Impact of the Station Rotation Model of Blended Learning on EFL College Students' Listening Skills

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Abstract
This study, situated within the context of "Internet + Education," investigates the impact of the blended learning rotation model on English listening skills among Chinese EFL college students. The primary objective is to assess the influence of this model on the listening achievement of students majoring in non-English disciplines. Employing a quasi-experimental design with a naturalistic approach, 128 college students were divided into control and experimental groups. The experimental group underwent a two-semester rotation model focused on listening skills, while the control group received traditional classroom instruction. Equivalence checks through pretest and posttest listening achievement assessments revealed that the experimental group outperformed the control group significantly. The study's findings contribute to the mounting evidence supporting the efficacy of blended learning approaches in language education, offering valuable insights for educational administrators and English teachers aiming to enhance language learning programs.
Keywords: Station Rotation Model, Blended Learning, Listening Skills, EFL

Introduction
This chapter is dedicated to investigating the impact of the rotation model of blended learning on the listening achievement scores of Chinese college students learning English as a Foreign Language (EFL). It provides insights into the context of the study, outlines the research problem, defines the study's objectives, sets out the specific goals, poses the research query, formulates research hypotheses, elucidates the theoretical foundation, and underscores the significance of this research.

Research Background
In the dynamic landscape of language education, the integration of modern technology has played a pivotal role in transforming traditional teaching methodologies. Technological advancements not only facilitate diverse teaching activities but also immerse students in authentic language environments, fostering extensive reading, listening,

vocabulary expansion, and enhanced communication skills (Christopher & David, 2005). In alignment with this trend, the Chinese State Council's "13th Five-Year Plan for the Development of National Education Industry" underscores the imperative of deeply integrating information technology and teaching, advocating for a novel language learning mode that combines online and offline resources. This plan, rooted in the "Internet + Education" concept, seeks to broaden horizons in College English Teaching. Concurrently, the Ministry of Education's College English Curriculum Requirements (CECR), established in 2007, prioritizes comprehensive language abilities, with a particular emphasis on listening and speaking skills, encouraging the adoption of blended teaching methods that seamlessly combine online and face-to-face instruction. Globally, blended learning in foreign language teaching has gained prominence for its unique approach, differentiating itself from pure e-learning by supplementing in-person learning with technological support. Within this context, the Station Rotation Model, also known as classroom rotation or in-class rotation, has garnered attention. The Balanced Rotational Instructional Model, introduced by Brian (2013), emerges as particularly beneficial for English as a Foreign Language (EFL) learners, aligning with the recommendations of the TESOL International Association and emphasizing phonetics, fluency, and comprehension. This article delves into the impact of the Station Rotation Model of Blended Learning on the listening skills of EFL college students, exploring its potential to enhance language acquisition in alignment with evolving educational directives and global pedagogical advancements.

Problem Statement

The surge in demand for English proficiency in China, driven by rapid economic growth and globalization, has mandated an extensive English education system spanning at least 14 years, from primary school to the second year of university, as dictated by the Compulsory English Course Standards (Ministry of Education, 2011). While these initiatives aim to produce English-proficient graduates, the focus on College English education for non-English major freshmen and sophomores has faced persistent challenges. Despite significant reforms since the 1980s, instructional practices have been criticized as 'teaching-to-the-test,' resulting in imbalanced language development. The imbalance, with a disproportionate emphasis on reading and writing over listening and speaking, has culminated in college students exhibiting weaker oral skills, impacting their employability. In response to these challenges, the latest College English Curriculum Requirements (CECR) (MOE, 2007) prioritize English proficiency in listening and speaking, advocating for the implementation of blended teaching models to address these imbalances, with documented advantages (Wang, 2016). However, the trends in blended learning, recognized as a significant advancement in teaching methods, particularly its impact on oral skills development, remain underexplored in the Chinese context. This study addresses this gap by focusing on the Station Rotation Model of Blended Learning, a technology-based approach that has shown promise in enhancing language acquisition. Although some evidence supports the effectiveness of the rotation model, not all resources supporting this are peer-reviewed, and the application in the Chinese EFL context remains under-researched. While initiatives like Rocketship (2015) in the U.S. have shown positive correlations between the rotation model and academic performance, the lack of peer-reviewed support underscores the need for further research. This study responds to the call for more evidence regarding the impact of the rotation model of blended learning on EFL students' language proficiency, aiming to contribute to a nuanced understanding of the

effectiveness of blended learning models in enhancing oral skills in language learning classrooms.

