Professor Dr. Jittawisut Wimuttipanya	Ph.D. Curriculum and Instruction of Bansomdejchaopraya Rajabhat University
2. Associate Professor Dr. Narongwat Mingmit	Ph.D. Education for locality Development of Bansomdejchaopraya Rajabhat University
3. Assistant Professor Dr. Chaiyos Damrongkitkoson	Ph.D. Research and Curriculum Development of Industrial Technology College, King Mongkut's University of Technology North Bangkok
4. Assistant Professor Dr. Phadet KaKham	Ph.D. Education for Locality Development of Bansomdejchaopraya Rajabhat University
5. Assistant Professor Dr. Sarayut Setthakhoncharoen	Ph.D. Educational Administration of Bansomdejchaopraya Rajabhat University

Appendix B

Official Letter

Research Title: Sustainable Development Strategies to Improve the Effectiveness of College English Hybrid Teaching of Normal Universities in Sichuan Province

Presented by : Chen Xuemei

Student ID : 6573139023

Interview Expert

Name of Experts	Position/Office
1. Professor Kong Lingcui	Dean of Foreign Language School, Sichuan Normal University
2. Associate Professor Huang He	Lecturer of Foreign Language School, Sichuan Normal University
3. Professor Chen Wencun	Dean of Foreign Language School, China West Normal University
4. Associate Professor Liu Leilei	Lecturer of Foreign Language School, China West Normal University
5. Professor Chen Kaifu	Deputy Dean of Foreign Language School, Leshan Normal University
6. Professor Shen Yuru	Lecturer of Foreign Language School, Leshan Normal University
7. Associate Professor Gao Jian	Dean of Foreign Language School, Mianyang Teachers' College
8. Associate Professor Chen Minjie	Lecturer of Foreign Language School, Mianyang Teachers' College
9. Professor Li Xianwen	Deputy Dean of Foreign Language School, Sichuan University of Arts and Sciences

Name of Experts	Position/Office
10. Associate Professor Guan Lina	Lecturer of Foreign Language School, Sichuan University of Arts and Sciences
11. Professor Zhang Maojun	Deputy Dean of Foreign Language School, Aba Normal College
12. Associate Professor Tang Qinquan	Lecturer of Foreign Language School, Aba Normal College
13. Associate Professor Zhang Qi	Deputy Dean of Foreign Language School, Chengdu Normal University
14. Associate Professor Zhang Yu	Lecturer of Foreign Language School, Chengdu Normal University
15. Gan Xuemei	Employer of I ENGLISH EDUCATION
16. Senior Teacher	Deputy Headmaster of Mianyang Chengmian Road
17. Gao Qiang	Primary School
18. Senior Teacher Wang Ping	Deputy Headmaster of Mianyang Foreign Languages School
19. Senior Teacher	Deputy Headmaster of Mianyang Nanshan Bilingual
20. Deng Shubin	School
21. Senior Teacher Deng Jian	Deputy Headmaster of No. 1 Middle School of Suining Sichuan

Research Title: Sustainable Development Strategies to Improve the Effectiveness of College English Hybrid Teaching of Normal Universities in Sichuan Province

Presented by : Chen Xuemei

Student ID : 6573139023

Focus group

Name of Experts	Position/Office
1. Zhang Xiaoping	Deputy Dean of Foreign Language School, Sichuan Normal University
2. Associate Professor Dr. Ren Wei	Sichuan Normal University
3. Professor Dr. LI Jun	Deputy Headmaster of China West Normal University
4. Associate Professor Liu Leilei	China West Normal University
5. Liu Quanguo	Deputy Dean of Foreign Language School, Chengdu Normal University
6. Associate Professor Chen Hongjin	Chengdu Normal University
7. Professor Dr. He Yunxiao	Deputy Headmaster of Mianyang Teachers' College
8. Associate Professor Dr. Yin Guojie	Mianyang Teachers' College
9. Liu Yanshi	Deputy Dean of Foreign Language School, Sichuan University of Arts and Sciences
10. Associate Professor Guan Lina	Sichuan University of Arts and Sciences
11. Xiang Kun	Employer of ENREACH
12. Wen Feng	Director of Human Resources and Social Security Bureau of Mianyang City

Ref.No. MHESI 0643.14/ว. ๒๑๐๐

Bansomdejchaopraya
Rajabhat University
1061 Soi Itsaraphap 15,
Itsaraphap Road, Hiranruchi,
Thonburi, Bangkok, Thailand
10600

16 September, 2024

Subject Invitation to join an interview as an expert

Dear

Attachment Interview Form

Chen Xuemei is a Doctor of Philosophy Program in Educational Management for Sustainable Development program of Bansomdejchaopraya Rajabhat University. She is conducting research entitled "Sustainable Development Strategies to Improve the Effectiveness of College English Hybrid Teaching of Normal Universities in Sichuan Province."

In this research, the researcher requires to collect data for the said research. Therefore, the researcher requested to collect the data to be used in the research, where your insights and suggestions will greatly contribute to the advancement of the researcher's research.

Thank you for considering this invitation.

Yours faithfully,

(Assistant Professor Dr.Tanaput Chancharoen)
Vice Dean of Graduate School for Dean of Graduate School

Tel.+662-473-7000
www.bsru.ac.th
E-mail: academic.grad@bsru.ac.th

Ref.No. MHESI 0643.14/ว.๒๗๕

Bansomdejchaopraya
Rajabhat University
1061 Soi Itsaraphap 15,
Itsaraphap Road, Hiranruchi,
Thonburi, Bangkok, Thailand
10600

26 November, 2024

Subject Invitation to join a focus group discussion as an expert

Dear

Attachment A focus group discussion schedule

Chen Xuemei is a Doctor of Philosophy Program in Educational Management for Sustainable Development program of Bansomdejchaopraya Rajabhat University. She is conducting research entitled "Sustainable Development Strategies to Improve the Effectiveness of College English Hybrid Teaching of Normal Universities in Sichuan Province."

Developing strategies for the sustainable development of College English Hybrid Teaching is the focus of this study. The researcher knows that you have experience in this area, so she hopes that you can assist in evaluating these strategies. The researcher is eager to hear your suggestions for the sustainable development of College English Hybrid Teaching. Thank you very much for your positive response.

Thank you for considering this invitation.

Yours faithfully,

(Assistant Professor Dr.Tanaput Chancharoen)
Vice Dean of Graduate School for Dean of Graduate School

Tel.+662-473-7000
www.bsru.ac.th
E-mail: academic.grad@bsru.ac.th

Appendix C

Research Instrument

Questionnaire

Title: Sustainable Development Strategies to Improve the Effectiveness of College English Hybrid Teaching of Normal Universities in Sichuan Province

---

Explanation

1.This questionnaire is about sustainable development strategies to improve the effectiveness of College English Hybrid Teaching of Normal Universities in Sichuan Province. The objectives of this research were to study the current situation of College English Hybrid Teaching of normal universities in Sichuan Province, to establish the sustainable development strategies to improve the effectiveness of College English Hybrid Teaching of Normal Universities in Sichuan Province, and to assess the feasibility and adaptability of the sustainable development strategies to improve the effectiveness of College English Hybrid Teaching of Normal Universities in Sichuan Province.

2.The questionnaire about sustainable development strategies to improve the effectiveness of College English Hybrid Teaching of Normal Universities in Sichuan Province, which provided into two parts. Part one is personal information of respondents and part two is survey about the current situation of College English Hybrid Teaching of Normal Universities in Sichuan Province, total 50 questions.

3.Please tick √ in the columns that represent your opinion about the College English Hybrid Teaching of Normal Universities in Sichuan Province.

Thank you

Mrs Chen Xuemei

A doctoral student in Educational Management for Sustainable Development

Bansomdejchaopraya Rajabhat University

Part 1: Personal Information of respondents (Students)

1. Your gender

☐ Male ☐ Female

2. Your grade

☐ Freshman ☐ Sophomore

3. Major

☐ Arts ☐ Science

4.Years of English learning experience

☐ 0-10 years ☐11-13 years ☐14-16 years ☐ Above 17 years

2. English proficiency

☐ CET 6 ☐ CET 4 ☐ Below CET 4

Part 1: Personal Information of respondents (Lecturers and Administrators)

1. Your gender

☐ Male ☐ Female

2. Your age

☐ Under 30 years old ☐ 30-39 years old ☐ 40-49 years old ☐ 50-59 years old

3. Highest educational level

☐ Junior college ☐ Bachelor's degree ☐ Master's degree ☐ Doctor's degree

4. Your professional title

☐ Primary ☐ Intermediate ☐ Deputy Senior ☐ Senior

5. Your years of educational management and teaching experience in universities

☐ 5-10 years ☐ 11-15 years ☐ 16-20 years ☐ above 20

years

Part 2: Survey about the current situation of sustainable development strategies to improve the effectiveness of College English Hybrid Teaching of Normal Universities in Sichuan Province

5 express the level of College English Hybrid Teaching of Normal Universities in Sichuan Province were at strongly high level

4 express the level of College English Hybrid Teaching of Normal Universities in Sichuan Province were at high level

3 express the level of College English Hybrid Teaching of Normal Universities in Sichuan Province were at moderate level

2 express the level of College English Hybrid Teaching of Normal Universities in Sichuan Province were at low level

1 express the level of College English Hybrid Teaching of Normal Universities in Sichuan Province were at strongly low level

Sustainable Development Strategies to Improve the Effectiveness of College English Hybrid Teaching of Normal Universities in Sichuan Province

NO	The Current Situation of College English Hybrid Teaching of Normal Universities in Sichuan Province	Level				
		5	4	3	2	1
Institutional mechanism construction						
1	Discipline construction of teachers is reasonable					
2	University provides reasonable professional development opportunities and resources					
3	The content, form, and effect of teacher training are satisfying					
4	The current teacher incentive mechanism is reasonable					
5	Curriculum setting and teaching quality are satisfying					
6	University promotes communication and cooperation among teachers					
7	Teachers' teaching proficiency is satisfying					
8	Teachers' teaching reform is satisfying					
9	University has reasonable teaching management system					
10	University has reasonable students' management system					
Online platform construction						
1	The platform interface is intuitive and easy to use					
2	The platform provides multiple learning resources					
3	The platform provides online discussion and communication					
4	The platform provides personalized learning content recommendations					
5	The platform provides tracking of learning progress and assessment results					
6	The exercises and submission methods are reasonable					
7	University provides various online learning platforms					
8	The stability of the platform influences teaching effect					
9	Online resources are updated very timely					

