

A STUDY ON CLASS SELF-DISCIPLINE MECHANISM UNDER BLENDED ENGLISH TEACHING MODE - A CASE STUDY OF PANZHIHUA UNIVERSITY

He Mengyan

The first author

Wang Haitao

The Corresponding author

PanZhihua University 617000

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ABSTRACT

Since the 1990s, education has undergone a significant transformation with the emergence of information technology. This has led to the development of online learning formats such as MOOC and flipped classrooms. Blended teaching is a novel teaching approach that integrates online teaching with traditional classroom settings. The College English Course at Panzhihua university has been fully implementing the blended teaching mode for several years. However, with the wide implementation of blended teaching mode, some problems have gradually appeared. Such as the lack of teacher-student interaction, imperfect online teaching facilities, and insufficient self-discipline of students. In implementing blended teaching at our university, several challenges have arisen, with the foremost being the inadequate self-discipline among students and their low motivation for autonomous learning. Self-discipline is crucial in the context of blended learning, as it directly impacts students' ability to learn independently. Improving self-discipline can significantly enhance students' autonomous learning capabilities. Therefore, establishing an effective self-discipline mechanism is a vital and impactful measure to bolster students' self-discipline. This study investigates and analyzes the current situation of students' English learning in Panzhihua University under the blended teaching mode by studying students' autonomous learning ability in the blended teaching mode, and identifies the self-discipline problems of our students in English autonomous learning, so as to formulate a targeted class self-discipline mechanism to enhance students' self-discipline awareness, and ultimately to achieve the effect of improving the autonomous learning of English.

Keywords: Blended Teaching, College English, Autonomous Learning, Self-Discipline Mechanism.

1. INTRODUCTION

This section mainly states the background of this study, the current state of research at home and abroad, and the purpose and significance of the study.

1.1 Research Background

As blended teaching becomes increasingly prevalent in primary and secondary schools and colleges, its advantages and disadvantages are becoming more apparent. Although blended teaching offers numerous advantages, including access to a wealth of resources, the ability for students to control their own learning time, and the opportunity for teachers to monitor student progress and effectiveness, it also presents certain drawbacks. For instance, there is a lack of direct interaction between teachers and students, and students may spend a greater proportion of their

time engaged in autonomous learning or online learning, which requires a high degree of self-discipline. autonomous learning ability is a difficult factor for students to control, as it necessitates the individual taking the initiative to learn on their own. During online learning, teachers are unable to supervise every student, which is very important to improve students' independent leaning ability. This study aims to understand the present situation of students' independent leaning in the blended teaching mode, and develop a corresponding class self-discipline mechanism to help students in developing their independent leaning ability. This study aims to understand the current state of students' autonomous learning in the blended teaching mode and develop a corresponding class self-discipline mechanism to assist students in developing their autonomous learning abilities. Panzhihua University has been implementing blended teaching in its College English Course for a number of years and attaches great importance to the development and research of blended teaching in the English programme. Therefore, selecting students from Panzhihua University's College English Course as the object of this study is representative and convincing.

1.2 Literature Review

1.2.1 Theoretical Review

According to Hu Xiaoyang in "Theory and Practice of Education," students are the central focus of the classroom. In teaching, it is essential to cultivate students' self-discipline skills and practices, enabling them to develop greater self-discipline abilities and foster disciplined habits. In classroom management, student self-discipline not only lessens the burden of classroom management on teachers, but also fosters students' proactive engagement[1]. The self-discipline mechanism developed by this research institute provides theoretical underpinning and aims to improve students' self-discipline and enhance their autonomous learning ability through specific rules and regulations.

1.2.2 Related Studies Both at Home and Abroad

The theoretical construction of blended teaching can be traced back to the late 1990s, and foreign research on the blended teaching mode has been carried out for more than twenty years. Several studies have demonstrated that the blended teaching mode has significant advantages. In comparison to traditional teaching, students demonstrate a higher level of participation and learning initiative within the context of blended teaching. The first documented instance of research on blended teaching in China was in 2003, with Professor Zhu Zhizheng being the first to introduce the concept of blended teaching to China[2]. Subsequently, Chinese scholars commenced research into the blended teaching mode. A number of universities have initiated investigations into the potential of network-based technologies to enhance the teaching process, with a view to implementing pilot projects and conducting empirical studies.