Objective of the Study

This study delves into the influence of the rotation model of blended learning on the listening achievement scores of EFL college students. It aims to compare this model with the traditional classroom approach to determine if the rotation model of blended learning is more effective. If the research results substantiate these hypotheses, they will add further weight to the argument that the rotation model of blended learning outperforms the traditional classroom model in enhancing college students' listening proficiency within the EFL context. Such findings can play a pivotal role in liberating Chinese EFL college learners from the constraints of ineffective language education, better equipping them to meet the communication demands of both the domestic and international job markets in English.

Research Questions

1. Is there any significant difference between post-test listening and speaking achievement scores measured after traditional face-to-face instruction and the post-test achievement scores measured after rotation model of blended learning instruction?
2. What are the students' perceptions of rotation model of blended learning instruction in promoting speaking skills?

Research Hypothesis

H1$_0$: There is no significant difference between post-test listening and speaking achievement scores measured after traditional face-to-face instruction and the post-test achievement scores measured after rotation model of blended learning instruction?

H1a: There is significant difference between listening and speaking post-test achievement scores measured after traditional face-to-face instruction and the post-test achievement scores measured after rotation model of blended learning instruction?

Theoretical Framework of the Research

The theoretical underpinning of this study is grounded in the integration of cognitive learning theory, as expounded by Mayer (2009), and mastery learning theory, established by Bloom (1977). Mayer's cognitive learning theory places a significant emphasis on multimedia principles, encompassing the dual channels principle, which posits effective information processing through visual and verbal stimuli, and the limited capacity principle, guiding the design of blended learning to prevent cognitive overload. Active processing is deemed crucial, necessitating learner engagement for effective retention, and adherence to multimedia design guidelines is deemed essential for optimal learning outcomes (Mayer, 2009).

Bloom's mastery learning theory, a foundational component in this theoretical framework, is supported by Guskey (2010), emphasizing key elements such as pre-assessments, differentiated instruction, regular formative assessments, corrective instruction, and opportunities for all students. The integration of these theories aligns seamlessly with the rotation model of blended learning employed in this study.

The rotation model, designed to align with mastery learning principles, fosters self-paced learning, providing autonomy to students in material selection and enabling adjustments in learning speed based on assessments. This model allows students to progress to advanced

content upon reaching established learning goals, facilitated by the Chaoxing learning system, which accommodates diverse assessments and offers tailored curricula.

The amalgamation of cognitive and mastery learning theories within the rotation model of blended learning forms the basis of the instructional framework in this study. The rotation model's emphasis on self-paced learning, diverse assessments, and tailored curricula ensures effective knowledge acquisition and skill development. This integrated approach is designed to cater to varied learner needs, promoting optimal learning outcomes in the context of EFL college students' listening skills.

Importance of Research

Firstly, the study challenges the binary perception of choosing between the rotation model of blended learning and traditional face-to-face instruction. By emphasizing their potential complementarity, the research aligns with contemporary views that recognize the synergies between these approaches (Smith & Brame, 2018). This nuanced understanding is crucial for educators and policymakers seeking to optimize the learning environment.

Secondly, the research makes a substantial contribution to the field of blended learning, addressing a notable gap in the development and application of learning strategies in technology-based language learning environments. This contribution aligns with the objectives outlined in the "13th Five-Year Plan for the Development of National Education Industry" issued by the Chinese State Council in 2017, emphasizing the integration of information technology and teaching. As such, the study directly supports national education goals and initiatives (Chinese State Council, 2017).

Furthermore, the study's alignment with current educational reforms, especially those emphasizing the integration of information technology and teaching, positions it as a timely and relevant investigation (Chinese State Council, 2017). It provides empirical insights into the practical implementation and impact of blended learning strategies, offering valuable data for educators, administrators, and policymakers involved in shaping the trajectory of higher education in China.

The research's exploration of student perceptions of blended learning versus traditional instruction offers a unique perspective. Understanding how students perceive these modes of instruction is crucial for refining educational strategies. This insight can guide educators and administrators in making informed decisions about potential teaching reforms and adjustments. Additionally, the study's focus on listening skills in English as a Foreign Language (EFL) education adds specificity to the broader conversation about effective language learning strategies.