NO	The Current Situation of College English Hybrid Teaching of Normal Universities in Sichuan Province	Level				
		5	4	3	2	1
10	Teacher has a good supervision of online teaching					
Curriculum system establishment						
1	Curriculum system establishment focuses on the needs of students					
2	Curriculum system establishment is influenced by the exam-oriented education					
3	Curriculum resources are rich					
4	Curriculum system establishment before and after this semester is coherent					
5	Curriculum system is reasonable					
6	College English has close relationship with other disciplines					
7	Curriculum system has good cultivation of language ability					
8	Curriculum setting, teaching objectives and teaching content are completely consistent					
9	The ideological and political content is reasonable					
10	The positioning of curriculum setting is reasonable					
Teaching evaluation						
1	The evaluation mechanism can stimulate students' learning interest					
2	The evaluation mechanism can establish the correct learning attitude of the students					
3	You are willing to continue to use College English Hybrid Teaching					
4	The evaluation system of teaching quality is efficient					
5	Course assessment focuses on results over process					
6	The teaching effect of College English Hybrid Teaching is satisfying					
7	College English Hybrid Teaching improves teaching efficiency					
8	The overall completion rate of students' homework is high					

NO	The Current Situation of College English Hybrid Teaching of Normal Universities in Sichuan Province	Level				
		5	4	3	2	1
9	The overall completion quality of students' homework is high					
10	Students' participation rate is high					
Students' learning attitudes						
1	Students are willing to use Internet to learn					
2	I am very self-disciplined in online study					
3	College English Hybrid Teaching is necessary					
4	The time allocation of College English Hybrid Teaching is reasonable					
5	College English Hybrid Teaching improves my overall English proficiency					
6	Online teaching has better teacher-student interaction					
7	Online teaching has better communication with classmates					
8	Online learning can learn more knowledge					
9	College English Hybrid Teaching can improve my learning interest					
10	College English Hybrid Teaching can improve my autonomous learning ability					

Structured Interview

Sustainable Development Strategies to Improve the Effectiveness of College English Hybrid Teaching of Normal Universities in Sichuan Province

This Structured Interview is divided into two parts:

Part 1: Personal Information

Part 2: The Current Situation of College English Hybrid Teaching of Normal Universities in Sichuan Province

---

Part 1: Personal Information

Interviewer.....Interview Date.....Interview Time

Interviewee.....Gender.....Age

Education background.....Position

Academic title.....Work experience

Work place

Part 2: The Current Situation of College English Hybrid Teaching of Normal Universities in Sichuan Province

Instruction: Please provide your opinion on the following statement

1.What is the current situation about College English Hybrid Teaching? How to promote College English Hybrid Teaching of Normal Universities?

2.What is the current situation about Institutional mechanism construction of College English Hybrid Teaching? How to promote the development of Institutional mechanism construction of College English Hybrid Teaching?

3.What is the current situation about online platform construction? How to promote the development of online platform construction?

4.What is the current situation about the importance of curriculum system establishment of Normal Universities in Sichuan Province? How to promote the development of curriculum system establishment?

5.What is the current situation about teaching evaluation of Normal Universities in Sichuan Province? How to promote the development of teaching evaluation?

6.What is the current situation about students' learning attitudes of Normal Universities in Sichuan Province? How to promote the development of students' learning attitudes?

7.What else do you also think it is very important to promote the development of sustainable strategies to improve the effectiveness of College English Hybrid Teaching?

Assessment form for validity of questionnaire of the current situation and factors about sustainable development strategies to improve the effectiveness of College English Hybrid Teaching of Normal Universities in Sichuan Province

---

Direction:

1. This assessment form for the validity of the questionnaires of the current situation and factors about the development of strategies of improving the effectiveness of College English Hybrid Teaching of Normal Universities in Sichuan Province is for experts to consider the consistency of the questionnaire and take suggestion. It was as part of a doctoral dissertation of educational administration in Bansomdejchaopraya Rajabhat University, Thailand. The objectives of this research were to explore the components of sustainable development of improving the effectiveness of College English Hybrid Teaching of Normal Universities in Sichuan Province, and to develop the strategies of sustainable development of improving the effectiveness of College English Hybrid Teaching of Normal Universities in Sichuan Province, and to assess the sustainable development strategies of improving the effectiveness of College English Hybrid Teaching of Normal Universities in Sichuan Province.

2. This assessment form for validity of questionnaire was divided into 2 parts, 50 questions and suggestions about the development of strategies for sustainable development of improving the effectiveness of College English Hybrid Teaching of Normal Universities in Sichuan Province.

3. Your comments on assessment form for validity of questionnaire will be useful for the development of sustainable strategies to improve the effectiveness of College English Hybrid Teaching of Normal Universities in Sichuan Province. Responding to this questionnaire will have no impact for you individually. The proposed data will be of an overview and the researcher aims to use the data for research purposes only.

Thank you for your cooperation in answering this interview form.

Mrs. Chen Xuemei

Bansomdejchaopraya Rajabhat University

Part 1: Personal Information of respondents (Students)

1. Your gender

☐ Male ☐ Female

2. Your grade

☐ Freshman ☐ Sophomore

3. Major

☐ Arts ☐ Science

4.Years of English learning experience

☐ 0-10 years ☐11-13 years ☐14-16 years ☐ Above 17 years

5. English proficiency

☐ CET 6 ☐ CET 4 ☐ Below CET 4

Part 1: Personal Information of respondents (Lecturers and Administrators)

1. Your gender

☐ Male ☐ Female

2. Your age

☐ Under 30 years old☐30-39 years old ☐ 40-49 years old ☐ 50-59 years old

3. Highest educational level

☐Junior college ☐Bachelor's degree ☐ Master's degree ☐Doctor's degree

4. Your professional title

☐ Primary ☐ Intermediate ☐ Deputy Senior ☐ Senior

5. Your years of educational management and teaching experience in universities

☐5-10 years ☐ 11-15 years ☐ 16-20 years ☐ above 20 years

Part II: This assessment form for validity of questionnaire of the current situation and factors influencing the development of strategies for improving the effectiveness of College English Hybrid Teaching of Normal Universities in Sichuan Province.

Direction: Please consider the consistency of the factors of the current situation and factors influencing the development of strategies for improving the effectiveness of College English Hybrid Teaching of Normal Universities in Sichuan Province. After

considering it, please check in the corresponding box. Use the following criteria for consideration.

Rating is +1. There is an opinion that “Corresponds to definition. ”

Rating is 0. There is an opinion that “Not sure it corresponds to definition.”

Rating is -1. There is an opinion that “Inconsistent with definition.”

Factors	Questions	Assessment result			Remarks
		+1	0	-1	
Institutional mechanism construction	1.Discipline construction of teachers is reasonable				
	2.University provides reasonable professional development opportunities and resources				
	3.The content, form, and effect of teacher training are satisfying				
	4.The current teacher incentive mechanism is reasonable				
	5.Curriculum setting and teaching quality are satisfying				
	6.University promotes communication and cooperation among teachers				
	7.Teachers’ teaching proficiency is satisfying				
	8.Teachers’ teaching reform is satisfying				
	9.University has reasonable teaching management system				
	10.University has reasonable students’ management system				

Factors	Questions	Assessment result			Remarks
		+1	0	-1	
Online platform construction	11.The platform interface is intuitive and easy to use				
	12.The platform provides multiple learning resources				
	13.The platform provides online discussion and communication				
	14.The platform provides personalized learning content recommendations				
	15.The platform provides tracking of learning progress and assessment results				
	16.The exercises and submission methods are reasonable				
	17.University provides various online learning platforms				
	18.The stability of the platform influences teaching effect				
	19.Online resources are updated very timely				
	20.Teacher has a good supervision of online teaching				
Curriculum system establishment	21.Curriculum system establishment focuses on the needs of students				
	22.Curriculum system establishment is influenced by the exam-oriented education				
	23.Curriculum resources are rich				
	24.Curriculum system establishment before and after this semester is coherent				
	25.Curriculum system is reasonable				
	26.College English has close relationship with other disciplines				

Factors	Questions	Assessment result			Remarks
		+1	0	-1	
	27.Curriculum system has good cultivation of language ability				
	28Curriculum setting, teaching objectives and teaching content are completely consistent				
	29.The ideological and political content is reasonable				
	30.The positioning of curriculum setting is reasonable				
Teaching evaluation systems	31.The evaluation mechanism can stimulate students' learning interest				
	32.The evaluation mechanism can establish the correct learning attitude of the students				
	33.You are willing to continue to use College English Hybrid Teaching				
	34.The evaluation system of teaching quality is efficient				
	35.Course assessment focuses on results over process				
	36.The teaching effect of College English Hybrid Teaching is satisfying				
	37.College English Hybrid Teaching improves teaching efficiency				
	38.The overall completion rate of students' homework is high				
	39.The overall completion quality of students' homework is high				
	40.Students' participation rate is high				

Factors	Questions	Assessment result			Remarks
		+1	0	-1	
Students' learning attitudes	41.Students are willing to use Internet to learn				
	42.I am very self-disciplined in online study				
	43.College English Hybrid Teaching is necessary				
	44.The time allocation of College English Hybrid Teaching is reasonable				
	45.College English Hybrid Teaching improves my overall English proficiency				
	46.Online teaching has better teacher-student interaction				
	47.Online teaching has better communication with classmates				
	48.Online learning can learn more knowledge				
	49.College English Hybrid Teaching can improve my learning interest				
	50.College English Hybrid Teaching can improve my autonomous learning ability				

Suggestions..... .....

.....

Assessment form for validity of Interview Form the factors promoting sustainable development strategies to improve the effectiveness of College English Hybrid Teaching of Normal Universities in Sichuan Province

---

Direction:

1. This assessment form for validity of interview form of the factors for the development of strategies for improving the effectiveness of College English Hybrid Teaching of Normal Universities in Sichuan Province is form for experts to consider the consistency of the questionnaire and take suggestion. It was as part of a doctoral dissertation of educational administration in Bansomdejchaopraya Rajabhat University, Thailand. The objectives of this research were to explore the components of sustainable development of improving the effectiveness of College English Hybrid Teaching of Normal Universities in Sichuan Province, and to develop the strategies of sustainable development of improving the effectiveness of College English Hybrid Teaching of Normal Universities in Sichuan Province, and to assess the sustainable development strategies of improving the effectiveness of College English Hybrid Teaching of Normal Universities in Sichuan Province.

