



THE INSTRUCTIONAL GUIDELINES OF BUSINESS ENGLISH BY USING BLENDED
LEARNING FOR UNDERGRADUATE STUDENTS IN CHONGOING VOCATIONAL
COLLEGE OF MEDIA



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แนวทางการจัดการเรียนการสอนภาษาอังกฤษธุรกิจโดยใช้การเรียนรู้แบบผสมผสานสำหรับ
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COLLEGE OF MEDIA



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THE THESIS TITLED
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| Title | THE INSTRUCTIONAL GUIDELINES OF BUSINESS ENGLISH BY USING BLENDED LEARNING FOR UNDERGRADUATE STUDENTS IN CHONGQING VOCATIONAL COLLEGE OF MEDIA |
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This study investigates the effectiveness of blended learning in Business English instruction at Chongqing Vocational College of Media. Employing a mixed-methods design, the research combined quantitative data from 140 student questionnaires with qualitative insights from seven participants, including supervisors, instructors, and experts. The quantitative analysis, conducted through descriptive statistics, reliability tests, and Pearson correlation, revealed generally positive attitudes toward blended learning, with strong associations among motivation, engagement, self-regulation, and perceived learning outcomes. The qualitative findings reinforced these results, emphasizing flexibility, autonomy, and enhanced classroom participation, while also identifying challenges such as limited integration of online and offline components and the need for institutional support. Together, the findings demonstrate that blended learning not only promotes motivation, engagement, and independent learning but also serves as a sustainable instructional model for vocational Business English education. The study concludes with pedagogical implications and recommendations for strengthening course design, teacher training, and institutional policies to better align Business English instruction with professional and industry demands.

Keyword : Blended Learning, Business English, Vocational Education, Student Engagement, Instructional Guidelines

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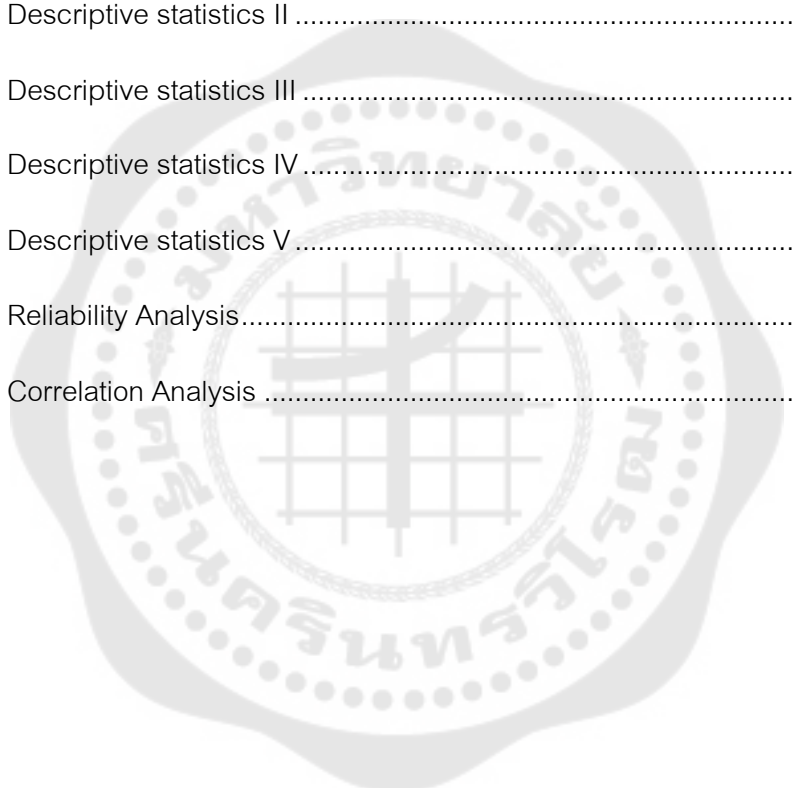
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CHAPTER I

INTRODUCTION

Background of the Study

Under the background of economic globalization, English as a foreign language is still an important communicating tool and has a great impact on people's life and work. As the international business activities has been becoming increasingly booming after entering WTO, more applicable talents in business area are expected to born than ever before. Business English, as one variety of English language for specific purpose, has been introduced as a major in many Chinese vocational colleges since 1980s. Those students are supposed to extend both their English skills and relative business professional knowledge. In this context, the requirements for the teaching quality and teaching outcomes of vocational college business English courses are becoming increasingly high, so the reform of vocational college business English course teaching has become inevitable. However, the existing research and literature material received unsatisfactory response by employers, which indicated that most graduates majored in business English did not show great performance on their job. Related research results show that those who adequate well in English do not have solid basis of business while those who show great talent in business field do not do well in English, Admittedly, business English is a new major in China's colleges. This subject is young and immature. For both instructor and learners, there are much more need to improve and work on. Asmus (Asmus, 2021) pointed out the existing problems of business English course, they are problems of curriculum system, teaching methods, teaching and learning environment. These three factors covered exactly the aspects of macro and micro.

Based on the iterative updates of science and technology, especially the rapid progress of multimedia information technology, multimedia teaching, campus networks, and various online courses are emerging one after another. The online education market around the world is rapidly improving and developing with great strides. As early as the early 1990s, multimedia assisted methods were introduced into

China's English curriculum. However, after practice, it was found that without the guidance and supervision of teachers, the online teaching method would be difficult to achieve ideal results solely based on students' self-awareness. In English teaching, the important role played by teachers cannot be replaced. As a result, scholars have also begun to explore the coordinated integration of traditional teaching and online teaching methods, which promote and complement each other, and thus the "blended learning" has taken shape.

Blended learning first emerged in the late 1990s and has undergone more than 20 years of development. Whether it is researchers, educators, governments, or educational institutions, there is a preliminary consensus that blended learning is the future trend of education in China (Morrar et al., 2024). Especially in Internet era, the value and significance of it have been highlighted, and Internet information technology has also successfully promoted it to a certain level of development.

In the Implementation Opinions on the Construction of First Class Undergraduate Courses issued by the Chinese Ministry of Education in 2019, it was proposed to actively promote the application of blended high-quality courses that integrate online and offline teaching, based on national high-quality online open courses. Online courses should be organically combined with classroom teaching in schools to create blended "golden courses". In the main development trend of the current new education infrastructure, the "Internet + Education" platform should be taken as the basis, with learning resources shared through scientific and technological means, the improvement of students' learning ability promoted, and the modernization and intellectualization of classroom teaching realized. Under the background of new technology, full use should be made of the Internet, big data, and other new-generation information technologies, the blended learning should be promoted, and modern educational technology should be used to address the shortcomings of traditional learning. It can be seen that blended courses that integrate online and offline are rapidly becoming the main direction of university curriculum construction, and blended learning has also become an important development trend in current higher education.

With the popularization of blended learning in the new technological environment, students' learning behavior is also undergoing significant changes, which may lead to more factors affecting students' learning outcomes. The 14th Five-Year Plan for the Development of National Education in China in 2021 pointed out the need to promote the deep integration of technology and learning, and to build a new grid based and ubiquitous learning method that organically combines online and offline. Schools can use information technology to expand learning spaces, establish online learning communities centered around students, and provide personalized and adaptive learning experiences for students. Based on MOOC (Massive Open Online Courses), SPOC (Small Private Online Course) or other online courses, implementing a blended learning that combines online self-learning and offline teaching, students also have more opportunities for personalized adaptive learning and deep learning in the blended learning. In the learning logs of online course learning platforms, a large amount of learning data is stored, and learning analysis technology is used to mine, analyze, and apply it. The data analysis report is fed back to teachers for reflection and optimization of teaching activities, improvement of course evaluation, and help university teachers make timely and effective teaching decisions, establish appropriate and effective evaluation systems, and lead university education and teaching towards precise personalized teaching direction.