With regard to the concept of "autonomous learning", scholars from various academic disciplines have proposed a range of definitions. Henri Holec, a British linguist, proposed that "autonomous learning" is defined as the ability of students to assume responsibility for their own learning. He believed that autonomous learning ability encompasses five aspects: setting learning goals, choosing learning methods, developing learning plans, monitoring the learning process, and evaluating learning results[3]. In the view of Dickinson, the capacity to develop and implement learning methods is the essence of autonomous learning[4]. Pang Weiguo, a domestic scholar, proposes that the autonomous learning ability of college students can be divided into six

categories, correct learning motivation, good learning strategies, self-supervision ability, time management ability, and the ability to ask for help in learning[5]. He advocates elaborating the essence of autonomous learning through the whole process of learning. Furthermore, Chai Yangli posits that autonomous learning ability encompasses the abilities to know oneself, to determine one's own actions, to care for oneself, to control oneself, to examine oneself, and to motivate oneself[6]. Khan (2022) and Pratiwi and Waluyo (2023) examine self-directed learning practices and the potential for learners to engage in self-directed learning in an e-learning context[7]. In China, Su Xiaozheng conducted research on the management strategies of autonomous learning for college students in the context of "Internet Plus"[8]. Zhang Yuzhe analyses the current situation of college English online autonomous learning in the context of big data[9]. Cheng Jianfeng conducted a study to identify the factors influencing the ability of college students to engage in English online autonomous learning[10].

In conclusion, scholars from various academic backgrounds have conducted research on the factors that influence autonomous learning, the conditions that facilitate students' autonomous learning, and the current state of autonomous learning, among other topics. Nevertheless, there is a paucity of research investigating the current state of students' autonomous learning abilities and the strategies to enhance them within the context of blended teaching.

At present, there are very few English literature related to "self-discipline mechanisms" and "self-discipline systems" that can be searched on Wanfang Database and CNKI, Elstad E has studied how the class management system under the Internet teaching makes students self-discipline[11]. There is not much research on self-discipline systems in China, among which Ding Yuxiang explored the mechanism of student self-discipline behavior generation[12]. Gao Gonglue, Song Mingzhi and others explored the self-discipline mechanism of college students[13], and the composition of the self-discipline mechanism in their research is of great reference value for this study.

1.3 Research Significance

The aim of this study is to scrutinize the contemporary status of independent English learning among students enrolled in the College English Course at Panzhihua University. It endeavors to identify the factors that influence autonomous learning and subsequently devise a classroom self-discipline mechanism. The establishment of this mechanism aims to facilitate students' transition from external discipline to internal self-discipline under its supervision[14]. This classroom self-discipline framework aims to foster a conducive and structured learning environment, enabling students to harness their initiative, actively engage in the learning process, and enhance their learning outcomes. Additionally, it contributes to bolstering students' self-awareness and self-management skills. Through the process of learning, students will acquire proficiency in devising learning plans, selecting appropriate learning methodologies, overseeing their learning progress, and evaluating their academic achievements. These competencies will foster greater confidence, self-discipline, and preparedness to confront future challenges and opportunities. Therefore, the formulation of a classroom self-discipline mechanism holds immense research value, as it not only enhances the comprehension of autonomous learning abilities but also cultivates a favorable learning atmosphere for students, strengthens their self-awareness and self-management skills, and serves as a robust foundation for pedagogical innovation.

2. RESEARCH DESIGN

This section focuses on the research objects, the research questions, and the main process and logic of the research.

2.1 Research Objects and Questions

The Objects of this research is all full-time university students enrolled in the College English Course at Panzihua University. The research questions are divided into three sections: an examination of the current situation of students' autonomous learning; an investigation into the factors that influence students' autonomous learning; and a discussion of the potential improvements to students' autonomous learning. What strategies can be employed to enhance students' autonomous learning abilities? Is it possible to construct a classroom self-discipline mechanism to enable students to move from "other-discipline" to "self-discipline", and to enhance their sense of self-discipline thereby improving the effectiveness of autonomous learning in the blended teaching mode? This study will examine the potential for utilizing the class self-discipline mechanism to assist students in improving the efficiency of autonomous learning.

2.2 Research Methods

The research methods employed in this study encompass a range of techniques, including literature research, questionnaire surveys, and interviews. The pass rate of CET-4 and CET-6 of the research subjects was analyzed, along with a review of a substantial body of related literature. This was followed by the use of the questionnaire survey method to gain insight into the composition of the research subjects' correction network. Finally, interviews with teachers and students of the course were conducted, and the resulting data were used as the basis for the research presented in this paper.

2.3 Preparation for Questionnaires and Interviews

The questionnaires for this study were distributed online and the interviews were also conducted online. The questionnaires were created using the "Questionnaire Star" APP, and the design of the questions for the questionnaires and interviews was discussed by my supervisor and me. The questionnaire is divided into three aspects to understand college students' autonomous learning of English under the blended English teaching mode: the purpose, plan and attitude of learning English; students' learning situation; and self-discipline awareness enhancement.