In conclusion, this study's multifaceted contributions—ranging from challenging binary perspectives on blended learning to aligning with national educational objectives, addressing gaps in learning strategy development, and providing valuable insights into student perceptions—underscore its significance in shaping the future landscape of higher education, particularly in the context of language learning in China.

Literature Review

Blended learning, a term that has evolved over the years, is commonly defined as the integration of traditional face-to-face instruction with online-based learning components (Bonk & Graham, 2013; Caulfield, 2011). This dynamic process replaces a portion of in-class learning with online technology, offering a flexible and comprehensive educational experience (Graham & Moskal, 2016). Detailed definitions underscore the importance of

student control over learning elements and the seamless integration of online and in-person learning for a unified educational experience (Christensen Institute, 2012; Murphy, 2014).

Blended learning encompasses various models, with classifications such as face-to-face driver, rotation, flex, online lab, self-blend, and online driver (Staker, 2011). Another classification includes rotation, flex, a la carte, and enriched virtual models (Christensen Institute, 2012). These models offer diverse approaches to combining traditional and online learning elements, catering to different educational contexts and goals.

This study places a specific focus on the rotation model, characterized by an equal balance of traditional face-to-face and online learning (Staker, 2011). In the rotation model, students follow a set schedule, and learning modalities, determined by the teacher, include group work, full-class teaching, projects, tutoring, and individual assignments. The Clayton Christensen Institute (2012) further divides the rotation model into station, lab, flipped, and individual rotation, each offering unique advantages in promoting student engagement and learning outcomes.

In the context of the current study, teachers implemented the rotation model by providing self-paced online instruction, allowing students to adjust their learning pace. After analyzing online learning data, students were grouped based on their progress, receiving differentiated teaching content in traditional classrooms. The integration of multimedia-based, self-paced online learning with differentiated teaching ensures that lessons meet individual learning needs (Staker, 2011; Christensen Institute, 2012). This approach aligns with the principles of the rotation model, emphasizing personalized learning experiences and accommodating diverse learning styles.

Methodology
Research Method

The research aimed to investigate whether significant differences exist between listening and speaking achievement scores after implementing the rotation model of blended learning and achievement scores following the traditional classroom model. To address this question, a quantitative research method was considered the most appropriate approach for comparing the independent variable of the rotation model of blended learning with the dependent variable of CET 4 scores.

Research Design

The study utilized a naturalistic quasi-experimental design. The participants were not randomly assigned to either the blended learning class or the traditional face-to-face class. Instead, their placement was determined by their specialization upon enrollment in the college.

The primary objective of the research was to investigate potential differences in students' listening achievement scores, measured by the College English Test Band Four (CET4), as a consequence of the instructional model they received. This was a between-subjects design as the groups were distinguished by the instructional model: one group received the traditional model, while the other received the rotation model of instruction.

To ensure the equivalence of the two groups, a covariate (an additional independent variable), which was the previous year's final achievement score, was evaluated using an independent samples t-test. Additionally, both groups had other covariates, including teacher effectiveness, learning environment, and student educational label.

The CET4 scaled scores were considered continuous variables, while the rotation model of instruction was treated as a nominal variable. Throughout the research, the independent samples t-test was the primary statistical test employed.

Population

The target population for this research comprises EFL college students in China. However, due to practical constraints, the accessible population was limited to EFL college students in Heze city, Shandong Province, China, which were within the researcher's reach. This accessible population included students from the two universities in Heze city, namely Heze University and Qilu Industrial University. These two institutions were the only ones offering College English courses to undergraduate students in this region.

Sampling

The required sample size was determined using G*Power software, with the statistical test of choice being the mean differences between two independent groups. The parameters set for this calculation were an effect size of 0.5, an alpha level of 0.05, and a confidence interval of 0.80. The software calculated a minimum total sample size of 128 participants, divided into a control group of 64 and an experiment group of 64 (Faul, Erdfelder, Lang, & Buchner, 2007).

The participants were selected purposefully due to their relevance to the research procedures. A total of 128 first-year students were chosen for the study, with 64 students from Heze University assigned to the experiment group, which received the rotation model of blended learning in their EFL class. The remaining 64 students from Qilu Industrial University constituted the control group, which received traditional teaching methods in their EFL class.