Blended learning is constantly improving, and the types of courses it can be applied to are becoming increasingly diverse. Some vocational colleges have begun to adopt blended learning. During teaching, teachers have limited ability to monitor students, and there is a lack of communication and interaction between teachers and students regarding learning content. Over time, it becomes difficult to meet the needs of students with different learning abilities at the same time, resulting in poor learning outcomes for students. Faced with the increasingly prominent and persistent quality issues in undergraduate education in the short term (Yang, 2021), how to better utilize blended learning and improve teaching quality through online teaching methods is an important issue in deepening curriculum reform. At Chongqing Vocational College of

Media, this reform is particularly pronounced. The prevalent reliance on traditional teaching methods does not adequately address the evolving demands of students or the dynamic nature of contemporary business environments. This highlights the urgent need for a more tailored and modern approach to Business English instruction.

For application of blended learning In China, there are several problems to be resolved. Implementing blended learning requires educators to master new technological platforms, adjust teaching methods, and redesign course content. However, some teachers exhibit low acceptance and initiative toward blended teaching, often due to inadequate understanding and training. This lack of engagement can hinder the effective integration of blended learning strategies. Students in vocational colleges may lack the necessary self-regulation skills for effective online learning, leading to decreased motivation and engagement. This challenge is exacerbated by the absence of direct supervision in online settings, resulting in diminished learning outcomes. While many vocational institutions have invested in advanced educational technologies, the lack of alignment between these technologies and specific teaching needs often leads to underutilization. This misalignment prevents the full potential of blended learning environments from being realized (Shi J., 2023). The entrenched teacher-centered approach in traditional Chinese education poses a significant barrier to adopting blended learning models. Educators who adhere strictly to conventional methods may struggle to integrate new technologies effectively, thereby limiting the benefits of blended learning. The successful implementation of blended learning is heavily reliant on robust institutional support and favorable policies. Inadequate support structures and restrictive policies can impede the adoption and sustainability of blended learning initiatives. The preparedness of both educators and learners to engage with blended learning environments is crucial. A lack of readiness can lead to resistance, improper utilization of resources, and suboptimal learning experiences.

Despite the growing popularity of blended learning in various educational contexts, there is a notable gap in research specifically addressing its application in business English teaching for applied English majors in vocational colleges. Previous

studies have largely focused on general English teaching or the implementation of blended learning in higher education settings, leaving a lack of comprehensive exploration into how this method can be effectively tailored to the unique needs of vocational college students pursuing applied English. Evaluating student satisfaction is also crucial for several reasons. First, student satisfaction serves as a key indicator of the effectiveness of teaching methods and their alignment with students' learning preferences. Second, understanding how students perceive the blended learning provides valuable feedback for refining its implementation. Finally, by assessing satisfaction levels, this study contributes to identifying best practices for improving the quality of business English instruction, ultimately enhancing students' learning outcomes and preparing them more effectively for real-world business environments.

By focusing on Chongqing Vocational College of Media, this study aims to fill this gap by investigating the impact of blended learning on students' business English proficiency while also providing practical insights for teachers to enhance their instructional strategies. In doing so, it offers fresh perspectives and innovative methods for integrating the blended learning into vocational college curricula.

Purpose of the study

The purposes of this research were as follows:

1. To evaluate the satisfaction of using blended learning of undergraduate students in business English subject;
2. To develop the instructional guidelines of business English by blended learning for undergraduate students in Chongqing Vocational College of Media.

Research Questions

1. What is students' attitude towards blended teaching?
2. How blended teaching improve students' knowledge of business English?

Significance of the Study

1. Personalized Learning Experience

This study combines the strengths of online learning and traditional classroom teaching. By allowing teachers to release differentiated online learning resources and tasks tailored to the varying levels of students, it ensures a more personalized learning experience. Teachers can then design corresponding classroom activities based on students' progress in the online tasks, which helps avoid the common issue of applying uniform requirements that may diminish student enthusiasm. This approach enables students with lower learning abilities to review the provided resources after class at their own pace until they fully understand the content.

2. Integration of Diverse Resources

The teaching model integrates a variety of media resources, including those related to vocational English and the cultures of English-speaking countries, which are often excluded from traditional textbooks. This expansion of resources allows students to explore topics that align with their interests, thus enhancing their engagement and promoting the effectiveness of their English learning.

3. Increased Student Autonomy

By providing opportunities for students to independently choose learning materials and methods, the model fosters greater autonomy in their learning process, which can contribute to higher motivation and more effective acquisition of business English skills.

4. New Teaching Evaluation Method

The study incorporates a new teaching evaluation method, offering a comprehensive analysis of the vocational business English teaching method that blends classroom instruction with online learning. This evaluation provides critical feedback for frontline teachers in vocational colleges, helping to refine teaching practices and improve student outcomes.

5. Contribution to English Teaching Reform

Ultimately, the findings of this study can contribute to the ongoing English teaching reform by offering practical, evidence-based insights into the integration of

blended learning in vocational education, promoting more effective and engaging teaching practices.

Definition of Terms

The following terms are defined because they are specifically used in this study:

1. Blended Learning:

Blended learning is a teaching approach that combines the advantages of online and traditional teaching methods, combining both online and offline approaches. By organically combining two forms of teaching organization, learners' learning can be directed from shallow to deep learning. Blended learning was first proposed by foreign training institutions, which mainly reflects the collaborative combination of classroom teaching and online teaching. Based on the introduction of face-to-face teaching, it effectively compensates for the shortcomings of E-learning. Isteni (IsteniĀ, 2024) believes that blended learning means that the learning process can be a combination of web-based technology and text to achieve a certain teaching goal, and the combination of teaching technology and specific work tasks to form a good learning or work effect.

2. Major Factors in Blended Learning for Business English:

Blended learning in business English education is shaped by various factors that influence students' learning experiences and outcomes. These factors determine the effectiveness of instructional methods, student engagement, and overall skill development. A clear understanding of these elements is crucial for designing effective blended learning environments that foster student success.

2.1 Attitudes & Motivation

Students' attitudes and motivation play a crucial role in language acquisition and academic performance. Attitude refers to learners' perceptions, beliefs, and feelings toward a subject, while motivation reflects the driving force behind their learning efforts. In Business English education, students with a positive attitude and intrinsic motivation tend to engage more actively in learning activities, which leads to better outcomes.

Motivation can be classified into intrinsic and extrinsic types. Intrinsic motivation is derived from personal interest and enjoyment in learning, whereas extrinsic motivation stems from external rewards, such as career advancement or academic achievement. In blended learning environments, integrating engaging content and interactive learning methods can enhance students' intrinsic motivation, making the learning process more enjoyable and effective.

Moreover, the importance of Business English in global communication and career development further influences students' motivation. As English is the dominant language in international business, students who recognize its value for future job prospects may exhibit stronger motivation to master Business English skills. Understanding students' attitudes and motivation is essential for designing effective instructional strategies that foster long-term engagement and learning success.

2.2 Perception of Blended Learning

Students' perceptions of blended learning influence their engagement and learning outcomes. A positive perception can lead to increased participation, while negative experiences may result in lower motivation and reduced academic performance.

One key aspect of blended learning is its ability to cater to different learning styles. For example, visual learners may benefit from video lectures, while kinesthetic learners may engage better with interactive exercises. However, students' familiarity with online learning platforms affects their perception. Those comfortable with digital tools like Moodle or Zoom are more likely to view blended learning as an effective approach, whereas those with limited exposure may find it challenging.

Additionally, teacher-student interaction remains a critical factor in students' perceptions of blended learning. Research suggests that courses with structured guidance, timely feedback, and interactive elements enhance students' learning experiences. Understanding students' perceptions of blended learning helps educators refine instructional methods, ensuring an optimal balance between online and face-to-face teaching.

2.3 Engagement with Learning Activities and Resources

Student engagement in learning activities and resource utilization is a key determinant of academic success. Engagement can be categorized into behavioral, emotional, and cognitive dimensions. Behavioral engagement refers to active participation in class activities, emotional engagement involves students' interest and enthusiasm, and cognitive engagement reflects deep processing of learning materials.