2.4 Data Collection and Analysis

With the help of the supervisor, the questionnaires were distributed to the participants of this study and eventually 230 questionnaires were collected. The number of questionnaires collected was identical to the number of valid questionnaires, indicating that the questionnaire was 100% valid. The survey results are reliable and representative. Once the questionnaires have been collected, the "Wenjuanxing" app will be used to analyze the results and identify problems students face when learning English independently. This paper intends to analyze the data from the questionnaires and interview results to find out the problems in students' self-discipline in independent learning under the blended English teaching mode, so as to construct a classroom self-discipline mechanism in a targeted way to improve students' independent learning ability.

3. ANALYSIS OF STUDENTS' ENGLISH AUTONOMOUS LEARNING IN PANZHIHUA UNIVERSITY UNDER BLENDED TEACHING MODE

This section mainly includes the results of the questionnaire survey and interviews, as well as the analysis and summary of the questionnaire and interview results.

3.1 Analysis of Questionnaires and Interviews

According to the results of the questionnaire, there are still more problems in students' autonomous learning under the blended teaching mode. They don't have clear learning goals or a clear learning plan. They are not active enough in the classroom, and don't participate much in class, they listen to lectures but don't answer or participate. They don't like to learn on their own after class, in addition to completing the tasks assigned by teachers, few of them learn English independently. Most students think that being more disciplined will help them learn better. The questionnaire reflects some problems that students have in autonomous learning: lack of time management skills in autonomous learning; interference from external learning environment; lack of effective supervision and feedback; and not being able to assess their own learning effectiveness. Some students have improper time management, do not utilize time, or have procrastination. In the interviews, the results of the teachers' and students' responses were similar to the problems reflected in the questionnaire, and the interviews provided a deeper understanding of the reasons for the emergence of these problems.

3.1.1 Unclear Learning Programs

Regarding the question "Do you have a plan to learn English?", it can be observed from Table 1 that 72.14% of the students selected the option "I have made a plan but it is not clear".

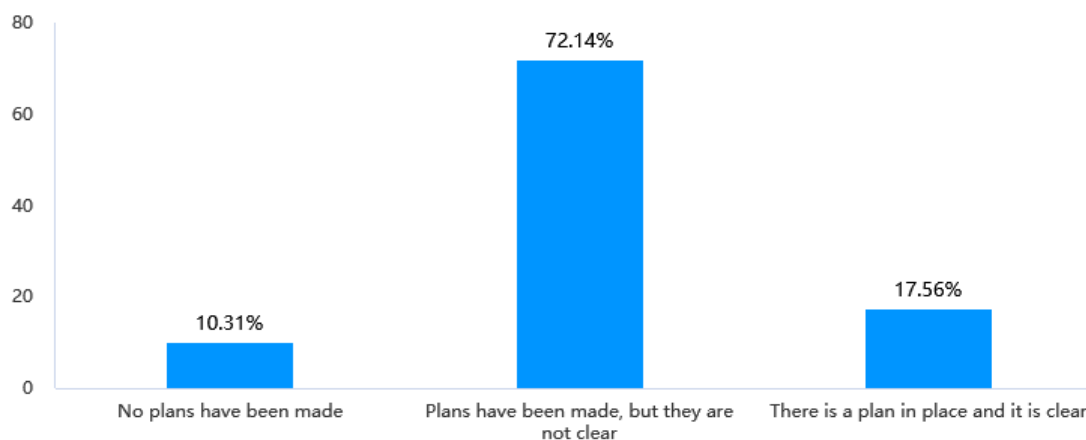


Table 1 Do you have a plan to learn English?

The data clearly indicates that students encounter difficulties or deficiencies in the process of planning. Planning is a form of self-discipline, as it requires the individual to take the initiative to consciously manage their own life. Paris, a foreign scholar, also mentioned in his thesis that one of the characteristics of learners who have the ability to learn independently is that they are able to set goals according to their own reality[15]. Therefore, students' inability to create a clear plan is indicative of a lack of self-discipline. In the course of the interviews, the teachers also observed that the students frequently lacked clear learning goals and plans in autonomous learning, which

resulted in directionless and ineffective learning. In order to gain further insight into the underlying causes of this phenomenon, the students were interviewed. The results of this investigation revealed that the reasons for this phenomenon can be broadly classified into three categories: First, Inadequate knowledge of one's ability to learn. The majority of students lack an understanding of their own learning abilities, strengths and weaknesses. Consequently, they are unable to create a learning plan that aligns with their individual capabilities. Additionally, there is a dearth of motivation and interest in learning, which impedes the generation of sufficient motivation for learning. Furthermore, there is a lack of a strong desire to learn, which results in vague learning goals and makes it challenging to implement. Thirdly, students lack effective learning methods and strategies, which impedes their capacity to accurately estimate the time and difficulty required to complete a learning plan. This subsequently hinders their ability to develop actionable learning plans.