2. This assessment form for validity of interview form was divided into 2 parts, 7 questions and suggestions about the development of strategies for sustainable development of improving the effectiveness of College English Hybrid Teaching of Normal Universities in Sichuan Province.

3. Your comments on assessment form for validity of interview form will be useful for the development of sustainable strategies to improve the effectiveness of College English Hybrid Teaching of Normal Universities in Sichuan Province. Responding to this Interview Form will have no impact for you individually. The proposed data will be of an overview and the researcher aims to use the data for research purposes only.

Thank you for your cooperation in answering this assessment form for validity.

Mrs. Chen Xuemei

Bansomdejchaopraya Rajabhat University

Part I: Personal Information

Interviewer.....Interview Date.....Interview Time

Interviewee.....Gender.....Age

Education background.....Position

Academic title.....Work experience

Work place

Part II: This assessment form for validity of interview form factors of influencing the sustainable development strategies of improving the effectiveness of College English Hybrid Teaching of Normal Universities in Sichuan Province.

Direction: Please consider the consistency of the factors of influencing the sustainable development strategies of improving the effectiveness of College English Hybrid Teaching of Normal Universities in Sichuan Province. After considering it, please check in the corresponding box. Use the following criteria for consideration.

Rating is +1. There is an opinion that “Corresponds to definition.”

Rating is 0. There is an opinion that “Not sure it corresponds to definition.”

Rating is -1. There is an opinion that “Inconsistent with definition.”

Factors	Questions	Assessment result			Remarks
		+1	0	-1	
The factors promoting development	1.What is the current situation about College English Hybrid Teaching? How to promote College English Hybrid Teaching of Normal Universities?				
	2.What is the current situation about Institutional mechanism construction of College English Hybrid Teaching? How to promote the development of Institutional mechanism construction of College English Hybrid Teaching?				
	3.What is the current situation about online platform construction? How to promote the development of online platform construction?				
	4.What is the current situation about the importance of curriculum system establishment of Normal Universities in Sichuan Province? How to promote the development of curriculum system establishment?				
	5.What is the current situation about teaching evaluation of Normal Universities in Sichuan Province? How to promote the development of teaching evaluation?				

Factors	Questions	Assessment result			Remarks
		+1	0	-1	
	6.What is the current situation about students' learning attitudes of Normal Universities in Sichuan Province? How to promote the development of students' learning attitudes?				
	7.What else do you also think it is very important to promote the development of sustainable strategies to improve the effectiveness of College English Hybrid Teaching?				

Suggestions..... .....

....

.....

Evaluation Form

Sustainable Development Strategies to Improve the Effectiveness of College English Hybrid Teaching of Normal Universities in Sichuan Province

No	Sustainable Development Strategies to Improve the Effectiveness of College English Hybrid Teaching of Normal Universities in Sichuan Province	Feasibility					Adaptability				
		5	4	3	2	1	5	4	3	2	1
To optimize College English course design and integration by analyzing the needs of students, give full play to curriculum system establishment											
1	In-depth research: fully understand students' learning needs, learning habits, English level, and their interests										
2	Differentiation design: design hierarchical and modular curriculum system										
3	Goal orientation: clarify the teaching objectives to ensure teaching activities are carried out around the objectives										
4	Course content reconstruction: the online content focuses on theoretical explanation and independent learning, while the offline content focuses on practical operation and in-depth communication										
5	High-quality teaching resources integration: combine the latest English textbooks and network resources										
6	Task-driven learning: design challenging learning tasks										
To strengthen the construction of online platforms of College English Hybrid Teaching, give full play to online platform construction											
1	Diversified platform selection: Select and										

No	Sustainable Development Strategies to Improve the Effectiveness of College English Hybrid Teaching of Normal Universities in Sichuan Province	Feasibility					Adaptability				
		5	4	3	2	1	5	4	3	2	1
	develop suitable teaching platforms according to course needs and students' characteristics										
2	System integration: integrate multiple teaching platforms and tools										
3	Real-time interactive tools: use video conference, online discussion, instant messaging tools, etc., to promote real-time interaction and solve real-time questions in learning										
4	Intelligent feedback system: develop or adopt an intelligent correction system and collect learning data										
5	Virtual classroom experience: using video conferencing software to simulate the real classroom environment										
6	Technical support and guarantee: establish a stable technical support team to ensure the smooth progress of teaching activities										
To customize personalized learning paths of College English Hybrid Teaching, give full play to students' autonomous learning											
1	Goal setting and planning: guide students to set clear learning goals, make reasonable learning plans, and cultivate self-management ability.										
2	Learning strategy guidance: teach students effective learning strategies and improve their self-directed learning ability.										
3	Intelligent recommendation system: use big data and artificial intelligence technology to recommend personalized learning resources										

No	Sustainable Development Strategies to Improve the Effectiveness of College English Hybrid Teaching of Normal Universities in Sichuan Province	Feasibility					Adaptability				
		5	4	3	2	1	5	4	3	2	1
	and paths for students										
4	Customized learning paths: encourage students and teachers to make learning plans in line with their own characteristics, and clarify learning objectives and steps										
5	Progress tracking and adjustment: regularly monitor students' learning progress and effectiveness, timely adjust their learning plans and strategies										
6	Self-assessment system: provide online self-assessment tools and find their learning blind points.										
To comprehensively upgrade the evaluation system of College English Hybrid Teaching, give full play to evaluation system											
1	Diversified evaluation system: build a diversified evaluation system, including formative evaluation, summative evaluation, peer evaluation, and self-evaluation										
2	Ability-oriented assessment: focus on the assessment of students' core competencies										
3	Data analysis driven: use learning analysis technology to collect and analyze students' learning data, and provide data support for personalized teaching.										
4	Feedback and improvement: regularly give back feedback on learning results, and adjust the teaching content and methods										
5	Combining online and offline evaluation: not										

No	Sustainable Development Strategies to Improve the Effectiveness of College English Hybrid Teaching of Normal Universities in Sichuan Province	Feasibility					Adaptability				
		5	4	3	2	1	5	4	3	2	1
	only focus on students' performance in class, but also pays attention to their participation in online learning, homework submission and other indicators.										
6	Self-reflection report: students are encouraged to write study logs of self-reflection reports										
To establish the mechanism of teacher training and long-term development of College English Hybrid Teaching, give full play to teacher training and development											
1	Skill improvement: organize teachers to participate in training in information technology, teaching design, psychological counseling and other aspects										
2	Teaching seminars: establish a platform for teacher communication, encourage teachers to share teaching experience, jointly explore new ideas and new methods										
3	Incentive mechanism: establish a reasonable incentive mechanism										
4	Diversified training methods: combined with online and offline training resources, diversified training methods can be implemented										
5	Continuous tracking and support: establish teacher growth files, and continuously track teachers' training experience, practical achievements, and career development path.										
6	Evaluation system construction: establish a scientific, fair and comprehensive evaluation										

No	Sustainable Development Strategies to Improve the Effectiveness of College English Hybrid Teaching of Normal Universities in Sichuan Province	Feasibility					Adaptability				
		5	4	3	2	1	5	4	3	2	1
	system										
To strengthen technical training and support of College English Hybrid Teaching, give full play to technical training and support											
1	Technical training for teachers: regularly organize teachers to participate in technical training workshops										
2	Technical support for students: design a technical support hotline or online help center to provide students with timely technical questions										
3	Technical support team: establish a professional technical support team to provide teachers with technology, platform operation guidance and other services										
4	Technical iteration and innovation: introduce new technologies, optimize teaching environment, and maintain the advancement and flexibility of teaching.										
5	Resource update and maintenance: regularly update teaching resources, and maintain the stable operation of teaching platform										

Appendix D

The Results of the Quality Analysis of Research Instruments

The index of objective congruence (IOC)

Sustainable Development Strategies to Improve the Effectiveness of College English Hybrid Teaching of Normal Universities in Sichuan Province

NO	The Current Situation of College English Hybrid Teaching of Normal Universities in Sichuan Province	Experts			IOC	Validity
		No 1	No 2	No 3		
Institutional mechanism construction						
1	Discipline construction of teachers is reasonable	1	1	1	1	valid
2	University provides reasonable professional development opportunities and resources	1	1	1	1	valid
3	The content, form, and effect of teacher training are satisfying	1	1	1	1	valid
4	The current teacher incentive mechanism is reasonable	1	1	1	1	valid
5	Curriculum setting and teaching quality are satisfying	1	1	1	1	valid
6	University promotes communication and cooperation among teachers	1	1	1	1	valid
7	Teachers' teaching proficiency is satisfying	1	1	1	1	Valid
8	Teachers' teaching reform is satisfying	1	1	0	0.67	valid
9	University has reasonable teaching management system	1	0	1	0.67	valid
10	University has reasonable students' management system	1	1	1	1	valid
Online platform construction						
1	The platform interface is intuitive and easy to use	1	1	1	1	valid
2	The platform provides multiple learning resources	1	1	1	1	valid
3	The platform provides online discussion and communication	1	1	1	1	valid
4	The platform provides personalized learning content recommendations	1	1	1	1	valid

NO	The Current Situation of College English Hybrid Teaching of Normal Universities in Sichuan Province	Experts			IOC	Validity
		No 1	No 2	No 3		
5	The platform provides tracking of learning progress and assessment results	1	1	1	1	valid
6	The exercises and submission methods are reasonable	1	1	1	1	valid
7	University provides various online learning platforms	1	0	1	0.67	valid
8	The stability of the platform influences teaching effect	1	1	1	1	valid
9	Online resources are updated very timely	1	1	1	1	valid
10	Teacher has a good supervision of online teaching	1	1	1	1	Valid
Curriculum system establishment						
1	Curriculum system establishment focuses on the needs of students	1	1	1	1	valid
2	Curriculum system establishment is influenced by the exam-oriented education	0	1	1	0.67	valid
3	Curriculum resources are rich	1	1	1	1	valid
4	Curriculum system establishment before and after this semester is coherent	1	1	1	1	valid
5	Curriculum system is reasonable	1	1	1	1	valid
6	College English has close relationship with other disciplines	1	1	1	1	valid
7	Curriculum system has good cultivation of language ability	1	1	1	1	valid
8	Curriculum setting, teaching objectives and teaching content are completely consistent	1	1	1	1	valid
9	The ideological and political content is reasonable	1	1	1	1	valid
10	The positioning of curriculum setting is reasonable	1	1	0	0.67	valid