Blended learning environments provide diverse opportunities for engagement. Online discussion forums, multimedia content, and gamified learning tools can enhance students' interest and participation. The extent to which students engage with these resources depends on their digital literacy and accessibility to online platforms.

Effective course design plays a crucial role in sustaining engagement. Courses integrating collaborative projects, real-world case studies, and interactive assessments result in higher student engagement. Encouraging students to actively use online and offline resources ensures deeper learning and better academic performance.

2.4 Self-Regulated Learning & Personal Responsibility

Self-regulated learning (SRL) refers to students' ability to plan, monitor, and evaluate their learning independently. In blended learning, self-regulated learners demonstrate higher adaptability and autonomy, leading to improved learning outcomes. Personal responsibility in learning complements SRL, as it reflects students' ownership of their educational progress.

Key SRL strategies include goal-setting, time management, and self-assessment. Blended learning requires students to take responsibility for completing online assignments, reviewing supplementary materials, and engaging in self-paced learning activities. Students who actively regulate their learning tend to perform better in online and hybrid courses.

Educators can foster SRL by providing structured guidance, scaffolding learning tasks, and promoting reflective practices. Developing students' self-regulated learning and personal responsibility is essential for maximizing the benefits of blended learning environments.

2.5 Learning Outcomes & Skills Development

Learning outcomes refer to the knowledge, skills, and competencies acquired through education, while skill development pertains to students' ability to apply their learning in real-world contexts. In Business English education, key learning outcomes include linguistic proficiency, business communication skills, and intercultural competence.

Blended learning approaches can enhance skill development by offering diverse learning experiences. Interactive assessments and peer collaboration promote deeper understanding and skill acquisition.

Measuring learning outcomes in blended learning environments requires both formative and summative assessments. Ensuring alignment between instructional strategies and learning outcomes enhances students' educational experiences and career readiness.

3. Business English:

Business English is a professional program aimed at cultivating professionals with solid English proficiency, a broad international perspective, and specialized knowledge and skills in international business. It not only includes the improvement of English language proficiency, but also training in Western business management concepts, work psychology, cross-cultural communication, and other aspects.

4. Undergraduate Students:

Undergraduate students refer to individuals enrolled in a post-secondary educational program leading to a bachelor's degree or equivalent. These students are typically in the early stages of their higher education journey and are pursuing academic training in a specific field of study, such as applied English, before entering the professional workforce.

5. Chongqing Vocational College of Media:

Chongqing Vocational College of Media is a vocational education institution located in Chongqing, China, offering specialized programs in media, communication, arts, and business. The college provides a combination of theoretical learning and

practical experience to prepare students for careers in various industries. With a large campus and modern facilities, the college serves thousands of students, offering both full-time and part-time programs. It is committed to fostering a dynamic learning environment with a focus on industry-relevant skills to meet the demands of the media and business sectors.

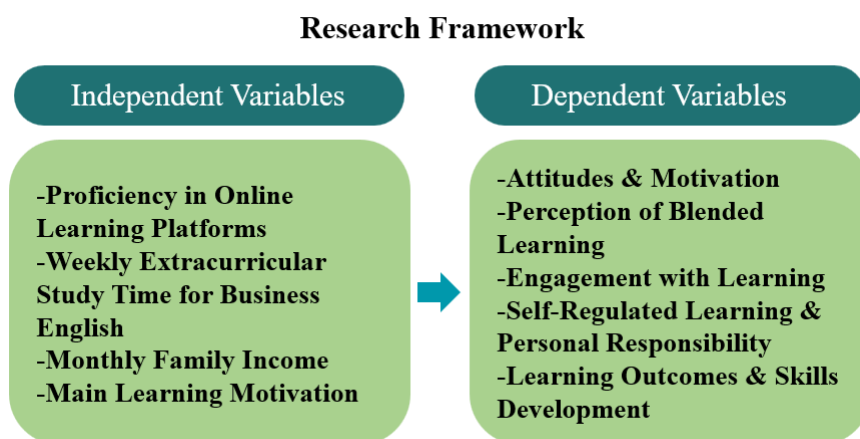


FIGURE 1 Relationship between Independent and Dependent Variables in the Study

Scope of the Study

1. Scope of population

This study was limited to students majoring in Applied English, experts, teachers and managements of English Department at Chongqing Vocational College of Media, Chongqing, China.

2. Scope of content

2.1 The instructional guideline

2.1.1. Educational Philosophy and Learning Objectives

Define the educational philosophy underpinning the blended learning, which prioritizes a student-centered model that merges online learning with traditional classroom teaching. It aims to improve students' business English communication skills, enhance their understanding of business concepts, and foster critical thinking through a dynamic learning environment that integrates both in-person and digital interactions.

2.1.2 Curriculum and Contents

A comprehensive curriculum will be developed, balancing theoretical knowledge with practical applications. Students will learn business English concepts, including business correspondence, presentations, negotiations, and cultural aspects of international business. The curriculum will be designed to meet both academic and professional needs, providing students with a well-rounded understanding of the subject.

2.1.3 Learning Activities

Outline a variety of learning activities, including online discussions, case studies, project-based tasks, and classroom-based role plays, all aimed at promoting active engagement and reinforcing learning objectives. These activities will be designed to cater to the diverse learning needs and abilities of students.

2.1.4 Educational Media and Resources

A wide range of educational media and resources will be utilized, such as online videos, business podcasts, digital textbooks, and other multimedia tools. These resources will help to expand students' knowledge beyond traditional textbooks and immerse them in authentic business contexts. The inclusion of various media formats will also cater to different learning preferences.

2.1.5 Learning Assessment

Propose assessment strategies for evaluating students' progress, including both formative and summative assessments. This may include quizzes, assignments, group projects, presentations, and reflective journals, with a focus on assessing students' ability to apply business English skills in real-world scenarios.

2.2 The Satisfaction of Learning

2.2.1 Instructors

Evaluate the satisfaction of students regarding the teaching quality and pedagogical approaches of instructors involved in the blended learning process. This will focus on aspects like instructor engagement, clarity of instruction, and responsiveness to student needs.

2.2.2 Instructional Methods

Student satisfaction with the instructional methods used in the blended learning environment will be assessed. This includes evaluating the effectiveness of the integration of online and in-class learning, as well as the balance between theoretical and practical teaching methods.

2.2.3 Learning Content

Explore student satisfaction with the content of the business English course, assessing whether the materials align with their learning expectations and real-world needs in business communication.

2.2.4 Learning Context

The physical and digital learning environments will be evaluated, focusing on factors such as the accessibility of online resources, the classroom environment, and the overall learning experience.

2.2.5 Learners

Lastly, the study will investigate how students perceive their own learning experiences. This includes evaluating their satisfaction with their progress, their motivation levels, and the overall impact of blended learning on their business English abilities.

CHAPTER II

LITERATURE REVIEW

This chapter mainly analyzes the relevant research on business English courses and blended learning, summarizes the current development status of college business English teaching, sorts out the basic process and task characteristics of blended learning, and provides theoretical basis for this study. This chapter contains the following aspects of the study:

Instruction and blended learning

1. Instruction and component of instruction
2. Blended learning: definition and model
3. The significance of blended learning

Business English

1. Definition of business English
2. Content of business English

Related studies on blended learning

1. Related research on the design of blended learning
2. Related research on the application of blended learning in business English teaching
3. Related research on the evaluation of the satisfaction in learning or teaching

Instruction and blended learning

1. Instruction and component of instruction

Instruction is a multifaceted process that integrates several key components to create an effective learning experience. A well-structured instructional design incorporates educational philosophy, clear learning objectives, a coherent curriculum, diverse learning activities, appropriate educational media, and systematic assessment. These elements must work together to ensure that students gain knowledge, develop critical thinking skills, and achieve desired learning outcomes.

Educational philosophy forms the foundation of instruction. Constructivist theories, such as those proposed by Piaget (Piaget, 1964), emphasize that learning is an active process where students build upon their prior knowledge through interaction with their environment. This perspective shifts the instructor's role from merely delivering content to facilitating an environment where students can explore, question, and apply what they learn. Sudarman (Sudarman & Ardian, 2021) asserts that effective teaching requires creating environments where students actively engage in learning, making decisions about what and how to learn.