3.1.2 Poor Classroom Participation

In the questionnaire, the question "How are you doing in class?" yielded the following results from Table 2, 70.61% of students selected the option "I listen attentively in class, but I do not participate actively in class activities."

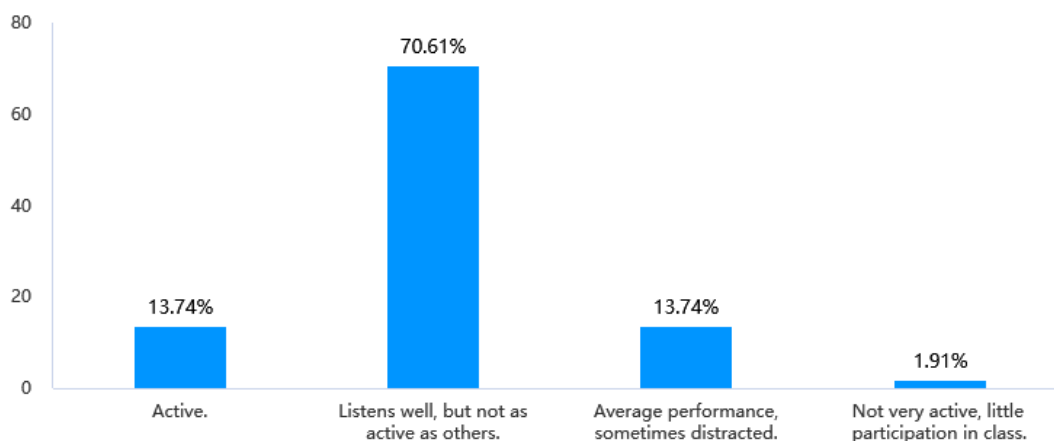


Table 2 How are you doing in class ?

This indicates that although the majority of students are able to maintain focus and listen attentively in class, they lack motivation to participate actively in class activities. There are as many students who are very active in the class as there are students who are distracted in the class, this finding suggests that there are both students who demonstrate a high level of activity and those who are easily distracted. Additionally, a small number of students did not participate in class, which further highlights the varying levels of student engagement in the classroom. In the interviews, it indicated that the majority of students did not take the initiative to express themselves in class, spending most of the class time in a passive learning mode. This suggests that students lack self-discipline and a sense of self-driven and active learning.

3.1.3 Lack of Time Management Skills

The questionnaire revealed numerous issues pertaining to autonomous learning, as evidenced by Table 3. The majority of students reported difficulties in this area, with a significant proportion citing a lack of time management skills as a primary challenge.

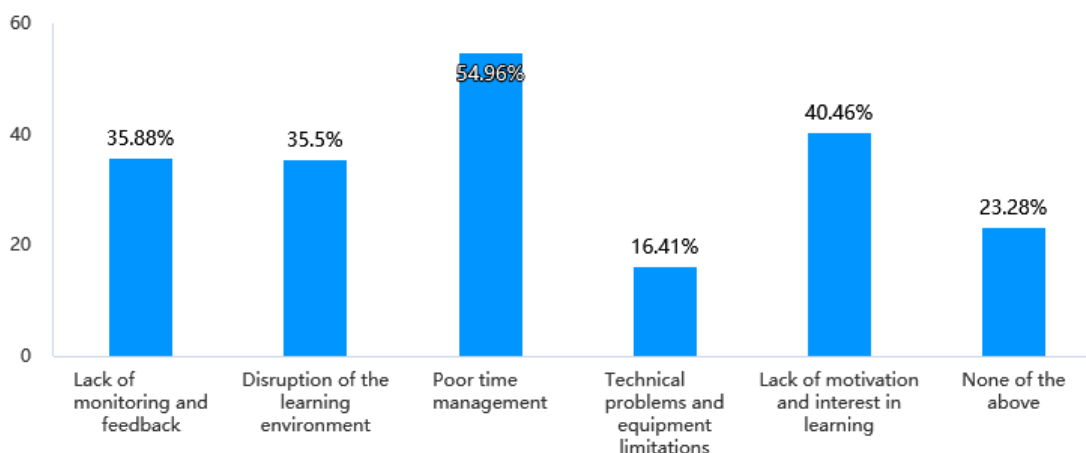


Table 3 Have you ever had trouble learning during autonomous learning?