Table 1 Study conditions

Instruments

Section	N	Learning Model
Experimental group	64	Blended learning
Control group	64	Traditional Learning

Achievement Tests

To investigate the impact of Blended Learning on college students' listening achievement scores in comparison to traditional classroom teaching, the researcher conducted a teaching experiment spanning two semesters, starting from the second semester of the 2017-2018 school year and ending in the first semester of the 2018-2019 school year. The quantitative data were collected using pre-tests for listening and speaking skills conducted at the end of the first semester of the 2017-2018 school year and post-tests for the listening and speaking sections of the College English Test Band 4, which were administered on December 12, 2018, at the conclusion of the first semester of the 2018-2019 school year. Importantly, both the control group and the experimental group were taught by the same instructor.

In the control group, students received traditional classroom instruction characterized as teacher-directed, face-to-face, and synchronous (Bonk & Graham, 2013, p. 5). On the other hand, the experimental group experienced the rotation model of blended learning, which

involves a formal educational program where students learn: (1) at least partially through online learning, with some element of student control over the time, place, path, and/or pace of their learning; (2) at least partially in a supervised brick-and-mortar location away from home; (3) and the different modalities along each student's learning path within a course or subject are interconnected to provide an integrated learning experience (Clayton Christensen Institute, 2012, p. 1).

Reliability and Validity

The College English Test is a nationwide large-scale examination administered by the National College English Examination Committee under the supervision of China's Ministry of Education. Extensive statistical data and experimental materials from these exams have demonstrated their high reliability and validity. They adhere to the quality standards expected of large-scale standardized tests and effectively gauge the English proficiency of Chinese college students as per the syllabus requirements (National Examination Committee of CET, 2005).

The reliability of the pre-test was verified using the Kuder Richardson-20 (KR-20) coefficient, which was found to be 0.79, indicating a high level of reliability. To ensure validity, educational experts, curriculum specialists, and professional assessment specialists reviewed the field test responses to confirm that the questions aligned with the intended curriculum and standards.4.0 Data Collection and Analysis

Data Collection procedure

Both the participants from the experimental group and the control group took the listening and speaking pre-test on 12 January 2018 at the end of semester 1 2017-2018 school year, and the listening and speaking post-test on 15 December 2018.

Table 2
Timetable of the Listening pre-test and post-test

Tests	Subjects	Exam Paper	Place
Listening Pre-test	Experiment and Control group	Final Listening Exam Paper Designed by the Team	LB 7401
Listening Post-test	Experiment and Control group	College English Test Band 4 Listening Section	LB7202

Data analysis

To examine the differences between the post test of the control group and the experiment group, the independent samples t-test is appropriate to be conducted in the study. Before the independent samples t-test, the assumptions of homogeneity of variance of the data, being no outliers and normality of the data should be tested.
1. Homogeneity of variance test between the pretest of control group and experiment group
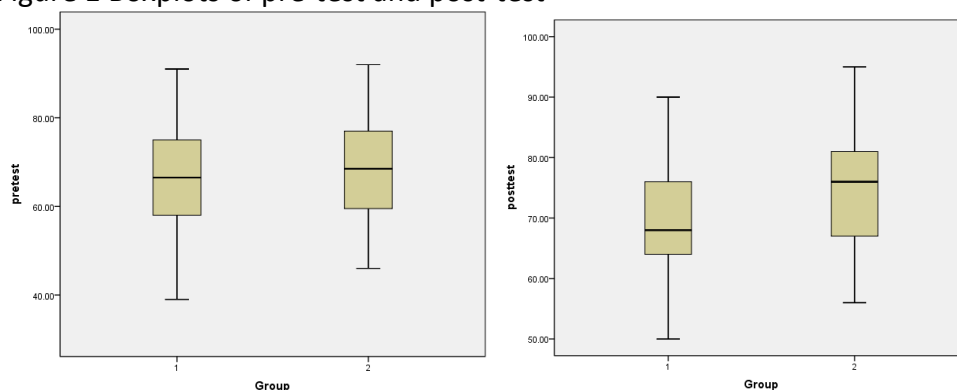
Table 3
Test of Homogeneity of Variance

Test of Homogeneity of Variance

		Levene Statistic	df1	df2	Sig.
pretest	Based on Mean	.010	1	126	.922
	Based on Median	.010	1	126	.922
	Based on Median and with adjusted df	.010	1	125.889	.922
	Based on trimmed mean	.010	1	126	.922

Since the probability (Sig. = .922) for the F value is higher than .05, the variances of the two pretest groups are equal, and therefore the output in the Equal variances are assumed row should be used.