Learning objectives, shaped by educational philosophy, provide a clear roadmap for both students and instructors. These objectives ensure that instruction is focused and aligned with the desired outcomes. In vocational education, for example, business English courses may aim not only to develop language proficiency but also to enhance students' understanding of business communication in global contexts. Aligning learning objectives with the curriculum and teaching activities allows students to progressively build the knowledge and skills necessary for real-world application.

The curriculum organizes the content and structure of the course. An effective curriculum is both comprehensive and flexible, allowing instructors to adapt based on students' progress and needs. Tan (Tan et al., 2021) stresses the importance of aligning the curriculum with students' learning goals to ensure that content is relevant and engaging. This balance is particularly critical in vocational education, where students need both theoretical knowledge and practical skills for success in their future careers.

Learning activities play a crucial role in engaging students and promoting active participation. These activities, ranging from group work and problem-solving to hands-on projects, encourage students to apply their knowledge in real-world scenarios. Casanovas (Martínez Casanovas et al., 2022) highlights that such active learning activities foster critical thinking, problem-solving, and communication skills. In a business English course, students might participate in role-playing exercises that

simulate business meetings or presentations, enhancing both their language skills and professional competence.

Assessment informs both teaching and student progress. While summative assessments measure retention, formative assessments offer ongoing feedback, helping students track their development and adjust their learning strategies. Bulut (Bulut et al., 2025) argues that formative assessments are crucial for student growth, providing opportunities for reflection and improvement before final evaluations. Integrating technology into assessment practices can also allow for timely feedback and more personalized instruction, ensuring that students are meeting their learning objectives.

In conclusion, all components work together to create a dynamic learning environment that meets the diverse needs of students. Effective integration of these components leads to more engaging and impactful learning experiences, helping students develop the knowledge and skills they need for success both academically and professionally. It will guide the design of a blended learning framework for this paper.

2. Blended learning: definition and model

Blended Learning is a relatively new term in the field of education. At the beginning of 21st century, researchers of blended learning first defined it. Cooney (Cooney et al., 2000) first used the term "blended learning" in 2000 to integrate various elements of entertainment and teaching work in preschool education institutions

Megahed and Hassan (Megahed & Hassan, 2022) believe that blended learning is the integration of multiple teaching methods and teaching technologies, aimed at combining the advantages of online learning and classroom teaching, fully leveraging students' learning autonomy and flexibility. Singh and Steele (Singh et al., 2021) understand blended learning as "the combination of traditional face-to-face classroom learning and online learning". Its flexible and diverse curriculum design makes classroom learning no longer limited by time. In addition, foreign education experts have conducted research on the definition and connotation of blended learning. The meaning of "blended learning" is constantly changing with the external environment

and time. Blended learning mainly includes the following four concepts: combining diverse teaching methods (such as behaviorism, constructivism, cognitivism) to produce optimal learning outcomes through various teaching techniques; Combining or blending multiple networked technologies (such as classrooms, collaborative learning, real-time virtuality, self-paced learning, streaming video, audio, and text) to achieve educational goals; Integrating teaching techniques with practical work tasks to ensure consistency between learning and work; Integrate various teaching technologies (such as videos, movies, etc.) with face-to-face teacher guidance and education (Singh et al., 2021). With the continuous enrichment and development of research and practice in blended learning, people's understanding of its connotation has become more profound and clear. For example, the Sloan Consortium in the United States quantitatively analyzed blended learning and believed that teaching content conducted through online teaching can reach "30% -79%". Only in this context can teaching be called blended learning (Wei, 2024). An influential article on the definition of blended learning is *Blended Learning Environments: Definition and Directions* by Osguthorpe and Graham (Osguthorpe & Graham, 2003). They believe that "blended learning combines face-to-face and remote mechanisms... but it's not just about playing online content on classroom screens. People who use blended learning environments strive to maximize the etiquette of both face-to-face and online learning". Sigiro (Sigiro, 2021) explains blended learning from three aspects: the combination of traditional learning and network-based online learning; The combination of tools used in media and online learning environments; A combination of educational methods unrelated to technological applications. Cronje (Cronje, 2020) argues that blended learning is a concept that is both simple and complex. Simply put, blended learning is an appropriate combination of online learning and classroom teaching.

In short, blended learning integrates traditional face-to-face instruction with online learning, providing flexibility and enhancing student autonomy. It combines various teaching methods, online tools, and multimedia resources to optimize learning outcomes. This approach fosters a seamless connection between theory and practice,

making it highly adaptable to different educational contexts. In business English instruction for undergraduate students, blended learning enhances language proficiency and professional communication skills by incorporating interactive activities, online platforms, and classroom teaching. Its dynamic nature makes it a valuable instructional model, especially in vocational education, where practical application is essential for student success.

3. The significance of blended learning

Scholars have begun to define and focus more on blended learning from the perspectives of teaching strategies and methods, and on teaching design in blended learning environments that combine online and face-to-face teaching. So, at this stage, the concept of blended learning focuses on "interaction", the changes brought about by the blended learning environment to interaction, and the corresponding changes in instructional design. For example, Islam (Islam et al., 2022)'s understanding of blended learning is: a learning mode that achieves full interaction between students, teachers, and resources. Therefore, Wang (Xiaolian Wang, 2024) referred to blended learning as a fundamental change and redesign of the teaching method, and proposed three characteristics of blended learning: 1) shifting from teacher-centered to student-centered; 2) Enhanced the interaction between students, students and teachers, students and content, and students and external resources; 3) Adopting an evaluation mechanism that combines formative evaluation and summative evaluation.

Huang (Huang et al., 2021) discussed the value of blended learning from five dimensions: teaching form, teaching technology, teaching methods, teaching objectives, and teaching evaluation in their research. In terms of teaching form, they emphasized the combination of traditional classroom teaching and online teaching. In terms of teaching technology, they highlighted the comprehensive use of diversified media technology. In terms of teaching methods, they emphasized the organic integration of traditional teaching and information technology teaching methods. In terms of teaching objectives, they highlighted the student-centered position while emphasizing the role of teacher guidance. In terms of teaching evaluation, they

emphasized the comprehensive use of various evaluation methods such as process evaluation and result evaluation.

The approach also fosters active learning, which has been shown to improve student engagement and retention of knowledge. Kang and Zhang (Kang & Zhang, 2023) highlight that online platforms provide opportunities for collaborative projects, peer reviews, and discussion forums, while classroom sessions emphasize practical application and critical thinking. This integration encourages students to take ownership of their learning, transforming them from passive recipients of information to active participants.

In addition, blended learning supports the development of 21st-century skills such as digital literacy, self-regulation, and problem-solving. Navigating online learning platforms, managing their schedules, and collaborating in virtual environments, students gain valuable competencies that are highly relevant in today's professional world (Faraniza, 2021). These skills are particularly important in vocational education, where students must be prepared for technology-driven workplaces.

By incorporating online learning, classroom overcrowding can be reduced, which increases accessibility for students in remote areas, and expands course offerings without significant infrastructure investments. Kumar, Kaushik, and Masud (Kumar et al., 2021) note that this scalability makes blended learning a practical and sustainable solution for modern education systems.

In the context of this study, the significance of blended learning lies in its potential to enhance the effectiveness of business English instruction for undergraduate students. This approach aims to improve language proficiency, foster professional communication skills, and prepare students for real-world business environments.

Business English

1. Definition of business English

ESP is known as English for Specific Purposes. The study of ESP began in the 1960s, and it is a relatively flexible discipline, with different definitions of ESP by different people, all of which cover various features of ESP (Rogers, 1989). Halliday and

Mcintosh (Wingard, 1965) defined ESP as “the English language used by civil servants, police officers, law officers, doctors and nurses, agricultural specialists, engineers and assemblers use English.” ESP deals with the specific skills and language needed by a particular learner to achieve a particular purpose(Kavlu, 2020).