NO	The Current Situation of College English Hybrid Teaching of Normal Universities in Sichuan Province	Experts			IOC	Validity
		No 1	No 2	No 3		
Teaching evaluation						
1	The evaluation mechanism can stimulate students' learning interest	1	1	1	1	valid
2	The evaluation mechanism can establish the correct learning attitude of the students	1	0	1	0.67	valid
3	You are willing to continue to use College English Hybrid Teaching	1	1	1	1	valid
4	The evaluation system of teaching quality is efficient	1	1	1	1	valid
5	Course assessment focuses on results over process	1	1	1	1	valid
6	The teaching effect of College English Hybrid Teaching is satisfying	1	0	1	0.67	valid
7	College English Hybrid Teaching improves teaching efficiency	1	1	1	1	valid
8	The overall completion rate of students' homework is high	1	1	1	1	valid
9	The overall completion quality of students' homework is high	1	1	1	1	valid
10	Students' participation rate is high	1	1	1	1	valid
Students' learning attitudes						
1	Students are willing to use Internet to learn	1	1	1	1	valid
2	I am very self-disciplined in online study	1	1	1	1	valid
3	College English Hybrid Teaching is necessary	1	1	1	1	valid
4	The time allocation of College English Hybrid Teaching is reasonable	1	1	1	1	valid
5	College English Hybrid Teaching improves my overall English proficiency	0	1	1	0.67	valid
6	Online teaching has better teacher-student interaction	1	1	1	1	valid

NO	The Current Situation of College English Hybrid Teaching of Normal Universities in Sichuan Province	Experts			IOC	Validity
		No 1	No 2	No 3		
7	Online teaching has better communication with classmates	1	1	1	1	valid
8	Online learning can learn more knowledge	1	1	1	1	valid
9	College English Hybrid Teaching can improve my learning interest	1	1	1	1	valid
10	College English Hybrid Teaching can improve my autonomous learning ability	0	1	1	0.67	valid

Reliability analysis of research instruments

Results of variable reliability correlation analysis

Reliability

Scale: all variables

Case handling summary			
		N	%
case	effective	844	100
	Excludeda	0	0
	Total	844	100
a. List deletion based on all variables in this program.			

Reliability statistics		
Cronbach's Alpha	Based on standardized items Cronbachs Alpha	Number of terms
.926	.926	60

Appendix E

Certificate of English

BANSOMDEJCHAOPRAYA
RAJABHAT UNIVERSITY

This is to certify that

Mrs.Chen Xuemei

Achieved BSRU English Proficiency Test (BSRU-TEP) level

C2

Given on 3rd November 2023

(Assistant Professor Dr Kulsirin Aphiratvoradej)

Director

Appendix F

The Document for Acceptance Research

AUSTRALIAN INTERNATIONAL ACADEMIC CENTRE PTY. LTD.
Flourishing Creativity & Literacy

International Journal of Education & Literacy Studies

ISSN: 2202-9478 (Online)

ACCEPTANCE OF MANUSCRIPT

Date: March 3, 2025

Dear Authors,

I am pleased to inform you that your paper has passed the review process after a careful and thorough perusal of the manuscript. The journal Editor-in-Chief, and reviewers have recommended your manuscript, titled **Sustainable Development Strategies to Improve the Effectiveness of College English Hybrid Teaching Literacy of Normal Universities in Sichuan Province**, authored by **Chen Xuemei, Luxana Keyuraphan, Sarayuth Sethakhajorn,** and **Narongwat Mingmit** for publication in *International Journal of Education & Literacy Studies*. It is an excellent paper that will improve the readership of the journal. The paper will be published in Volume 13 Issue 3 of *IJELS* on May 31, 2025.

Yours sincerely,

Vahid Nimehchisalem, PhD
Editor-in-Chief
International Journal of Education & Literacy Studies

ACN:160969755
AUSTRALIAN INTERNATIONAL ACADEMIC CENTRE PTY. LTD.
Flourishing Creativity & Literacy
Website: www.aiac.org.au
E-mail: support@aiac.org.au
Tel: +61 3 9028 6880
ABN:51160969755

Publisher Info:
Australian International Academic Centre PTY. LTD.
11 Souter Crescent, Footscray VIC 3011
Australia
Phone: +61 (0)4 2681 5320
Website: http://www.aiac.org.au

Journal Info:
Website: http://journals.aiac.org.au/index.php/IJELS/index
E-mail: editor.ijels@aiac.org.au

IJELS Educating for the Future

International Journal of Education & Literacy Studies
ISSN: 2202-9478
www.ijels.aiac.org.au

AIAC

Sustainable Development Strategies to Improve the Effectiveness of College English Hybrid Teaching Literacy of Normal Universities in Sichuan Province

Chen Xuemei[1,2]*, Luxana Keyuraphan[1], Sarayuth Sethakhajorn[1], Narongwat Mingmit[1]

[1]*Graduate School, Bansomdej Chaopraya Rajabhat University, Bangkok, Thailand*

[2]*Mianyang Teachers' College, Sichuan, China*

Correspondence: Chen Xuemei, E-mail: luxanakeyuraphan@gmail.com

ARTICLE INFO

Article history
Received: January 10, 2025
Accepted: March 23, 2025
Published: March 31, 2025
Volume: 13 Issue: 2

Conflicts of interest: None
Funding: None

ABSTRACT

This study explored sustainable development strategies to improve the effectiveness of College English hybrid teaching literacy of Normal Universities in Sichuan province. This study aimed to (1) explore the current situation of College English hybrid teaching literacy of Normal Universities in Sichuan Province, (2) establish the sustainable development strategies to improve the effectiveness of College English hybrid teaching literacy of Normal Universities in Sichuan province, and (3) assess the adaptability and feasibility of the sustainable development strategies to improve the effectiveness of College English hybrid teaching literacy of Normal Universities in Sichuan province. This study employed mixed methods research design, combining quantitative and qualitative research methods. According to the Krejcie and Morgan Sampling table, the sample group of this research will consist of 384 university students, 186 College English lectures, and 274 university administrators randomly selecting from 9 Normal Universities in Sichuan province. The research instruments were a questionnaire, a structured interview, and an evaluation form. Data analysis was used for percentage, M, and content analysis. The research findings revealed the following: (1) The current state of the current situation of College English hybrid teaching literacy of Normal Universities in Sichuan province in five aspects was medium (M=3.68). Considering the results of this research, aspects ranged from the highest to lowest level were as follows: the highest level was students' learning attitudes (M=3.92), followed by online platform construction (M=3.85), teaching evaluation(M= 3.83), curriculum system establishment(M= 3.44), and institutional mechanism construction was at the lowest level(M= 3.38). (2) the sustainable development strategies to improve the effectiveness of College English hybrid teaching literacy were divided into five aspects, which contained 30 measures. There are 6 measures to improve institutional mechanism construction, 6 measures to strengthen the construction of online platforms, 6 measures to optimize curriculum system establishment, 6 measures to comprehensively upgrade the teaching evaluation system, 6 measures to improve students' learning attitudes. (3) The adaptability and feasibility of sustainable development strategies to improve the effectiveness of College English hybrid teaching literacy in five aspects were at high level with the values between 4.00 and 5.00 which are adaptable and feasible, underscoring their practical applicability.

Key words: Sustainable Development Strategies, College English Hybrid Teaching, Normal Universities In Sichuan Province

INTRODUCTION

The researcher of this study has observed numerous challenges college students face in the College English Hybrid Teaching, including imperfect institutional mechanism, limited online platforms, incomprehensive curriculum system, lack of teaching evaluation, students' passive learning attitudes and so on. College English education is a pivotal element in shaping the essence of college education and stands as a crucial component in China's strategy for national rejuvenation through science and education. Based on my years of experience in College English teaching, combined with the latest national policies, academic research results, and data analysis of 9 public undergraduate university administrators and middle level leaders in Sichuan, this study primarily focuses on College English education in Normal Universities in Sichuan Province. In recent years, information technology has developed rapidly and has gradually penetrated into various fields. With the gradual application of information technology in school education, these changes not only have a significant impact on learning methods but also have a profound impact on educational thinking. The integration of online and offline Hybrid Teaching can make up for the shortcomings of simple offline teaching in the past. The combination of online and offline College English

Published by Australian International Academic Centre PTY.LTD.
Copyright (c) the author(s). This is an open access article under CC BY license (https://creativecommons.org/licenses/by/4.0/)
http://dx.doi.org/10.7575/aiac.ijels.v.13n.2p.552

hybrid teaching literacy methods can effectively improve the teaching quality by combining different learning theories with application methods (Li, 2021).

The United Nations hosted a summit where they proposed the "2030 Agenda for Sustainable Development, "including 17 Sustainable Development Goals (SDGs) to be achieved by 2030 (Agbedahin, 2019). Goal 4 focuses on "ensure inclusive and equitable quality education and promotes lifelong learning opportunities for all," highlighting the importance of high-quality education, economic growth, and reducing inequalities. Goal 8 "Decent Work and Economic Growth" encompasses educating students about the value of various types of work, fostering their professional ethics and skills, and contributing to personal and societal economic development.

Sichuan, located in the southwest of China, has a geographical position that is less advantageous than that of developed coastal areas, leading to relatively slower regional economic development. The researcher, focusing on College English hybrid teaching literacy tailored to Sichuan universities aligning with the Sustainable Development Goals, delves into the factors influencing the development of College English education in universities in Sichuan Province. By drawing extensively from the advanced experiences of domestic universities and incorporating insights from Sichuan's educational practices, this study aims to establish the sustainable development strategies to improve the effectiveness of College English hybrid teaching literacy tailored to Sichuan universities. The sustainable development strategies are intended to serve as a reference for other universities, providing a learnable and replicable theoretical foundation and strategic support for College English teaching. The ultimate goal is to establish a comprehensive, diverse, and high-quality sustainable development strategies to improve the effectiveness of College English hybrid teaching literacy of Normal Universities, characterized by the unique features of Sichuan.