Time management skills encompass personal self-discipline and self-management abilities. The students' inability to effectively manage their time during autonomous learning suggests a deficiency in self-discipline and planning. In the interviews, students identified the following factors contributing to poor time management. The first one is procrastination. The students had formulated a plan of action, but failed to implement it at the scheduled time. This was due to the fact that when studying independently, they were prone to procrastination and wasted their precious study time on irrelevant activities, such as browsing social media and gossiping. Secondly, it is relatively simple to become distracted. Some students may experience frequent interruptions during the learning process, which can impede their ability to maintain focus and efficiency, resulting in a slower and less efficient learning progression. Thirdly, the tasks to be studied are not prioritized. Students lack an accurate understanding of the distinction between urgent and important tasks, as well as the relative urgency and importance of learning tasks. Consequently, they tend to spend a disproportionate amount of time on trivial or non-urgent tasks, while neglecting the acquisition and consolidation of essential knowledge. Lastly, students are unable to arrange their recreation time in a reasonable manner. Although the optimal learning environment is one that combines work and rest, some students are unable to reasonably arrange their rest and recreation time. Prolonged periods of continuous learning can lead to physical and mental exhaustion, while over-indulgence in recreational activities can also have an impact on autonomous learning[16].

3.1.4 Insufficient Motivation to Learn

As evidenced by Table 3, the second significant challenge in autonomous learning is the lack of motivation and interest in learning. This inner force drives students to take the initiative to learn and continue to learn. However, this inner force requires students to possess strong self-discipline in order to control, manage, and motivate themselves. In the interviews, teachers discussed how

students demonstrated a lack of motivation to learn in both traditional and blended classrooms. In the traditional classroom, students demonstrated a lack of energy, a lack of active participation in classroom interactions, a lower frequency of taking notes, and a lack of focus. Similarly, in the context of blended learning, students' performance on the autonomous learning platform is poor. The majority of students merely sign in to the online learning platform without engaging in any meaningful study. Some students even never log in to the learning platform. A lack of motivation to learn is often closely related to a lack of self-discipline. Students with strong self-discipline are more likely to maintain a positive attitude towards learning and to actively participate in classroom activities and study independently, even in the absence of external supervision. In contrast, the lack of learning motivation indicates that students are not self-disciplined enough.

3.1.5 Learning Environment Disruption

From Table 3, it can be seen that the second major problem in autonomous learning is the learning environment. After the interviews, it can be learned that the learning environment interference is reflected in the following aspects: First, environmental noise interference. Students are easily distracted and unable to concentrate on their studies by noisy noise and gossiping of students around them. This indicates that students lack self-restraint and the ability to concentrate in the face of external disturbances. Second, lack of necessary learning resources or facilities. Insufficient library materials and poor learning environment may cause students to feel disturbed and frustrated in their studies and then give up autonomous learning. This reflects students' lack of self-discipline to take the initiative to find solutions to problems and persevere in learning in the face of difficulties and challenges. Third, the influence of environmental hygiene. Students reflect that the environment in the dormitory is messy, and the objects are placed in a messy way, which will have a certain impact on the mood of learning, and most of the time when studying online is in the dormitory, and too many objects are piled up, which will distract the attention.

3.2 Summary of Questionnaire and Interview Results

Through survey questionnaires and interviews, it can be found that students in our university have the following five main problems in English self-directed learning under the blended teaching mode: unclear learning objectives, low classroom participation, lack of time management skills, lack of learning motivation, and disruption of the learning environment. Through the analysis of the above issues, it can be found that there are self-discipline problems in English autonomous learning among students in our university's blended teaching mode, such as the inability to consciously formulate learning plans; lack of concentration and active thinking ability in class; easy to procrastinate while studying. In response to these self-discipline problems, this study aims to solve these problems by constructing a class self-discipline mechanism and improving students' self-discipline through "other-discipline".

4. CONSTRUCTION OF CLASS SELF-DISCIPLINE MECHANISM BASED ON ENGLISH AUTONOMOUS LEARNING

This section mainly includes the foundation for establishing a self-discipline mechanism and the composition of the self-discipline mechanism.

4.1 Construction Basis for Class Self-Discipline Mechanisms

The results of the survey and interview data reveals that students in blended teaching environments currently face five significant challenges in their autonomous learning.