According to Tony Dudley-Evans and Maggie Jo St John (Dudley-Evans & St John, 1998), English can be classified into two categories: English for General Business Purpose (EGBP), English for Specific Business Purpose (ESBP). EGBP courses are usually provided for novices who are at beginning stages of their career. Students take this course usually in universities and colleges or other training schools. Learners take ESBP courses are usually job-experienced learners with a certain kind of cultivated business skills. Apparently, business English to be discussed in this thesis is limited to EGBP. (Hanh, 2021)

Views on business English definitions are different according to different people. Many famous linguists show their different opinion on this issue. Among them, many people favor that of Alharbi (Alharbi, 2022). He concluded that business English must be seen in overall context of English for Specific Purpose (ESP), as it shares the important elements of needs analysis, syllabus design, and materials selection and development which are common to all fields of work in ESP. Business English implies the definition of a specific language corpus and puts emphasis on particular kinds of communication in a specific context.

2. Content of business English

Business English is a branch of ESP that requires research and design of instructional materials and activities to meet the specific needs of learners in a particular learning environment, and business English must be seen in the overall context of English for Specific Purposes (Khadam, 2023). As a special-purpose English, Business English is more specialized than general English, requiring learners to have not only a basic knowledge of English but also to be familiar with business knowledge and to be able to use English comfortably for business activities.

According to Mandasari (Mandasari, 2020), business English can be broadly divided into three categories: language skills, business-specific knowledge, and cultural competence. Language skills include proficiency in reading, writing, listening, and speaking, with an emphasis on their application in business scenarios such as negotiations, presentations, and correspondence. Business-specific knowledge involves terminology, genres, and communication strategies directly relevant to professional contexts. Cultural competence is crucial for understanding global business practices and interacting effectively in multicultural environments.

Kardes (Kardes, 2020) highlights that the curriculum must align with the dynamic needs of the global marketplace, incorporating activities such as drafting business emails, preparing proposals, and conducting meetings. These tasks not only develop language proficiency but also foster critical thinking and problem-solving skills that are essential in professional environments. Syakur, Zainuddin and Hasan (Syakur et al., 2020) emphasize the importance of tailoring business English content to the needs of specific learners or industries. This approach, often referred to as needs analysis, ensures that the instruction is relevant and practical. For example, students preparing for careers in international trade may focus on vocabulary related to logistics and finance, while those in the hospitality sector may prioritize customer service communication. Needs analysis also considers learners' proficiency levels, professional goals, and cultural backgrounds, enabling instructors to design customized curricula that address their unique requirements.

The integration of intercultural communication in business English instruction has also received significant attention. As discussed by Boussebaa (Boussebaa, 2021), the globalized nature of modern business necessitates an understanding of cross-cultural norms and practices. Instructional content often includes topics such as etiquette, negotiation styles, and cultural dimensions of communication, which are crucial for building effective relationships in international settings. Business English also incorporates soft skills. According to Tong and Gao (Tong & Gao, 2022), courses increasingly include modules on teamwork, leadership, and adaptability, as these skills

are essential for navigating the complexities of the modern workplace. Role-playing, case studies, and collaborative projects are common methods used to integrate these competencies into the curriculum. Recent studies suggest that the digital transformation of businesses has influenced the content of business English courses (Xu et al., 2024). Students are now trained to use digital communication tools, interpret data visualizations, and navigate virtual environments. This shift reflects the need for professionals who are not only linguistically proficient but also technologically literate.

Drawing from literature, business English curriculum emphasizes real-world application, such as business English writing, presentations, and cross-cultural communication. This aligns with the blended learning approach, which allows for diverse resources and interactive activities to enhance students' professional and linguistic competencies.

Related studies on blended learning

1. Related research on the design of blended learning

In the early stages of research, blended learning was only a simple combination of two teaching forms based on information technology, without in-depth exploration. The most representative of this period is the definition of blended learning by the Sloan Consortium. It blends two historically independent teaching methods: traditional face-to-face teaching and online teaching (Saragih et al., 2020). The teaching activities include a certain proportion of online teaching and face-to-face teaching.

In the mid stage of research, scholars began to redefine blended learning from different dimensions of teaching strategies and methods, emphasizing the interaction between students and students, students and teachers, students and teaching content, and students and teaching aids resources. Bhadri (Bhadri & Patil, 2022) describes blended learning as a teaching method that uses two or more different training methods, which can include various combinations such as combining classroom teaching with online learning, combining online teaching with teacher guidance, or combining simulated training with structured courses. Rasheed, Kamsin and Abdullah (Rasheed et al., 2020) believe that blended learning is the process of

connecting "teachers," "students," and "resources" through online and offline interactions. Castro (Castro, 2019) emphasized that blended learning is a fundamental change and redesign of the teaching method, which aims to enhance the interaction between teachers, students, and resources, and promote interaction and cooperation in the learning process.

With the rapid progress of the Internet and information technology, hybrid teaching has become increasingly mature, and its connotation has been further enriched. Today, it is more interpreted as a new teaching mode integrating mobile communication equipment, online learning environment and classroom discussion. Under this mode, students' learning experience has been significantly improved, and the student-centered teaching concept has been further emphasized. For example, Sadik and Abdulmonem (El Sadik & Al Abdulmonem, 2021)'s emphasis on blended learning is not limited to the simple combination of traditional face-to-face teaching and online learning, but rather focuses more on the deep integration of teaching and tutoring methods around student needs and learning experiences.

The Organization for Economic Cooperation and Development (OECD) has proposed an e-commerce analysis framework when analyzing the level of adoption and use of information technology in industries, which includes three dimensions of indicators: Readiness, Intensity, and Impact. Blended learning, as an educational reform driven by information technology, can draw on the framework of OECD, where "applicability" refers to the design and implementation of blended learning. At the implementation level, Muhuro (Muhuro & Kangethe, 2021) proposed a framework for implementing blended learning, which includes three key elements: Strategy, Structure, and Support. From the perspective of blended learning design and implementation, the "Structure" can include two different levels of structure: the mode and theoretical framework of blended learning.

Jing Liang (Liang et al., 2021) analyzed cases of blended learning adopted by institutions such as Harvard Business School and Intel Corporation in education and training, and proposed a blended learning process: needs analysis-media selection-

teaching design plan-learning content development and collaboration. Tong (Tong et al., 2022) designed blended learning courses for college students and provided active assistance and encouragement, which significantly improved the quality of students' homework and made their homework memory more efficient. From this perspective, blended learning can effectively help teachers better manage their time. The blended learning is not a single fixed model, it is constantly enriched and improved over time, and gradually changes with different application scenarios. Scholars hold different views on blended learning, with Zejiang He (He et al., 2021) proposing attitude-driven, skill-driven, and ability-driven models. Specifically, the attitude-driven model is the coordinated integration of traditional face-to-face and online teaching, focusing on cultivating students' attitudes and values; The skill-driven model refers to the interaction of information before learners and between learners and teachers based on corresponding Internet technologies, such as Line, WeChat, and e-mail platforms. It primarily focuses on acquiring and improving students' skills; And ability-driven refers to learners and teachers exploring a certain problem, communicating and interacting based on various online media to solve various problems encountered, which focuses on developing students' comprehensive abilities.

Minna Xia (Xia et al., 2021) pointed out that blended learning includes four different teaching stages: Web Based Delivery, Face to Face Processing, Creating Delivery, and Collaborative Extension of Learning. Wang Yanhui (Yanhui, 2020) divided blended learning into four stages: network-based transmission, offline communication learning, self-directed learning tasks, and collaborative extended learning. This design has important reference significance for current blended learning. When designing blended learning, it is necessary to comprehensively consider the characteristics and requirements of these four stages, arrange online and offline teaching activities reasonably, in order to stimulate students' learning enthusiasm and initiative, and promote their comprehensive growth.