Research Objectives

1. To study the current situation of College English hybrid teaching literacy of Normal Universities in Sichuan Province.
2. To investigate the sustainable development strategies to improve the effectiveness of College English hybrid teaching literacy of Normal Universities in Sichuan province.
3. To examine the adaptability and feasibility of the sustainable development strategies to improve the effectiveness of College English hybrid teaching literacy of Normal Universities in Sichuan province.

Research Questions

Based on the objectives above, the following research questions were posed:

1. What is the current situation of College English hybrid teaching literacy of Normal Universities in Sichuan province?
2. What are the sustainable development strategies to improve the effectiveness of College English hybrid teaching literacy of Normal Universities in Sichuan province?
3. What are the adaptability and feasibility of the sustainable development strategies to improve the effectiveness of College English hybrid teaching literacy of Normal Universities in Sichuan province?

LITERATURE REVIEW

Concept and Theory of Hybrid Teaching

Hybrid Teaching is a kind of teaching mode which combines online learning with traditional classroom learning. Through the use of information technology, Hybrid Teaching provides students with more flexible learning style and personalized learning experience in order to enhance students' learning effect and improve teaching quality. For a considerable period, diverse concepts of Hybrid Teaching have circulated within academic circles, contributing to the multi-faceted theoretical basis of Hybrid Teaching. The concept of Hybrid Teaching can be traced back to the late 1990s. Huang (2020) believes that Hybrid Teaching is "a mixture of face-to-face teaching and computer-aided online learning". In China, He (2022) introduced the concept of Hybrid Teaching into Chinese education circle for the first time and is the first scholar to study Hybrid Teaching. In his opinion, he thinks that Hybrid Teaching is to combine the advantages of traditional learning methods with the advantages of e-learning; He points out that the so-called Hybrid Teaching refers to the integration of the advantages of traditional teaching and digital teaching, and the reference of the strengths of teacher-centered and student-centered teaching concepts, which give play to the leading role of teachers to monitor, inspire, and guide the teaching process, and fully reflect the autonomy and enthusiasm of students as the main body of learning.(He, 2022) It is the inevitable product of the teaching reform in the information age, especially in rapid development. Its core goal is to improve the teaching quality and teaching efficiency through the reform of teaching mode. It can not only play the leading role of teachers in classroom teaching, but also reflect the main body of students. It is not a simple combination of online teaching and the teaching elements of offline teaching, nor a simple addition of the teaching elements, but the integration of the two teaching methods. It is the reconstruction of all the elements of teaching and learning, and to optimize, combine, or integrate them. The Hybrid Teaching mode is reflected in the following aspects: the mixture of different teaching methods, namely, "teaching method discussion, method independent learning, teaching method project teaching method"; the mixture of different learning resource, namely, "the combination of textbooks and PPT, the integration of textbooks and modern online learning resources"; the mixture of different learning environments, namely, "the mixed use of the traditional classroom and the multimedia classroom, autonomous learning center, network learning platform, smart classroom, etc."; the mixture of different learning methods, namely, "the combination of

oline+offline, independent+cooperation, etc." (Gao & Xu 2021). At present, the emergence of various online teaching platforms has promoted the application and development of the online and offline Hybrid Teaching mode. The mode of integrating online and offline pays more attention to the play of students' subjective initiative, puts students in the first place, and promotes the comprehensive enhancement of students' comprehensive literacy through the integration and optimization of teaching resources. It stands as a subset of quality education.

Concept of Sustainable Development Education in Universities

The concept of sustainable development emerged as a response to the increasing recognition of the need for environmental protection within the broader framework of development. The United Nations Stockholm Conference in 1972 marked the formal integration of environmental protection into the development discourse. Subsequently, the World Commission on Environment and Development's 1987 report, "Our Common Future," defined sustainable development as meeting present needs without compromising the ability of future generations to meet their own. This commitment was reaffirmed in the Millennium Declaration of 2000, which established the Millennium Development Goals, including objectives such as universal primary education and gender equality.

UNESCO International Bureau of Education (2024) emphasizes the inter-generational equity inherent in sustainable development, highlighting the imperative to consider the long-term interests of future generations alongside contemporary needs. Wackernagel et al. (2017) extends the concept to universities, delineating three aspects: optimizing internal structures, ensuring fair and comprehensive development for all students, and leaving ample room for the development of younger generations. The elements of "power, quality, and fairness" as essential components of sustainable development. This perspective aligns with the United Nations' interpretation of sustainable development as involving three interconnected dimensions: society, economy, and environment. Milton (2021) notes the evolution of sustainable development from its ecological origins to encompass broader societal elements. This expansion includes considerations of societal, technological, and political factors alongside traditional environmental and economic aspects.

UNESCO International Bureau of Education (2024) positions sustainable development as a multifaceted strategy focusing on economic quality, environmental protection, and social progress. The goal is to maintain the balance between economic development, environmental stability, and social justice. In conclusion, sustainable development is a holistic concept encompassing environmental, economic, and social dimensions. It seeks to meet current needs without compromising the ability of future generations to meet their own. The evolution of sustainable development reflects a growing awareness of the interconnectedness of ecological, economic, and societal elements in the pursuit of long-term well-being.

Concept of Sustainable Development of College English Teaching

The integration of sustainable development strategies into college English teaching can be approached by integrating the principles of the 2030 Agenda for Sustainable Development and its 17 Sustainable Development Goals (SDGs) into educational frameworks which is a multifaceted approach that can empower students to become responsible global citizens and contribute to achieving the United Nations' SDGs (Chaleta et al., 2021). Ensure that College English teaching accessible to all students, who need to major this course, including those with disabilities or limited access to technology, aligning with SDG 4 on Quality Education. Here are some key strategies and methodologies identified in the literature for effective integration of SDG 4 with College English teaching. 1)Interdisciplinary Curriculum Design: incorporate sustainability themes across various subjects such as environmental science, geography, and ethics to provide a holistic learning experience for students to learn multidisciplinary knowledge; 2) Innovative Classroom Activities: engage students with project-based learning, debates, simulation games, and collaborative research projects that enhance language skills while fostering critical thinking about sustainability issues; 3)Specialized Teacher Training: equip educators with the necessary knowledge and skills to integrate sustainability topics into their teaching through workshops, courses, and access to specialized teaching materials; 4) Novel Assessment Methods: utilize reflective journals, portfolios, and oral presentations to assess both language proficiency and students' engagement with sustainability issues; 5) Open Educational Resources (OERs): develop and share OERs focused on sustainability in English Language Teaching (ELT) to address material shortages and provide teachers with quality teaching resources; 6) Interdisciplinary Collaboration: partner with subject matter experts to design curricula that synergistically advance both language and sustainability competencies; 7) Professional Development Programs: offer programs supported by educational institutions to empower teachers to integrate the themes of sustainability effectively and provide continuous professional development for educators to effectively utilize blended learning tools, which supports SDG 4 by enhancing educator capabilities; 8) Education for Sustainable Development Framework: use a framework that covers linguistic and cultural features of sustainability central to language teaching and learning; 9) Student Empowerment: develop students' critical thinking, problem-solving skills, and a sense of agency to encourage active participation in sustainability efforts; 10) Policy Support and Institutional Commitment: advocate for policy changes that recognize and support the integration of sustainability into language education, including funding for resource development and teacher training. 11) Culturally Responsive Teaching: incorporate diverse cultural perspectives in the curriculum to promote understanding and appreciation of different cultures, which relates to SDG 10 on Reduced Inequalities and explore how sustainability is integrated into ELT in different cultural and geographical contexts, identifying teaching practices that are responsive

to local cultures and needs. 12) Environmental Awareness: integrate environmental topics and discussions into the English curriculum to raise awareness about SDG 13 on Climate Action.13) Digital Literacy: Teach students how to navigate and evaluate online information critically, which is essential for SDG 4 on Education for Global Citizenship and Appreciation of Cultural Diversity; 14) Collaborative Learning: encourage group projects that utilize online platforms to foster teamwork and collaboration, which can contribute to SDG 17 on Partnerships for the Goals; 15) Feedback and Continuous Improvement: implement a system for gathering student feedback to continuously improve the blended learning experience, reflecting SDG 4 on Quality Education; 16) Community Engagement: Involve the local community in the learning process, for example, through service learning projects, which can support SDG 17 by fostering partnerships; 17) Data-Driven Decision Making: utilize data analytics to assess student performance and adapt teaching methods accordingly, which can help achieve SDG 4 on Quality Education through evidence-based practices; 17) Sustainable Resource Use: ensure that the digital resources used in Hybrid Teaching are created and managed with sustainability in mind, considering the environmental impact of technology use; 18) Promoting Health and Well-being: design the blended learning experience to support students' well-being, including mental health, which is connected to SDG 3 on Good Health and Well-being; 19) Language Proficiency for Global Communication: enhance students' English proficiency to enable them to communicate globally, supporting SDG 4.1 on Access to Quality Education and SDG 4.5 on Gender Equality. By weaving these strategies into the fabric of College English Hybrid Teaching, institutions can contribute to a more sustainable and effective educational model that prepares students for the challenges of the 21st century.

Concept and Theory of College English Hybrid Teaching

College English hybrid teaching literacy refers to an instructional approach in which traditional in-person classroom teaching is combined with online or digital learning components. This model aims to integrate the benefits of both face-to-face and digital instruction to enhance the overall educational experience in college English courses. (Hui, 2022). Here's a detailed explanation of what College English hybrid teaching literacy involves:1) In-person classes: traditional classroom activities such as lectures, discussions, and interactive exercises that occur on campus. 2) Online components: digital learning activities that may include virtual lectures, online discussions, multimedia content, and digital assignments accessible through learning management systems. 3)Blended learning model: hybrid teaching is a specific type of blended learning, where a portion of the course is delivered online, and another portion is conducted in person. This combination can vary based on course design and objectives. 4) Flexible learning opportunities: students can access online materials and complete assignments at their own pace, allowing for more flexible learning schedules. Digital resources and online activities can be accessed from various locations, reducing the need for constant physical presence. 5) Enhanced interaction: face-to-face interactions with instructors and peers enhance collaboration, provide immediate feedback, and allow for real-time discussions; online forums, discussion boards, and digital communication tools facilitate additional interaction and provide alternative means for engagement. 6) Diverse instructional methods: use of e-books, educational videos, interactive quizzes, and other digital tools to supplement learning; apply the hybrid teaching concepts through in-class discussions, group work, presentations, and practical exercises. 6) Assessment and feedback: evaluations may include online quizzes, digital assignments, and in-person exams or presentations; instructors can provide feedback through online platforms and in-person meetings, enhancing the learning process.