There is a lack of clear and targeted learning plan, which leads to poor learning outcomes. There is a dearth of active participation in the classroom, resulting in a passive learning state. There is a deficiency in time management skills. Students are prone to procrastination and distraction in autonomous learning, and are unable to rationally arrange study tasks and recreation time. There is a lack of sufficient motivation for learning. students lack intrinsic motivation for learning and have a bad attitude towards learning. There are disruptions to the learning environment. Students are disturbed by external factors such as noise, insufficient learning resources and environmental hygiene, which affects their learning effectiveness. All of these problems are closely related to students' self-discipline. Students with strong self-discipline are able to make clear study plans and adhere to them. They are able to actively participate, think, and interact in the classroom. They are also able to effectively manage their time and overcome the problems of procrastination and distraction. Furthermore, they are able to maintain self-restraint and concentration in the face of distractions in the learning environment. Therefore, strengthening the cultivation of students' self-discipline is the key to enhancing students' autonomous learning ability. Effective self-discipline mechanisms can transform students from "other-discipline" to "self-discipline"[17]. Consequently, it is imperative to implement a classroom self-discipline mechanism to address the aforementioned issues, thereby enhancing students' autonomous learning ability in English. This mechanism encompasses assessment rules, scoring rules, incentives, and penalties[13].

4.2 Scoring and Assessing Rules of Class Self-Discipline Mechanisms

The assessment rules of this self-discipline mechanism based on the autonomous learning of English in the classroom are mainly concerned with the following aspects: rules for assessing study plans, rules for assessing classroom participation rating, rules for assessing time management, rules for assessing learning motivation, and rules for assessing the learning environment. Each of these aspects is evaluated according to specific criteria and requirements, enabling a comprehensive and objective assessment of the students' level of self-discipline. The assessment rules are designed to test students' learning outcomes and foster students' self-discipline in learning and their ability to improve autonomous learning. The mechanism will develop corresponding assessment rules for each issue that arises in students' self-discipline learning.

The scoring rules are refined from the assessment rules, which are divided into five areas: learning plan, class participation, time management skills, motivation and learning environment, with 20 points for each aspect and a total of 100 points. Teachers assess the scores once a month, with students scoring 80 to 100 being rated as excellent, students scoring 60 to 80 being rated as average, students scoring 40 to 60 being rated as poor, and students scoring 0 to 40 being rated as very poor.

4.2.1 Scoring and Assessing Rules of Study Plans

In order to guarantee that students have a clear understanding of their learning objectives and the strategies they will employ to achieve them, teachers need to request that students submit an individual learning plan on a weekly basis. The plan must include specific learning objectives, learning content, and a time schedule[18]. The learning plan should be clear and achievable. Students may record their own learning outcomes on a daily basis, such as task completion or test scores. By continually evaluating their own learning methodologies and techniques, students can

implement adjustments and ultimately identify the most optimal plan for their individual needs. On a weekly basis, teachers can evaluate students' learning plans and assign grades according to a set of criteria.

Students who have a clear and specific learning plan that is feasible are awarded a grade of A. A grade of B is assigned to a student whose learning plan is relatively clear, but lacks feasibility. A grade of C is assigned to a student whose learning plan is generally clear but lacks feasibility. Students with a vague learning plan that lacks feasibility are given a grade D.

Students who submit a detailed and clear study plan each week, including daily learning objectives, time schedule and specific learning content, will be awarded 10 points. Students who execute the plan well, complete the learning tasks according to the plan every week, and have corresponding records of learning outcomes will be awarded 10 points.

Students who have vague and generalized learning plans that lack specificity and operability will be deducted 5 points. Students who fail to submit the study plan on time or the submitted plan is seriously inconsistent with the actual learning behavior will be deducted 5 points. And 10 points will be deducted from students who fail to effectively implement the study plan for two consecutive weeks without a reasonable explanation.

These rules ensure that students are able to achieve the intended goals by allowing them to reflect and evaluate on their own, a process that also enhances their capacity to think critically and transforms learning from a passive to an active process.

4.2.2 Scoring and Assessing Rules of Classroom Participation Rating

Classroom participation is a significant indicator of students' attitudes and learning effectiveness[19]. It is essential that students engage actively in class discussions and demonstrate an inclination to both pose and respond to questions. Teachers assess the corresponding grades by observing students' performance in class and participation in the online classroom.

Students who frequently participate in class discussions, take the initiative to ask questions, and do well in completing assignments in the online classroom are given a grade of A. Students who are able to participate in class discussions, occasionally ask questions, and complete learning tasks in the online classroom as required are given a grade of B. Students who infrequently participate in class discussions and do an average job of completing the learning tasks in the online classroom receive a grade of C. Students who seldom or never participate in class discussions, and who procrastinate or fail to complete learning tasks in the online classroom are given a grade of D.