2. Checking the outliers of the data
Figure 1 Boxplots of pre-test and post-test

There is no extreme scores through checking of boxplots of pretest and posttest.

3. Tests of Normality
Table 4
Tests of Normality

Tests of Normality

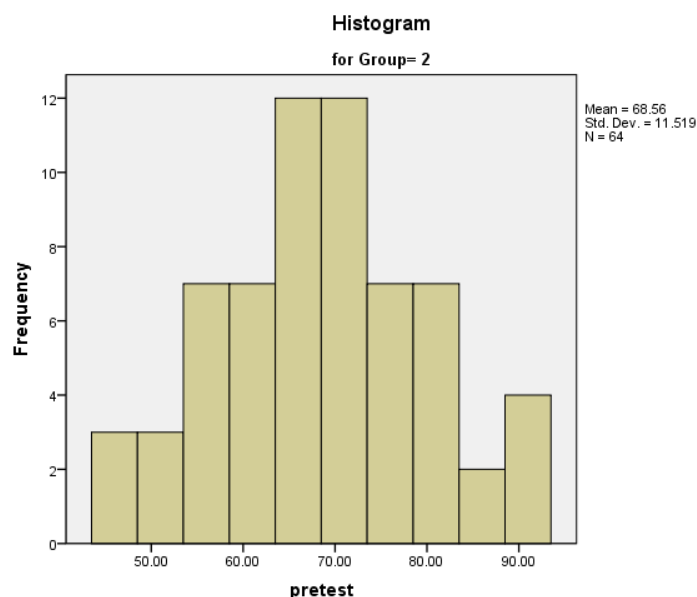|	Group	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	df	Sig.
pretest	Control	.095	64	.200*	.985	64	.653
	Experiment	.075	64	.200*	.980	64	.390
posttest	Control	.094	64	.200*	.980	64	.368
	Experiment	.090	64	.200*	.972	64	.160

*. This is a lower bound of the true significance.
a. Lilliefors Significance Correction

Histogram 1 Frequency of pretest scores
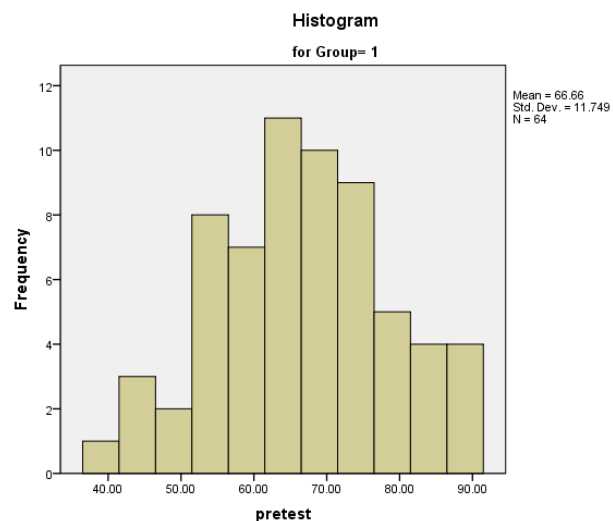
Histogram 2 Frequency of post-test scores

For dataset small than 2000 elements, we use the Shapiro-Wilk test, otherwise, the Kolmogorov-Smirnov test is used. In our case, since we have only 64 elements, the Shapiro-Wilk test is used. From the table, the p-value is .653, .390, .368, .160. All of the p-values are more than .05. Therefore, we can accept the null hypothesis and conclude that the data comes from a normal distribution. From the frequency of the pre-test scores and post-test scores, it is obvious to find that the scores in both groups are normally distributed.

Research Findings
4.1 Independent samples t-test of listening pre-test and post-test
To examine the impact of the treatment of rotation model of blended learning on the EFL college students, the students' language proficiency of the control group and experiment group should be equivalent. To ensure the equivalence of the two groups, the listening pre-test was given to the students in the two groups and an independent samples t-test of the pre-test scores between the control group and experiment group was conducted to check whether the two groups are equivalent.