Assessment of the Effectiveness of College English Hybrid Teaching

Assessing the effectiveness of College English hybrid teaching literacy involves evaluating various aspects of the Hybrid Teaching model to determine how well it meets educational goals and improves student outcomes (Kang, 2021). Here are key methods and criteria for evaluating the effectiveness of College English Hybrid Teaching: 1) Students' performance and learning outcomes. Academic achievement: measure improvements in students' grades, test scores, and overall academic performance. Compare these metrics to previous semesters or courses taught in traditional or fully online formats; skill development: assess the development of specific skills such as writing, reading comprehension, and critical thinking through assignments, projects, and exams.2) Students' engagement and satisfaction. Surveys and questionnaires: conduct surveys to gather feedback from students about their experiences with Hybrid Teaching. Focus on aspects such as the effectiveness of online resources, satisfaction with in-person sessions, and perceived value of the hybrid model; participation rates: monitor engagement metrics such as attendance in online and face-to-face sessions, participation in discussions, and completion rates for online assignments. 3) Instructor's evaluation. Teaching effectiveness: evaluate instructors' effectiveness in managing both online and in-person components. Assess their ability to deliver content, facilitate discussions, and provide support across both modalities; professional development: review the extent to which instructors have been trained in hybrid teaching methods and the effectiveness of this training. 4) Technology and resources. Usability: Evaluate the effectiveness and reliability of the technology used in the hybrid course. Consider factors such as the ease of use of the learning management system, accessibility of online resources, and technical support; resource quality: assess the quality and relevance of online materials.5) Students' feedback. Qualitative feedback: gather detailed qualitative feedback from students about their experiences with the hybrid teaching model. This can include open-ended responses about what worked well and what could be

improved; focus groups: conduct focus group discussions with students to explore their perceptions of the Hybrid Teaching model in more depth. 6) Learning analytics. Data analysis: use data analytics tools to track student engagement and performance metrics. Analyze patterns related to online activity, participation in synchronous sessions, and performance on assessments; predictive analytics: employ predictive analytics to identify students at risk of underperforming and to tailor interventions based on data trends.7) Comparison studies. Benchmarking: compare outcomes from Hybrid Teaching with those from traditional and fully online courses. This helps in understanding how the hybrid model performs relative to other instructional methods; control groups: use control groups or comparison sections where students are taught using different methods to assess the relative effectiveness of Hybrid Teaching. 8) Course Evaluation Reports. Post-Course evaluations: administer evaluations at the end of the course to assess overall effectiveness, including student learning outcomes, satisfaction with the hybrid model, and suggestions for improvement; continuous improvement: review evaluation data to make iterative improvements to the course design, content delivery, and instructional methods.

In conclusion, evaluating the effectiveness of College English hybrid teaching literacy involves a comprehensive approach that includes assessing students' performance and engagement, instructor's effectiveness, technology and resources, and students' feedback. By using a combination of quantitative and qualitative methods, educators can gain insights into how well the hybrid model supports learning objectives and identify areas for improvement. This evaluation process helps ensure that Hybrid Teaching methods are effectively enhancing the educational experience and achieving desired outcomes.

RESEARCH METHODOLOGY

The Population

The study population comprises 9 Normal Universities in Sichuan Province. On average, each institution has 40 College English lecturers and more than 100 administrators. The English lecturer population is 360 lecturers and administrator population was 960 administrators. The student population across these institutions is estimated to be around 100,000 students. These details serve as vital demographic information for the study, offering insights into the scale and composition of the academic environment under investigation.

The Sample Group

This study employs the stratified sampling method involving categorizing the population into specific subgroups or strata based on relevant characteristics. 384 students, 186 College English lecturers and 274 university administrators from 9 Normal Universities in Sichuan province were selected in the first stage.

Research Instruments

Questionnaire

Part 1: This section captures information about the interviewee, encompassing details such as gender, grade, major, years of English learning experience, English proficiency of students and gender, age, highest education level, positional title, position, and years of educational management/teaching experience of College English lecturers and administrators.

Part 2: The primary focus of this study involves conducting a questionnaire survey to assess the current state of College English teaching in universities in Sichuan Province. The evaluation covers institutional mechanism construction, online platform construction, curriculum system establishment, teaching evaluation system, students' learning attitudes.

The average value interpretation, based on Likert (1932), is outlined as follows:

4.50 – 5.00: Expresses the highest level.
3.50 – 4.49: Indicates a high level.
2.50 – 3.49: Represents a medium level.
1.50 – 2.49: Reflects a low level.
1.00 – 1.49: Expresses the lowest level.

Structured Interview Form

Following the outcomes of the questionnaire survey on the current state of College English hybrid teaching literacy in universities in Sichuan Province, a structured interview form was crafted, focusing on Institutional mechanism construction, online platform construction, curriculum establishment, teaching evaluation system, and students' learning attitudes. This aimed to provide constructive feedback to society regarding the establishment of the sustainable development strategies to improve the effectiveness of College English hybrid teaching literacy in Normal Universities in Sichuan province, along with suggestions for enhancement.

Evaluation Form

This tool is designed to gather data for goal 3. It involves inviting 5 experts from universities and enterprises in Sichuan Province with knowledge and expertise in strategic planning to evaluate the suitability, feasibility, and practicality of the strategy to improve College English hybrid teaching literacy in universities. The Likert scale method will be utilized for evaluation, with data interpretation as follows:

4.50 – 5.00: Expresses the highest level
3.50 – 4.49: Expresses a high level
2.50 – 3.49: Expresses a medium level
1.50 – 2.49: Expresses a low level
1.00 – 1.49: Expresses the lowest level.

RESEARCH RESULTS

The researchers conducted a comprehensive analysis of the data, segmented into the following three parts:

Current Situation of College English Hybrid Teaching Literacy

This part reports the results of the first research question; that is, the current situation of the sustainable development

strategies to improve the effectiveness of College English hybrid teaching literacy of Normal Universities in Sichuan province. The results are presented in the form of mean scores and standard deviation values. According to Table 1, it showed that the current situation of College English hybrid teaching literacy in 5 aspects was at high level (M= 3.68). Considering the results of this research aspects ranged from the highest to lowest level were as follows: the highest level was students' learning attitudes (M = 3.92), followed by online platform construction (M = 3.85), teaching evaluation (M = 3.83), curriculum system establishment (M = 3.44), and institutional mechanism construction was at the lowest level (M = 3.38).

Sustainable Development Strategies to Improve the Effectiveness of English Hybrid Teaching Literacy

This section reports the results of the second research question; i.e., the sustainable development strategies to improve the effectiveness of College English hybrid teaching literacy of Normal Universities in Sichuan province. The results are presented in the form of mean scores and standard deviation values. According to Table 2, the sustainable development strategies to improve the effectiveness of College English hybrid teaching literacy were divided into five aspects, which contain 30 measures. There are 6 measures to improve institutional mechanism construction, 6 measures to strengthen the construction of online platforms, 6 measures to optimize curriculum system establishment, 6 measures to comprehensively upgrade the teaching evaluation system, 6 measures to improve students' learning attitudes.

Adaptability and Feasibility of the Sustainable Development Strategies

This section reports the results of the third research question; i.e., results of evaluating the appropriateness and feasibility of strategies for sustainable development of improving the effectiveness of College English hybrid teaching literacy of Normal Universities in Sichuan province, with mean and standard deviation data. Table 3 shows the suitability and feasibility of the sustainable development strategies to improve the effectiveness of College English hybrid teaching literacy in five aspects were at high level with the values between 4.00 and 5.00, which means the sustainable development strategies to improve the effectiveness of College English hybrid teaching literacy are suitable and feasible.

DISCUSSION

The research is on the sustainable development strategies to improve the effectiveness of College English hybrid teaching literacy of Normal Universities in Sichuan province. The researcher summarizes the discussion into 3 parts, details as follows:

Current Situation of College English Hybrid Teaching Literacy

The current situation of College English hybrid teaching literacy of Normal Universities in Sichuan Province Students' learning attitudes was at high level. Students' learning attitudes play a pivotal role in College English Hybrid Teaching. They influence not only the immediate learning process, but also the stage for life-long learning and personal development. A positive learning attitude encourages students to actively participate in both online and offline components of the course, leading to a more engaging learning experience. Students with positive learning attitudes are more likely to be intrinsically motivated, seeking knowledge and skills for personal satisfaction rather than external rewards. Hybrid Teaching often requires students to adapt to new technologies and teaching methodologies. A positive learning attitude helps students to embrace these changes and learn effectively. In a blended learning environment, students need to manage their own learning pace and strategies. A good learning attitude supports the development of self-regulation skills and helps them to persevere through difficulties and maintain efforts towards learning goal. Therefore, students' learning attitudes are fundamental to the success of College English Hybrid Teaching.

Online platform construction was at high level. Online platform construction plays very important role in improving teaching efficiency, enriching teaching content, facilitating the interaction between teachers and students and optimizing learning experience. Online platforms automate and centralize many tasks, such as procurement, project management, and communication. For example, e-tendering and electronic supplier directories allow contractors to post tenders, request proposals, and select suppliers from one place. This reduces the time spent on manual paperwork, phone calls, and negotiations, which are common in traditional methods. What's more, many platforms enable real-time tracking of orders, deliveries, and project progress. This allows teachers to proactively respond if students are behind schedule or if there

Table 1. Descriptive statistics of the current situation of College English hybrid teaching literacy

NO	College English hybrid teaching literacy of Normal Universities in Sichuan Province	*M*	*SD*	level	Rank
1	Institutional mechanism construction	3.38	0.86	medium	5
2	Online platform construction	3.85	0.87	high	2
3	Curriculum system establishment	3.44	0.76	medium	4
4	Teaching evaluation system	3.83	0.81	high	3
5	Students' learning attitudes	3.92	0.80	high	1
Total		3.68	0.82	high	

Table 2. Sustainable development strategies to improve the effectiveness of College English hybrid teaching literacy in Sichuan province.

NO	Aspects of sustainable development strategies	Numbers of Measures
1	Institutional mechanism construction	6
2	Online platform construction	6
3	Curriculum system establishment	6
4	Teaching evaluation system	6
5	Students' learning attitudes	6
Total	5	30

Table 3. The Average Value and Standard Deviation of Evaluating the Adaptability and Feasibility of improving the effectiveness of College English hybrid teaching literacy of Normal Universities in Sichuan province.