Students who are active in the classroom, participate in discussions, and present insightful questions or ideas will receive 2 points each time, up to a maximum of 10 points. Students who are active in group activities, work well with group members, and take the initiative to take on tasks and complete them will receive 10 points.

Students who are often distracted, sleepy or do things unrelated to learning in class will be deducted 2 points each time, up to a maximum of 10 points. Students who do not actively participate in group activities, shirking tasks or affecting the overall progress of the group will be deducted 5 points. Students who do not participate in classroom interactions for an extended period of time without a reasonable explanation will be deducted 10 points.

These rules enable students to gain insight into their own learning status, identify areas for improvement, and adjust their learning strategies accordingly. Through the provision of continuous feedback and the implementation of adjustments, students can gradually enhance their autonomous learning abilities.

4.2.3 Scoring and Assessing Rules of Time Management

Good time management skills are essential to improve autonomous learning. It is imperative that students establish a daily study schedule and adhere to it. The time management abilities of students can be evaluated according to their circumstances.

Students who are able to use their time efficiently, focusing on time allocation and task prioritization receive a grade of A. Students with reasonable time allocation, attention to time allocation and task prioritization, but with minor procrastination receive a grade of B. Students who do not allocate their time well and procrastinate more severely receive a grade of C. Students who do not allocate time well, do not prioritize tasks, and have severe procrastination receive a grade of D.

Students who are able to draw up a reasonable schedule and organize their studies and life in strict accordance with the schedule are awarded 10 points. Students who are able to flexibly adjust their plans and execute them effectively to ensure that their study progress is not affected when they encounter time conflicts will be awarded 10 points.

Students who have disorganized time management and often delay tasks or fail to complete their study plans on time will be deducted 5 points. 10 points will be deducted from students who fail to complete important tasks or whose academic performance declines due to poor time management. 5 points will be deducted for students who do not have a schedule or whose schedule is grossly inconsistent with actual behavior.

These rules can enhance students' time management abilities and foster the development of self-discipline and a sense of responsibility. Through the implementation of self-management and discipline, students are better able to regulate their time and behavior, thereby reducing instances of procrastination and the waste of time.

4.2.4 Scoring and Assessing Rules of Learning Motivation

Motivation to learn is a key factor in promoting sustained student learning. Students need to maintain a positive attitude toward learning and actively seek out learning resources and opportunities. Teachers can classify students' motivation for autonomous learning as follows.

Students who are able to take the initiative to solve problems, have high quality of task completion on various online learning platforms, are able to self-motivate, and continue to maintain a high level of learning motivation received a grade of A. Students who occasionally take the initiative to solve problems, have average quality of completion of learning tasks on online platforms, have strong motivation to learn, and occasionally need reminders and supervision from teachers to maintain high motivation to learn received a grade of B. Students who do not take the initiative to solve problems, have poor completion of learning tasks on the platform, and need supervision from the instructor in order to study received a grade of C. Students who do not take the initiative to solve problems and do not complete the tasks on the online learning platform received a grade of D.

Students who take the initiative to learn, actively seek out learning resources, and take the initiative to expand their knowledge are awarded 10 points. Students who take the initiative to seek solutions and persevere in their efforts when they encounter difficult problems in their studies will be awarded 10 points.

Students who lack enthusiasm for learning and often complain about the heavy or difficult learning tasks will be deducted 5 points. Students who are unwilling to participate in extracurricular

learning activities or refuse to accept new challenges will be deducted 5 points. Students who have a negative attitude towards learning and do not make significant progress over a long period of time or whose academic performance declines will be deducted 10 points.

4.2.5 Scoring and Assessing Rules of Learning Environment

The learning environment has a significant impact on the efficiency and quality of learning. Students need to ensure that the learning environment is quiet, clean and comfortable. Students' maintenance of the learning environment is categorized into the following four grades.

Students who take it upon themselves to create a quiet, clean and comfortable learning environment, and who actively remove distractions are awarded a grade of A. Students who meet the requirements of the learning environment in most cases, but need occasional reminders or suggestions from the teacher, and can take some measures to solve the distractions in the learning environment are awarded a grade of B. Students who have a poor, unhygienic and noisy learning environment and who do not take the initiative to improve the learning environment are given a grade of C. Students who have a dirty and noisy learning environment, which seriously affects their learning efficiency, and who do not take any measures to solve the problems in the learning environment are given a grade of D.

Students who are able to maintain a neat and quiet learning environment receive 10 points. Students who are able to effectively minimize distractions and remain focused on learning in a noisy or distracting environment receive 10 points.