Ting Hu and Zhiqing Sun (Hu et al., 2022) proposed a blended learning framework consisting of five main design activities: identifying learning and teaching

principles, describing organizational context, describing factors specific to a particular subject, selecting appropriate learning techniques, and elucidating complementary interactions between classroom and online learning activities. This blended learning framework provides educators and instructional designers with a structured approach to ensure they can comprehensively consider and effectively implement blended learning strategies.

Qu Yong, Chen Meng and Peng Zhenhua (Yong et al., 2024) construct a blended learning model through four steps: identifying intrinsic needs, tailoring instruction to individual needs, integrating and presenting multimedia resources, implementing teaching plans, and timely observing and evaluating implementation results. The construction of this model provides an important reference for mixed teaching. Teachers can more effectively implement blended learning design by referring to the characteristics and standards of these links. This model is considered comprehensively and can be used for reference in this study.

Based on the widely recognized reality of blended learning mode in the Chinese education sector, some Chinese scholars have begun to attempt to introduce blended learning mode into the teaching and curriculum reform of vocational colleges. As Song's group (Song & Lai, 2025) explored in depth how to carry out blended learning reform based on MOOCs (Massive Open Online Courses) in vocational colleges, they pointed out that the blended learning model has a positive effect on solving bottlenecks such as the shortage of teaching resources, weak theoretical foundation, and subject-based in Chinese vocational colleges. They also provided suggestions and measures for structural adjustment at the institutional level, reconstruction of the curriculum system, and optimization of the teaching implementation process in response to the current development needs of higher education institutions. Jia and Zhang (Jia & Zhang, 2021) took vocational mathematics education as an example in their research, and based on the analysis and comparison of the similarities and differences between MOOC and SPOC online teaching methods, specifically elaborated on how to implement MOOC+SPOC blended learning strategies.

The theoretical framework and practical experience summarized by relevant research can help optimize the curriculum structure and integrate online and offline teaching in a reasonable manner. And provided guidance for the selection and challenge response of teaching techniques. In addition, the advantages of blended learning in improving teacher-student satisfaction and interactive effects also provide new ideas for improving the teaching of business English courses. The review provides theoretical basis and practical reference for research, which helps to improve teaching effectiveness and curriculum quality.

2. Related research on the application of blended learning in business English teaching

Blended learning has been effectively explored and applied in various disciplines and fields, especially in universities and colleges, and has also achieved certain results

Shi Jinghua (Shi J., 2023) used experimental research methods to explore the impact of traditional teaching methods and blended learning methods on student performance. The study found that students who participated in blended learning had higher grades than those who participated in traditional teaching. Renzhong Peng and Rongrong Fu (Peng & Fu, 2021) conducted a study on the impact of blended learning on students' intrinsic learning motivation, focusing on Chinese English as a foreign language (EFL) students. The results showed that after using blended learning, students' intrinsic motivation for learning English, attitude towards the English subject, and satisfaction with the learning atmosphere were significantly improved. Adinda (Adinda & Marquet, 2018) conducted a research on teaching strategies in a blended learning environment and their impact on students' autonomous learning at the University of Strasbourg in France. The results indicate that in interactive blended learning environments, student-centered teaching methods have a positive impact on students' self-orientation.

The first time that blended learning introduced into college English curriculum teaching in China is in 2006. Xinhong Liu (Liu, 2006) conducted a specific analysis of the feasibility and applicability of introducing, using students from Southeast

University as survey subjects. Xiaoyan Xiao (Xiao, 2021) utilized modern educational technology with a focus on mobile technology to construct a blended learning model for college English supported by mobile technology, and proposed implementation strategies for the teaching model. Based on the advantages of WeChat, Zhang and Zhu (Zhang & Zhu, 2025) used public and personal platforms of WeChat to integrate blended learning into English teaching, including pre class introduction, reading and explanation, post class practice Q&A, and post class knowledge expansion. Through the learning mode of blended learning, traditional learning methods are changed towards personalized development of students. WeChat provides effective assistance and supplements for the reform of blended English teaching. Yuanzheng Feng (Feng, 2018) conducted a survey on English teaching in vocational colleges, with students from Wuxi Science and Technology Vocational College, Wuxi Vocational and Technical College, Nanjing Information Vocational and Technical College, and Wuhan City Vocational School as research subjects. After completing registration on the MOOC platform, students implemented information-based teaching through the installation of the mobile plugin "Rain Classroom". Based on this, they compared the differences in traditional teaching (original class) and blended English teaching (experimental class) models based on MOOC and SPOC in vocational colleges, and explored the reform of blended teaching in MOOC and SPOC environments with multiple related research topics as the background. Using methods such as questionnaire surveys and classroom teaching experiments, we will carry out a blended learning reform based on MOOC and SPOC in vocational colleges, and attempt theoretical revisions and optimizations.

Blended learning has achieved significant results in the education sector, but it has also encountered some difficulties and challenges in implementation. Rasheed (Rasheed et al., 2020) analyzes the challenges faced by blended learning from the perspectives of students, teachers, and educational institutions. The main challenges faced by students include self-adjustment and the application of learning techniques; The challenge faced by teachers is how to use these technologies for teaching; In addition, providing effective training support for teachers is also an important issue that

educational institutions need to address. Jr. Alvarez Abe (Alvarez Jr, 2020)'s research shows that outdated learning resources, lack of teacher guidance in online courses, insufficient utilization of learning centers, and technological challenges are all difficulties and challenges in blended learning. Despite these limitations, the importance of blended learning in expanding educational opportunities and improving the quality of education in Philippines cannot be ignored. Further research and exploration are needed on measures to overcome these problems and difficulties.

Overall, blended learning, a novel educational model that combines the advantages of traditional and online teaching, has attracted much attention. Scholars have conducted in-depth research on it, which not only enriches the theoretical system of blended learning and provides valuable experience and inspiration for educators, but also provides experience reference for the research of this paper.

3. Related research on the evaluation of the satisfaction in learning or teaching

In the 1960s, the United States was the first to pay attention to student satisfaction and conducted a series of assessments and research. European countries followed suit, and the idea of "student-centered" emerged. The famous American psychologist Rogers (Rogers, 1989) emphasized the importance of teachers establishing a good learning atmosphere from a constructivist perspective. Thus, investigating student satisfaction has become one of the important ways to evaluate the quality of education.

Athiyaman (Athiyaman, 1997) conducted a study using university students as subjects to explore the relationship between student satisfaction and perceived quality in higher education. He developed a perceived quality service model applicable to higher education institutions. Similarly, Baldwin (Baldwin et al., 1997) conducted an empirical study on the satisfaction and performance of 250 MBA students in online classrooms. The results indicated that factors such as teacher-student interaction and student social engagement during the online learning process significantly influenced academic performance. In Australia, starting from 1997, the Australian Vocational Education and Training Research conducted an annual survey on students' academic

outcomes. The development of questionnaires, such as “Student Learning” and “Teaching Evaluation”, provides a basis for research on students' satisfaction with classroom teaching (Genshu & Lijie, 2020).

Lv Shu (Shu et al., 2021), in investigating the factors influencing graduate students' teaching satisfaction, identified four key aspects—curriculum and teaching, student-teacher relationships, faculty, and teaching evaluation—as the main factors affecting graduate students' satisfaction with their education. Wu Xueping (Xueping et al., 2023) found in a survey of student satisfaction that classroom experience is a key factor influencing students' learning outcomes, with a positive correlation between classroom experience and teaching satisfaction.

Strachan (Strachan & Ansari, 2016) investigated the psychological expectations and satisfaction of graduates from the Royal College of Medicine at the University of Bahrain, targeting students from the 2010-2014 cohorts. Ji Zhou (Zhou & Cole, 2017) surveyed the interaction between college students and their teachers and conducted a longitudinal study to analyze students' life satisfaction. In the United States, several organizations, such as Indiana University, Noel-Levitz, and the MAPP (Motivational Appraisal of Personal Potential) assessment project, provide websites for measuring student satisfaction, with results made publicly available, enhancing the timeliness of institutional development. These practices demonstrate that schools can achieve sustainable development by addressing students' evolving needs.