Sustainable development strategies to improve the effectiveness of College English hybrid teaching literacy	Adaptability			Feasibility		
	M	*SD*	Level	*M*	*SD*	level
Curriculum system establishment	4.32	0.43	high	4.25	0.47	high
Online platform construction	4.39	0.51	high	4.21	0.56	high
Students' learning attitudes	4.42	0.42	high	4.19	0.51	high
Teaching evaluation	4.35	0.45	high	4.22	0.46	high
Institutional mechanism construction	4.38	0.43	high	4.21	0.48	high
Total	4.37	0.45	high	4.22	0.50	high

are any delays in project execution. By using digital records and efficient workflows, universities can reduce administrative overhead associated with manual paperwork and filing.

Teaching evaluation system was at high level. This is because teaching evaluation plays a pivotal role in the context of College English Hybrid Teaching. In blended learning environments, evaluations can guide teachers in adjusting the balance and content of online and offline components to better fit student learning preferences and needs. Teaching evaluation ensures that the teaching methods and materials are effective, providing a mechanism for quality control in education. It offers students insights into their learning progress and understanding, helping them identify areas of strength and weakness. It can also serve as a motivational tool for students, setting goals and providing feedback that can drive engagement and interest in learning. Regular evaluations can reveal gaps or deficiencies in the curriculum, guiding its continuous improvement and adaptation. Data from evaluations can contribute to educational research, offering insights into the effectiveness of teaching methods and learning processes. Evaluations can help teachers determine which technological tools and platforms are most effective and how to integrate them effectively into teaching. Through evaluations, students can learn to self-assess and reflect, key skills in developing autonomous learning capabilities. Teaching evaluation outcomes can inform teachers about the individual needs of students, allowing for tailored support and instruction and can also inform educational policymakers, helping to shape more effective educational policies and standards. In summary, teaching evaluation in College English hybrid teaching literacy is essential for enhancing teaching practices, improving student learning experiences, and ensuring that educational goals are met effectively.

Curriculum system establishment was at medium level. A well-established curriculum system can effectively incorporate online and offline resources, enhancing the learning experience. A curriculum system can help in the efficient allocation of educational resources, ensuring that they are used effectively to support learning, which can also help align teaching methods and materials with broader educational goals, ensuring that the content is relevant and beneficial for students' future careers and personal development. There is no doubt the curriculum system also provides a framework for assessing student performance and progress, which is vital for monitoring educational effectiveness and making necessary adjustments. A structured curriculum ensures that students are exposed to a comprehensive and balanced learning experience, which is essential for achieving the desired learning outcomes, which can be designed to cater to different learning styles and needs of students, allowing for a more personalized approach to education. Teachers can better prepare for their classes when there is a clear and structured curriculum to follow, which can improve the quality of instruction. A well-organized curriculum can streamline the educational process, making it more efficient by reducing redundancy and ensuring that all necessary topics are covered. Encourages Innovation: By establishing a curriculum system that is open to new ideas and technologies, educators can experiment with innovative teaching methods, which can lead to improvements in educational practices. Regular reviews and updates to the curriculum system allow for continuous improvement, ensuring that the teaching methods and content remain current and relevant. In summary, the curriculum system establishment promotes the development of educational modes, and supports the innovation and training of talents to adapt to the current era's development situation and

also emphasizes the importance of a curriculum system in guiding the reform of Hybrid Teaching, ensuring a structured and effective educational approach.

Institutional mechanism construction was at medium level. Institutional mechanism construction is vital for the successful implementation and continuous improvement of College English Hybrid Teaching. Institutional mechanisms can facilitate the integration of new information technologies such as artificial intelligence and big data, which are crucial for optimizing learning methods and improving teaching efficiency. Institutional mechanisms help in establishing a systematic learning process that includes needs analysis, hierarchical teaching objectives, and diversified learning resources. With the support of institutional frameworks, Hybrid Teaching can help in achieving educational equity by providing equal access to learning resources for all students. Institutional support is vital for implementing strategies such as integrated teaching methods (Liu & Ren, 2022). Additionally, multidimensional teaching interaction, and dynamic teaching evaluation, which can also support conducting qualitative and quantitative empirical studies to verify the effectiveness of the teaching model. Institutional mechanism construction plays very important role in improving students' learning efficiency and enhancing their independent learning ability, cooperative learning ability, and innovative thinking ability. Especially in the context of Chinese higher education, institutional mechanisms are essential for integrating ideological and political education into the curriculum, which is an integral part of the educational purpose of "cultivating virtue and cultivating people" (Machado & Davim, 2022). As educational technology rapidly evolves, institutional mechanisms must be in place to adapt to these changes and leverage them for enhancing the teaching and learning experience. In summary, it provides the necessary framework and support for integrating traditional and modern teaching methods, leveraging technology, and ensuring educational equity and effectiveness.

Sustainable Development Strategies to Improve the Effectiveness of English Hybrid Teaching Literacy

The researchers have proposed the sustainable development strategies to improve the effectiveness of College English hybrid teaching literacy in 5 aspects, which contain 30 measures. There were 6 measures to improve institutional mechanism construction, 6 measures to strengthen the construction of online platforms, 6 measures to optimize curriculum system establishment, 6 measures to comprehensively upgrade the teaching evaluation system, 6 measures to improve students' learning attitudes.

In improving institutional mechanism construction, ongoing training opportunities provide a platform for teachers to grow professionally, keeping their skills current and relevant. Establishing a training mechanism promotes a culture of lifelong learning among educators, which is essential in the rapidly changing field of education. Ensuring that teachers are trained in current best practices can help institutions meet accreditation standards and maintain compliance with educational regulations. With training in Hybrid Teaching, teachers can utilize data analytics to inform their teaching practices, making decisions based on student performance data. Teachers are equipped with the necessary skills to effectively integrate technology into their teaching, improving the quality of instruction. Adaptability to Change: A training mechanism ensures that teachers are prepared for the evolving landscape of educational technology and can adapt to new tools and methodologies. Teachers trained in Hybrid Teaching methods can create more interactive and engaging learning experiences, which can lead to better student participation and outcomes. With a better understanding of blended learning, teachers can tailor instruction to meet the diverse needs of students, offering personalized learning paths (Lan, 2024). A culture of continuous professional development fosters innovation, as teachers are encouraged to explore and implement new teaching strategies. Teachers who are well-versed in blended learning can manage their time and resources more effectively, leading to increased efficiency in lesson planning and delivery. A well-structured training program ensures that teaching practices are aligned with the institution's educational goals and objectives.

Universities in Sichuan should improve institutional mechanism construction. By improving such a mechanism, educational institutions can ensure that their English teaching programs are dynamic, responsive to technological advancements, and geared towards the success of both teachers and students. A robust training mechanism can be scaled to accommodate the growth of the institution and the expansion of blended learning programs. In the long run, investing in teacher training can be cost-effective, as it leads to better student outcomes and reduced need for remedial instruction (Li, 2023).

In strengthening the construction of online platforms of College English Hybrid Teaching, give full play to online platform construction. Strengthening the construction of online platforms for College English hybrid teaching literacy is an essential step towards enhancing the quality and accessibility of education. Ensure the platform has an intuitive and user-friendly interface that is accessible on various devices, including smartphones, tablets, and computers. Make sure the platform is accessible to all students, including those with disabilities, by following web accessibility guidelines. Develop a mobile app version of the platform to allow students to learn on-the-go. Ensure the platform has robust security measures to protect student data and uphold privacy standards. Implement analytics to track student progress and provide feedback to both students and instructors. Use this data to improve the teaching and learning experience. Offer personalized learning paths based on the student's proficiency level, interests, and learning pace. Incorporate tools that promote collaboration among students, such as discussion forums, group projects, and peer review systems. Offer training and support for instructors to effectively use the platform and integrate it into their teaching methodologies. Promote the platform to students and faculty through various channels, including social media, email campaigns, and in-person demonstrations. Regularly update the platform based on user feedback and advancements in educational technology.

Foster a sense of community among users by providing spaces for social interaction and support. By focusing on these areas, you can create an online platform that not only supports College English hybrid teaching literacy but also enhances the overall educational experience for students and instructors alike.

Sichuan' universities should improve the online platform construction. Strengthening the construction of online platforms for College English hybrid teaching literacy is an essential step towards enhancing the quality and accessibility of education (Kang, 2021).Create high-quality, interactive, and engaging content that caters to different learning styles, including multimedia elements like videos, audio clips, and interactive quizzes. Ensure the platform has an intuitive and user-friendly interface that is accessible on various devices, including smartphones, tablets, and computers.

In optimizing curriculum system establishment, it involves a multifaceted approach that considers the diverse needs of students while ensuring the curriculum is robust and relevant. Conduct surveys, interviews, and focus groups to understand students' current English proficiency, learning styles, and their goals for taking the course. This will help tailor the curriculum to meet students' specific needs. Integrate content that is relevant to students' fields of study or interests. For example, if the majority of students are engineering students, incorporate technical vocabulary and reading materials relevant to engineering. Ensure the curriculum covers all four language skills: listening, speaking, reading, and writing. Provide ample opportunities for students to practice these skills in a variety of contexts. Utilize educational technology to enhance learning. This could include language learning software, online discussion forums, and multimedia resources. Encourage students to engage with the local community, such as through volunteering or internships, to practice English in real-world settings. Regularly review and update the curriculum based on student feedback, performance data, and changes in educational standards or student needs. By considering all these aspects, you can create College English course that is tailored to the needs of students, which can prepare them for academic and professional success.

Through the interview with the 19 interviewees in Sichuan and a horizontal comparison with economically developed provinces in China, it was found that there are still gaps in the curriculum system establishment in Sichuan's universities compared to the former, which to some extent reduces the academic promotion effect on students. Therefore, universities in Sichuan should continuously motivate students to strive for excellence, cultivate their innovation ability, improve their scientific research level, promote their comprehensive development, and better play their role in academic promotion by improving curriculum system establishment.