Students who have a dirty or noisy learning environment that seriously interferes with learning efficiency will be deducted 5 points. Students who fail to remove distractions from the learning environment in a timely manner, such as cell phones, TV, etc., will be deducted 5 points. Students whose learning tasks cannot be completed or whose quality decreases due to distractions in the learning environment will be deducted 10 points.

4.3 Rewards and Supervision

The purpose of establishing incentives and disincentives is to motivate students to take ownership of their learning and to provide reasonable incentives and disincentives to students in the class based on the grading rubric.

4.3.1 Rewards

Students are recognized with the "Self-Discipline Pioneer," the "Progress Award," and the "Team Honor Award," based on their ratings and scores. Each award is accompanied by a corresponding award.

The top three students achieving the highest scores monthly will be recognized as "Self-Discipline Pioneers." Recipients of the "Self-Discipline Pioneer" title will receive study materials or supplies to motivate them in upholding the spirit of self-discipline. Pacesetter students will be granted extra points in class, which can be exchanged for further rewards.

Students who have demonstrated notable advancement in the self-discipline program, such as more rigorous implementation of study plans and increased participation in class, will be awarded the title of "Progress Award." Students who have demonstrated exemplary progress in the self-discipline program will be recognized within the class and presented with a small gift as an incentive. The experiences of students who have demonstrated progress will be shared in class meetings with the intention of inspiring other students to follow suit.

The team that demonstrates a high level of self-discipline and excels in a group activity or class activity will be presented with a “Team Honor Award.” The team will be presented with a group gift, such as a book or sporting goods, in recognition of their exemplary team spirit and self-discipline.

4.3.2 Supervision

Oral Reminders and Guidance: When students are identified as exhibiting deficiencies in the area of self-discipline, educators should provide verbal reminders, even in the absence of such deficiencies, and offer specific suggestions and guidance for improvement.

Demerit Points and Warning Notices: For students exhibiting more serious deficiencies in self-discipline, educators may impose additional demerit points. Should a student accrue more than three additional demerit points in a given month, the teacher shall publicly announce the demerit points within the classroom as a cautionary measure for other students. Should a student accrue more than five demerits in a given month, a formal written warning will be issued. This notice will delineate the self-discipline issue in question and request that the student take corrective action within a specified period.

5. CONCLUSION

5.1 Summary

This study is devoted to comprehensively examining the current situation of students' English autonomous learning under the blended teaching mode, aiming to find out the self-discipline problems of students in independent learning under the blended teaching mode, and to improve students' self-discipline and autonomous learning ability through effective strategies. This study collected a large amount of data through well-designed questionnaire surveys and interviews. Through careful analysis and synthesis of these data, profound insights were gained into students' learning behaviors, attitudes, and the environments students encounter under the blended teaching mode. These data provided a valuable foundation for developing effective solutions. The questionnaire surveys and interviews show that the difficulties students encounter in English autonomous learning are mainly focused on the following aspects: unclear learning plans, low classroom participation, poor time management skills, insufficient motivation to learn, and poor learning environment. Through the analysis of the above problems, it can be found that our students have self-discipline problems in English autonomous learning under the blended teaching mode, such as not being able to consciously make a study plan; not being focused enough in class and lacking the ability to think actively; and being prone to procrastination when studying. Subsequently, through the study of a large amount of literature, the framework of the class self-discipline mechanism, which is mainly composed of assessing rules, scoring rules, incentives and supervision. Combined with the self-discipline problems summarized by the results of questionnaire surveys and interviews, the relevant rules are then formulated separately to solve these problems one by one. This self-discipline mechanism is expected to improve students' self-discipline, enhance their independent learning ability, make them more adaptable to blended teaching as a teaching mode, and improve their learning efficiency.

5.2 Research Limitations

This study developed a classroom self-discipline mechanism using questionnaires and interviews. It then addressed specific issues related to students' autonomous learning of English based on the

findings from these methods. However, there are also limitations to this study. Firstly, the objects of this study is limited to the students of the English program at Panzhihua University, which lacks in-depth exploration of students in other institutions or disciplines. Secondly, the depth of this study is inadequate. It primarily addresses the current state of students' independent English learning and improvement strategies, but lacks thorough exploration of the factors influencing students' autonomous learning ability in English and the underlying reasons. Future research should further explore the varied factors that affect students' independent English learning ability, encompassing learning motivation, strategies, and environmental influences, in order to reveal the inherent correlations and interaction mechanisms among these elements. Lastly, the self-discipline mechanism developed in this study has not yet undergone practical testing, and its effectiveness is yet to be determined. This study anticipates that the self-discipline mechanism within the class will have a positive impact on improving self-directed learning ability.

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