Li Xian (Xian, 2019) conducted a survey of college students from nine universities in Hainan Province, aiming to understand their satisfaction with English learning, focusing on the environment, teachers, and student-related factors. Zhu (Zhu et al., 2024) found that learners' self-directed learning abilities and their satisfaction with learning change gradually with age and grade level. A growing body of research has explored the influencing factors of learning satisfaction. Li Xian's (Xian, 2019) study revealed that the factors with the greatest impact on learning satisfaction include improvements in students' English performance, teachers' sense of responsibility, teaching methods, and the learning atmosphere. Sosa (Sosa Díaz et al., 2021)

investigated factors affecting satisfaction with flipped classrooms, considering seven aspects, including learners' expectations, face-to-face classroom interactions, and learners' perspectives. The study found that learner initiative had the most significant impact on satisfaction. Additionally, scholars have examined specific factors influencing learning satisfaction, such as learners' time management patterns and motivation. Zhu (Zhu et al., 2024) focused on primary and secondary school students, exploring the impact of self-directed learning on learning satisfaction. Cheng (Cheng et al., 2023) developed a factor model to explain the factors affecting satisfaction with blended learning from the learners' perspective.

American social psychologist Likert R improved the original summative scale in his article A technique for the measurement of attitudes (Likert, 1932). Subsequently, Likert scale, one of the most fundamental and commonly used psychological measurement tools in education and social science research, was officially born. Likert Scale is one of the most commonly used scoring and summative scales today. This scale consists of a set of statement sentences related to the measurement item, each with five different answers, namely "strongly agree", "agree", "neutral", "disagree", and "strongly disagree", which are scored with corresponding values of 5, 4, 3, 2, and 1 points. The total score of each respondent is the total score of their answers to each statement sentence in a set of statement sentences. This score can indicate the strength of their attitude towards the measurement item or their different states towards the measurement item.

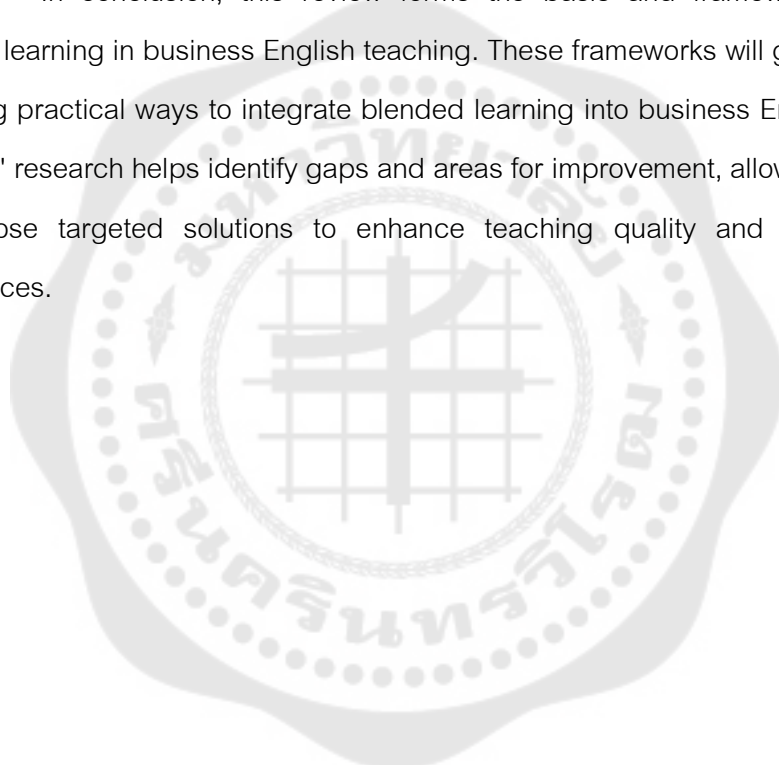
Due to the advantages of easy design, wide range of use, and high reliability of Likert Scale, this study chose it as the main tool to help better measure the effectiveness of blended learning in business English teaching and conduct subsequent analysis.

This review summarizes studies on instruction, blended learning, and business English, and explores how blended learning works, how to design it, and how students think of it. Scholars discuss the components of instruction and the importance

of blended learning. These studies provide a foundation for its application in various teaching contexts.

Research on business English focuses on its definition and key elements. It highlights the value of teaching language for professional communication. However, studies on using blended learning in business English teaching are still limited. Some researches are now exploring how it improves student satisfaction and learning outcomes.

In conclusion, this review forms the basis and framework for studying blended learning in business English teaching. These frameworks will guide the study in exploring practical ways to integrate blended learning into business English instruction. Scholars' research helps identify gaps and areas for improvement, allowing the research to propose targeted solutions to enhance teaching quality and student learning experiences.



CHAPTER III

RESEARCH METHODOLOGY

This study is a mixed approach research; both quantitative and qualitative. It's conducted at Chongqing Vocational College of Media through questionnaire survey and focus group discussion methods.

Phase 1

To evaluate the satisfaction of using blended learning of undergraduate students in business English subject.

1. Population and Participants

This survey targets were students who take business English courses majoring in Applied English. The total number of students in this major is 220. Using the Krejcie & Morgan (1970) formula, the recommended sample size is 140.

The formula they used is:

$$S = \frac{X^2 \cdot N \cdot P \cdot (1-P)}{d^2 \cdot (N-1) + X^2 \cdot P \cdot (1-P)}$$

Where:

S = required sample size

N = population size (220)

P = assumed population proportion (0.5, as this provides the maximum sample size)

d = margin of error (typically 0.05)

X² = chi-square value for 95% confidence level (3.841)

Calculation Steps:

Apply the formula:

$$S = \frac{3.841 \times 220 \times 0.5 \times 0.5}{0.05^2 \times (220 - 1) + 3.841 \times 0.5 \times 0.5}$$

Compute the numerator:

$$3.841 \times 220 \times 0.25 = 211.2055$$

Compute the denominator:

$$(0.0025 \times 219) + (3.841 \times 0.25) = 1.0945 + 0.96025 = 2.05475$$

Final division:

$$S = \frac{211.2055}{2.05475} \approx 140$$

Once the sample size is determined, a random sampling method can be used to select the participants. This method ensures that every individual in the population has an equal chance of being chosen, making the sample representative and unbiased. By using random sampling, we can draw valid conclusions from the sample data that reflect the characteristics of the entire population.

Xingtao Wang (Xingtao Wang, 2024) has conducted research on the application of blended learning in basic English teaching, with 109 students participating. Through quantitative and qualitative analysis of the survey results, the effectiveness of blended learning in basic English teaching in vocational colleges was explored, and reflections and suggestions were proposed for the reform of basic English curriculum in vocational colleges. Therefore, this study selects 140 students as sample, which is feasible.

2. Research Instruments

This questionnaire is based on Likert Scale, with 30 questions and 5 options, which represent Strongly Disagree, Disagree, Moderate Agree, Agree and Strongly Agree. The questionnaire has been designed based on practical teaching situations and research questions

The questionnaire is divided into five dimensions.

- 1) Student Attitudes and Motivation Towards Business English (questions 1-9)
- 2) Perception of Blended Learning and Teaching Methods (questions 10-13)
- 3) Engagement with Learning Activities and Resources (questions 14-19)
- 4) Self-regulated Learning and Personal Responsibility (questions 20-25)
- 5) Learning Outcomes and Skill Development (questions 26-30).

The questioning method of this questionnaire is progressive, gradually deepening the understanding of students' actual feelings and application effects of blended learning.

To ensure the content validity of the questionnaire, the Item Objective Congruence (IOC) index will be applied.

The IOC method, developed by Rovinelli and Hambleton (Galiana et al., 2025), is widely used to evaluate the relevance and appropriateness of each survey item in relation to the study objectives.

A panel of three to five subject matter experts in the field of business English and blended learning will be invited to assess each item on a three-point scale: +1 (clearly relevant), -0 (uncertain), -1 (not relevant).