Table 5
Independent samples t-test of listening pre-tests

Group Statistics					
	Group	N	Mean	Std. Deviation	Std. Error Mean
pretest	Control group	64	66.6563	11.74899	1.46862
	Experiment group	64	68.5625	11.51931	1.43991

Independent Samples Test										
		Levene's Test for Equality of Variances		t-test for Equality of Means					95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
pretest	Equal variances assumed	.010	.922	-.927	126	.356	-1.90625	2.05675	-5.97649	2.16399
	Equal variances not assumed			-.927	125.951	.356	-1.90625	2.05675	-5.97651	2.16401

Table 5 shows that the significance level of the Levene's Test for Equality of Variances is .922, higher than .05, so the variances of pretest listening achievement scores of the control group and the experiment group are assumed equal. The mean difference between scores of the pre-test of the control group (66.66±11.75) and the experiment group (68.56±11.52) is -1.91 and t(126) = -.927, p> .05 (n.s.). Therefore, the control group and experiment group are equivalent.

To examine the impact of the treatment of rotation model of blended learning on the EFL college students, the independent samples t-test was conducted to see if there is a significant difference in the listening post-test scores between the control group and the experiment group.

Table 6
Independent samples t-test of listening post-tests

Group Statistics					
	Group	N	Mean	Std. Deviation	Std. Error Mean
posttest	Control group	64	69.6875	9.62450	1.20306
	Experiment group	64	75.3125	9.81233	1.22654

This independent samples t-test found that post-test listening achievement scores of the

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
posttest	Equal variances assumed	.001	.976	-3.274	126	.001	-5.62500	1.71807	-9.02501	-2.22499
	Equal variances not assumed			-3.274	125.953	.001	-5.62500	1.71807	-9.02502	-2.22498

experiment group had statistically significantly higher scores (75.31 ± 9.81 points) at the end of an teaching using rotation model of blended learning compared to after a traditional model of instruciton (69.69 ± 9.62 points), t(126) = -3.274, p <.05(Sig).

The independent samples t-test results indicate that the station rotation model of blended learning led to statistically significant improvements in EFL college students' listening skills compared to a traditional model of instruction. The experiment group, which was taught using the blended learning approach, achieved higher post-test scores (mean of 75.31 points) than the control group that followed the traditional model (mean of 69.69 points), with a significance level of less than .05, suggesting that the observed differences in listening achievement are unlikely to be due to chance.

Paired Samples T-Test Of Listening Pretest And Posttest
The paired samples t-test was conducted to examine the listening academic improvement by students' achievement scores after two semester's different model of instruction and see whether there are significant differences between the pretests and the posttests of the control group and experiment group.

Table 7
Paired samples t-test of listening pretest and posttest

Paired Samples Correlations[a]						
Group			N	Correlation	Sig.	
Control group	Pair 1	pretest & posttest	64	.835	.000	
Experiment group	Pair 1	pretest & posttest	64	.646	.000	
a. No statistics are computed for one or more split files						

Paired Samples Test[a]

Group		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference Lower	Upper	t	df
Control group	pretest - posttest	-3.03125	6.46841	.80855	-4.64701	-1.41549	-3.749	63
Experiment group	pretest - posttest	-6.75000	9.11130	1.13891	-9.02594	-4.47406	-5.927	63

a. No statistics are computed for one or more split files

It can be seen from Table 7 that the pretest and posttest of control group and experiment group are correlated each other with a correlation coefficient .835, p <.05 and .646, p < .05 respectively. Therefore, paired samples t-test between listening pretest and posttest of control group and experiment group was conducted to examine the paired differences. The table shows that the paired mean difference between pretest and posttest of control group is -3.03, t (63) = -3.749, p <.05(Sig.) and that of experiment group is - 6.75, t (63) = -5.927, p < .05, which indicates that compared to the listening pretest scores, the listening posttest scores in the experiment group increased more than those in the control group.

The findings suggest that there was a significant improvement in listening skills for both the control group and the experiment group from pretest to posttest, as evidenced by a statistically significant mean increase. However, the experiment group, which utilized the station rotation model of blended learning, showed a more substantial improvement (with a mean difference of -6.75) compared to the control group (with a mean difference of -3.03). The higher t-value (-5.927 compared to -3.749) and significant p-value in the experiment group also indicate a more pronounced and statistically significant enhancement in listening skills, reaffirming the effectiveness of the blended learning approach over the traditional instruction method.

Research Discussion and Implication
The Reasons Why the Rotation Model of Blended Learning is More Effective

For the control group and experiment group, there is a 1.91 point gap existed before the study, but the Independent t-test shows there was no significant difference between them (see Table 5), which means their mean scores are very close to each other. After two semesters' teaching experiment, the two groups show significant difference in their posttest achievements (see Table 6), and the gap between the means becomes 5.63 which offers strong support for the great difference between the two groups.