In comprehensively upgrading the teaching evaluation system of College English Hybrid Teaching, the evaluation system of College English hybrid teaching literacy can be upgraded to better serve the needs of students and educators, promoting a more effective and engaging learning environment. Blended learning environments offer opportunities to use a variety of assessment tools. Regularly solicit feedback from students about the assessment process. This can help identify areas for improvement and ensure that the system remains student-centered. Encourage students to reflect on their learning process and the assessments they complete. This can help them develop a deeper understanding of their strengths and areas for growth. Utilize educational technology to streamline the assessment process. This can include online grading systems, automated quizzes, and tools for peer and self-assessment. Incorporate both traditional and innovative methods such as quizzes, essays, presentations, peer reviews, self-assessments, and digital portfolios. Shift the focus from summative assessment to more formative assessment practices. This involves providing students with continuous feedback that helps them understand their progress and areas for improvement. Authentic assessments reflect real-world tasks and situations. They can be more engaging and provide a better measure of a student's ability to apply knowledge in practical contexts. Use clear and detailed rubrics for assessment to ensure that students understand the criteria for success. Rubrics should be shared with students in advance and used consistently by all evaluators. Ensure that all assessments are aligned with the learning objectives of the course. This means that what is assessed should directly relate to what is taught and learned. Regularly review and refine the assessment system based on data, feedback, and changing educational standards. Provide training for instructors on best practices in blended learning assessment to ensure they are equipped to implement the system effectively. Encourage collaboration among faculty to share effective assessment strategies and learn from one other's experiences. Establish mechanisms for immediate and constructive feedback that students can act upon to improve their performance. Be transparent with students about the assessment criteria, grading policies, and the purpose of each assessment.

To ensure the effectiveness of College English Hybrid Teaching, Sichuan universities should comprehensively upgrade the evaluation system of College English hybrid teaching literacy which allows for timely feedback that can be used to adjust teaching methods and content to better suit student needs and improve learning outcomes. An upgraded system ensures that assessments align with broader educational goals, such as preparing students for higher education or the workforce. Upgrading the evaluation system in College English hybrid teaching literacy is essential for creating a more effective, engaging, and student-centered learning environment that prepares students for the challenges of the 21st century.

In improving students' learning attitudes, creating personalized learning paths for College English hybrid teaching literacy can significantly improve students' learning attitudes. Start by assessing each student's current English proficiency, learning style, and goals. This can be done through diagnostic tests, surveys, or interviews. Define clear learning objectives based on the Common European Framework of Reference for Languages or similar standards. Ensure these objectives are aligned with the overall course curriculum. It should also combine traditional classroom teaching with online learning

resources. This can include online courses, video lectures, interactive modules, and discussion forums. Utilize Learning Management Systems can track students' progress, provide personalized feedback, and adapt content based on student performance. Develop individual learning plans for each student based on their assessment results. These plans should outline the resources, activities, and milestones for each student. Teach students how to manage their own learning. This includes setting goals, organizing study time, and using available resources effectively. Provide students with access to a wide range of learning materials, such as e-books, articles, podcasts, and videos that cater to different learning preferences and levels. Encourage collaboration among students through group projects, peer review, and discussion forums. This can help students learn from each other and develop communication skills. While promoting autonomy, ensure that instructors are available for guidance, clarification of concepts, and support when students encounter difficulties.

At present, universities in Sichuan should focus on enhancing students' autonomous learning attitudes. Allow students to adjust their learning paths as needed. This could involve changing the pace of learning, revisiting topics, or exploring new areas of interest. Teachers can create a dynamic and personalized learning environment that empowers students to take charge of their own learning and develop the skills necessary for autonomous learning in College English Hybrid Teaching, making College English hybrid teaching literacy more effective. Regularly review and update the personalized learning paths based on student feedback, new educational research, and technological advancements.

Adaptability and Feasibility of the Sustainable Development Strategies

The researchers invited 5 experts to evaluate the sustainable development strategies to improve the effectiveness of College English Hybrid Teaching. Five experts are from Sichuan Normal University, China West Normal University, Leshan Normal University, Chengdu Jincheng College, Tianfu College of Southwest University of Finance and Economy. These five universities have the highest number of students, good quality of College English Hybrid Teaching, and high reputation among universities in Sichuan, and the invited experts have certain experience and rich theories in the field of College English teaching. The data interpretation for average value based on Likert (1932), the adaptability and feasibility of the sustainable development strategies to improve the effectiveness of College English hybrid teaching literacy in five aspects were at high level with the values between 4.00 and 5.00, which means the sustainable development strategies to improve the effectiveness of College English hybrid teaching literacy are adaptability and feasibility.

CONCLUSION

The research on sustainable strategies for improving the effectiveness of College English Blended Teaching of Normal Universities in Sichuan Province can be summarized in three parts.

Current Situation of College English Hybrid Teaching Literacy

The current situation of College English hybrid teaching literacy of Normal Universities in Sichuan province can be summarized in five aspects. The current situation of College English hybrid teaching literacy in five aspects was at medium level. Considering the results of this research aspects ranged from the highest to lowest level were as follows: the highest level was students' learning attitudes, followed by online platform construction, teaching evaluation, curriculum system establishment, and institutional mechanism construction was at the lowest level.

Sustainable Development Strategies to Improve the Effectiveness of English Hybrid Teaching Literacy

Researcher has proposed the sustainable development strategies to improve the effectiveness of College English hybrid teaching literacy in five aspects, which contain 30 measures. There are 6 measures to improve institutional mechanism construction, 6 measures to strengthen the construction of online platforms, 6 measures to optimize curriculum system establishment, 6 measures to comprehensively upgrade the teaching evaluation system, 6 measures to improve students' learning attitudes.

Suitability and Feasibility of the Sustainable Development Strategies

The adaptability and feasibility of sustainable development strategies to improve the effectiveness of College English hybrid teaching literacy in five aspects were at high level with the values between 4.00 and 5.00, which means the sustainable development strategies to improve the effectiveness of College English are adaptable and feasible.

REFERENCES

Agbedahin, A. V. (2019). Sustainable development, Education for Sustainable Development, and the 2030 Agenda for Sustainable Development: Emergence, efficacy, eminence, and future. *Sustainable Development, 27*(4), 669-680. https://doi.org/10.1002/sd.1931

Chaleta, E., Saraiva, M., Leal, F., Fialho, I., & Borralho, A. (2021). Higher education and sustainable development goals (SDG)—potential contribution of the undergraduate courses of the school of social sciences of the university of Évora. *Sustainability (Switzerland), 13*(4). https://doi.org/10.3390/su13041828

Gao, Q., Xu, W. (2021). Exploration of Online and Offline Hybrid College English Teaching. In: Sugumaran, V., Xu, Z., Zhou, H. (Eds.), *Application of Intelligent Systems in Multi-modal Information Analytics. MMIA 2021. Advances in Intelligent Systems and Computing* (pp. 839-843). *Springer.* https://doi.org/10.1007/978-3-030-74814-2_121

He, K.K (2022). *Innovative Education Informatization with Chinese Characteristics: Theory and Practice.* Springer. https://doi.org/10.1007/978-981-19-0622-0

Huang, J. (2020). Research on the hybrid teaching method of college English online and offline based on mobile terminal. *IOP Conference Series: Materials Science and Engineering, 750*(1), 1-5. https://doi.org/10.1088/1757-899X/750/1/012027

Hui X. (2022). Problems and countermeasures in college English hybrid teaching literacy mode. *Advances in Education, 12*(05), 1619-1624. https://doi.org/10.12677/AE.2022.125250

Kang, W. (2021). *Discussion on college English hybrid teaching literacy under mooc.* 2021 International Conference on Computers, Information Processing and Advanced Education (CIPAE), 126–129. https://doi.org/10.1109/CIPAE53742.2021.00038

Kopnina, H. (2020). Education for the future? Critical evaluation of education for sustainable development goals. *Journal of Environmental Education, 51*(4), 280-291. https://doi.org/10.1080/00958964.2019.1710444

Lan, L. (2024). Exploring the construction and practice of college English hybrid teaching literacy model based on fuzzy comprehensive teaching evaluation model. *Applied Mathematics and Nonlinear Sciences, 9*(1), 1-14.20230485https://doi.org/10.2478/amns.2023.2.00485

Li, Y. (2021). Research on the construction of college English mixed teaching model based on modern educational technology and computer technology. *Journal of Physics: Conference Series. 1915*(2), 1-8. https://doi.org/10.1088/1742-6596/1915/2/022091

Li, Z. (2023). The application of online and offline hybrid teaching mode in college English reading teaching. *Education Journal, 12*(5), 201-205. https://doi.org/10.11648/j.edu.20231205.11

Likert, R. (1932). A technique for the measurement of attitudes. *Archives of Psychology, 22 (*140), 5-55.

Liu, Y., & Ren, L. (2022). The influence of artificial intelligence technology on teaching under the threshold of "internet+": Based on the application example of an English education platform. *Wireless Communications and Mobile Computing, 2022*(1), 1-9. https://doi.org/10.1155/2022/5728569

Machado, C., & Davim, J. P. (2022). Higher Education for Sustainable Development Goals. In C. Machado & J. P. Davim (Eds.), *Higher Education for Sustainable Development Goals* (pp. 43-82). River Publishers. https://doi.org/10.1201/9781003333036

Milton, S. (2021). Higher Education and Sustainable Development Goal 16 in fragile and conflict-affected contexts. *Higher Education, 81*(1), 81-89-108. https://doi.org/10.1007/s10734-020-00617-z

UNESCO International Bureau of Education. (2024). *Strengthening social and emotional learning in hybrid modes of education: Building support for students, teachers, schools and families: a UNESCO-IBE discussion paper*. UNESCO

Wackernagel, M., Hanscom, L., & Lin, D. (2017). Making the sustainable development goals consistent with sustainability. *Frontiers in Energy Research, 5*(18), 1-5. https://doi.org/10.3389/fenrg.2017.00018

Research Profile

Name-Surname: Chen Xuemei

Birthday: February 7th, 1982

Place of Birth: Mianyang, China

Educational background:

- Doctor of Philosophy Program in Education
- Management for Sustainable Development, Bansomdejchaopraya Rajabhat University, in 2025
- Master of Educational (English), China West Normal University, in 2008
- Bachelor of English Education, China West Normal University, in 2005

Work experience:

- Foreign Language School, Mianyang Teachers' College, 2008-present

Office Location:

No. 166, Mianxing Road, Mianyang, Sichuan

Current Contact Location:

Bansomdejchaopraya Rajabhat University