By adopting the rotation blended model of instruction, students are more interactive and more closely aligned with real-world challenges and social needs. Their learning abilities can be improved through seeking, selecting, and evaluating information using higher-order skills and critical thinking, which is not the case when it comes to a traditional classroom.

The blended learning model offers more opportunities for students to improve their listening ability by combining an integrated multimedia learning system and listening practice in both face-to-face multimedia and virtual online classrooms. The ten-minute audio-visual clips and multiple-choice exercises provide students with wider horizons to their English learning. The Chaoxing learning system assists them with a large amount of authentic

materials as well as chances for practising. What's more, the BL learning and speaking practices reinforce the proficiency of their listening ability.

Implications for the EFL in Chinese Colleges

The findings of this study reveal that traditional teaching methods, as observed in the control group, demonstrated a noteworthy 3.3-point increase in posttest scores compared to pretest results. This outcome underscores the historical effectiveness of traditional teaching, particularly under the pressure of exams like the College English Test Band 4 (CET-4), in enhancing English language skills in the Chinese context. However, caution is warranted in interpreting these results solely as an indicator of true language proficiency. Tang and Biggs (1996) and Lian (2016) caution against overreliance on exam scores, noting the prevalence of the 'teaching to the test' approach in China, which may compromise the authenticity of language proficiency assessments.

While traditional teaching methods demonstrated improvement in exam scores, the study highlights inherent issues. Students often excel in exams but lack practical language skills, as observed in previous research (Zhang, 2002; Wu, 2004; Cheng & Wang, 2012). This deficiency suggests a gap in traditional practices, where rote memorization and exam-focused approaches may not sufficiently equip students with the language skills needed for real-world communication.

In contrast, the experimental group, exposed to the rotation model of blended learning, engaged in diverse listening and speaking practices, including group discussions, debates, presentations, and role-playing. The discernible outperformance of the experimental group in listening proficiency further supports the efficacy of the rotation model in addressing the limitations of traditional practices. This aligns with the model's emphasis on varied learning modalities, fostering a more comprehensive language skill set.

The study recommends the promotion of blended teaching, specifically advocating for the rotation model, in the reform of College English instruction in China. Blended teaching, characterized by the integration of online learning with traditional face-to-face instruction, is considered crucial for fostering comprehensive language skills, especially in listening and speaking. Communication tools such as QQ, WeChat, email, online chat rooms, forums, and English corners were effectively utilized to enhance language acquisition, aligning with contemporary modes of communication and addressing the evolving needs of language learners in a digital age.

These implications underscore the potential of blended teaching models, particularly the rotation model, to address the shortcomings of traditional practices and provide a more holistic language learning experience for EFL college students in China.

Conclusion

In pursuing the objective of investigating the effectiveness of a blended learning approach in enhancing college students' listening skills, this two-semester teaching experiment has yielded valuable insights. The findings reveal a significant advancement in listening achievement scores within the experimental group, exposed to the rotation model of blended learning. This progress surpasses that of the control group, marking a noteworthy improvement in academic performance.

The conclusive results affirm the efficacy of the rotation model of blended learning in elevating students' listening skills. This conclusion, drawn from a focused exploration within the English as a Foreign Language (EFL) context, adds substantial evidence to the discourse

surrounding the benefits of blended learning in language education. Specifically, the rotation model emerges as a more effective instructional approach compared to the traditional classroom model, emphasizing its potential to catalyze positive transformations in language competence among college students.

Beyond its immediate academic implications, the study carries broader significance. The positive outcomes associated with blended learning suggest potential benefits for Chinese EFL college students that extend beyond the confines of "teaching to the test." Proficiency in English communication, cultivated through effective blended learning practices, positions students favorably for both domestic and international job markets. This underscores the broader impact of adopting innovative teaching methodologies in preparing students for real-world language applications.

As a result, the research findings hold the potential to influence teaching practices, particularly within EFL contexts. By emphasizing the efficacy of blended learning models in enhancing specific language skills, this study contributes to the ongoing evolution of pedagogical approaches. It advocates for the integration of technology-supported, student-centric methods, aligning teaching strategies with the dynamic needs of language learners in contemporary educational landscapes.

In conclusion, the impact of the rotation model of blended learning on EFL college students' listening skills extends beyond the immediate experimental context, pointing towards a transformative potential in language education practices and preparing students for success in diverse linguistic scenarios.

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