The IOC score for each item will be calculated using the formula:

$$IOC = \frac{\sum R}{N}$$

where R represents the ratings given by each expert, and N is the total number of experts.

Items with an IOC score of 0.5 or higher will be considered valid, while those scoring below this threshold will be revised or removed. This process ensures that all questionnaire items align well with the study's objectives and effectively measure the intended variables.

3. Data Collection

This study aimed to investigate blended learning model used on business English teaching majoring in Applied English at Chongqing Vocational College of Media. The questionnaires were used to collect quantitative and qualitative data. After the research proposal was approved, the researcher proceeded to the data gathering step of the research. The data were collected in the second semester of 2024 academic year. The data collection procedures were as follows:

1) The researcher is the teacher of experimental students, so collecting the data on time is achievable.

2) The researcher collected the data in class so that students were available and had enough time to complete questionnaire. The researcher concisely elucidated the terminology and defining features of the blended learning to the participants, encouraging them to pose inquiries promptly should any concept remain unclear, prior to administering the questionnaires.

3) The gathered data underwent meticulous examination using SPSS (Statistical Package for the Social Sciences), aimed at elucidating the outcomes pertinent to each research query.

4) Following the completion of both data gathering and processing phases, the researcher consolidated and presented the findings in a comprehensive research report.

4. Data Analysis

The data collected through a questionnaire which is analyzed to find the frequency (f), mean score (\bar{x}), standard deviations (S.D.) The Statistical Package for Social Sciences (SPSS) is used to analyze data. These statistics will provide an overview of participants' perceptions and satisfaction.

1) The participants' demographic information was presented in the form of a percentage (%).

2) The main purpose of analyzing the results in this study is to understand the situation of students in the teaching practice class after applying the blended learning mode. The survey questionnaire used the Likert Scale, with a total of 1 point for Strongly Disagree, 2 points for Disagree, 3 points for Moderate Agree, 4 points for Agree, and 5 points for Strongly Agree. This questionnaire consists of 30 questions and 5 dimensions. The higher the score, the better the effectiveness of the practice and the greater the student's gains.

Phase 2

To develop the instructional guidelines of business English by blended learning for undergraduate students in Chongqing Vocational College of Media.

1. Population and Participants

Seven individuals participate in the focus group discussion. The group includes two teaching supervisors, three teachers, and two experts. These participants were selected based on clear criteria related to their roles and expertise in business English.

1) The two teaching supervisors are responsible for the teaching design management and classroom teaching management of the Applied English major, including the business English course. The teaching supervisors are very familiar with the Business English course and have participated in course design and reform. Their role also involves providing constructive feedback to teachers

2) The three teachers are selected for their direct involvement in implementing blended learning in Business English classes. They have at least three years of teaching experience and have a good understanding of the course and students' learning situation, as well as relevant theoretical knowledge. Teachers must also be open to discussing both the challenges and successes they have experienced in implementing blended learning in their classrooms.

3) Experts must hold at least a master's degree in education, English language teaching, instructional technology, or a related field. They should have extensive experience in research or practice related to English education and have contributed to publications or projects in these areas. Furthermore, experts are expected to provide evidence-based insights and practical recommendations for enhancing the application of blended learning in business English education.

2. Research Instruments

After teaching practice, 7 individuals are invited to participate focus group discussion one time.

The discussion guideline is as follows:

1) What do you think are the differences between blended learning and traditional classroom teaching? Can you briefly explain it?

2) Are you satisfied with the application effect of the current blended learning mode in business English? Are there any shortcomings or areas that need improvement? If so, please provide examples.

3) Do you think the blended learning is helpful for school curriculum reform? Would you be willing to use blended learning in other courses? Would you be willing to use blended learning in your teaching? Please provide a brief explanation.

3. Data Collection

1) A reliable video conferencing platform, such as Zoom or Microsoft Teams, is chosen, and a discussion guide with structured questions is prepared. The session is scheduled at a convenient time, and technology is tested to ensure smooth operation.

2) The online meeting begins with welcoming participants and confirming their technical setup. The moderator, researcher of this paper, introduces the session, explains its purpose, and outlines the rules. Participants provide consent for recording. During the discussion, the moderator asks prepared questions and encourages balanced participation. The discussion is recorded for later transcription.

3) After the session, participants are thanked, and the recording is securely saved. The discussion is transcribed, and data is coded into themes for analysis. The insights gathered help to address the research objectives, such as identifying challenges and strategies in applying blended learning to business English.

4. Data Analysis

The interview data were analyzed using thematic analysis, following a structured approach to ensure systematic interpretation. Each response was examined based on predefined questions, maintaining consistency across participants' feedback and enabling comparative analysis of perspectives. Through coding and categorization, key themes were identified, grouping similar ideas to reveal patterns in participants' discussions. This approach facilitated a deeper understanding of challenges and perspectives related to blended learning. To enhance trustworthiness, researcher bias was minimized through peer debriefing, and member checking was conducted to ensure that the identified themes accurately represented participants' viewpoints.

Additionally, the qualitative insights complement the descriptive statistics from the questionnaires, providing a comprehensive understanding of the study's findings.

By integrating descriptive statistics and thematic analysis, this study aims to provide both numerical insights and qualitative depth into the use of blended learning in business English instruction.



CHAPTER IV

RESULTS OF THE STUDY

Analysis of Questionnaire Results

After teaching practice, the researcher distributed a survey questionnaire in three classes, namely the "Survey on the Application of Blended Learning in Business English Classroom". The distribution quantity is 140 copies, with a recycling efficiency of 100%. This questionnaire has a total of 5 dimensions, each containing 5 options, Strongly Disagree, Disagree, Moderate Agree, Agree, and Strongly Agree. The questionnaire used in this study was adapted from previously validated instruments reported in the literature. It has been widely adopted in related studies and demonstrated good validity. To ensure its appropriateness in the current research context, the items were reviewed by four experienced Business English instructors who confirmed that the questionnaire accurately reflects the constructs of learning motivation, attitudes toward blended learning, and learning outcomes. Therefore, the instrument is considered to have acceptable content validity. The following results were obtained through data analysis using SPSS 27.0.

1. Descriptive Statistics

1.1 Background Information

A total of 140 valid responses were collected for this study. Descriptive statistics were conducted to understand the participants' general characteristics, including their weekly extracurricular learning time, familiarity with online learning platforms, family income, and primary motivation for learning Business English.

TABLE 1 Participant Background Information (N = 140)

| Variable | Category | Frequency | Percent (%) |
|-----------------------------------|-------------------|-----------|-------------|
| Weekly extracurricular study time | Less than 2 hours | 27 | 19.30% |
| | 2-5 hours | 46 | 32.90% |

Continue table 1

| Variable | Category | Frequency | Percent (%) |
|--|--------------------------------|-----------|-------------|
| | 5–8 hours | 32 | 22.90% |
| | More than 8 hours | 35 | 25.00% |
| Proficiency in online learning platforms | Very unfamiliar | 10 | 7.10% |
| | Unfamiliar | 9 | 6.40% |
| | Neutral | 38 | 27.10% |
| | Proficient | 45 | 32.10% |
| | Very proficient | 38 | 27.10% |
| Family monthly income | < 4,660 CNY | 24 | 17.10% |
| | 4,660–10,000 CNY | 57 | 40.70% |
| | 10,000–15,000 CNY | 37 | 26.40% |
| | > 15,000 CNY | 22 | 15.70% |
| Primary motivation for learning Business English | To enhance job competitiveness | 57 | 40.70% |
| | Personal interest | 51 | 36.40% |
| | To pass exams | 29 | 20.70% |
| | Other | 3 | 2.10% |

As shown in Table 1, the majority of participants (32.9%) reported spending 2 to 5 hours per week on extracurricular Business English study, followed by 25% who spent more than 8 hours. Regarding the use of online learning platforms such as Moodle or Tencent Classroom, 32.1% of students considered themselves “proficient,” and 27.1% “very proficient,” indicating a generally high level of digital learning competence.

In terms of family income, 40.7% of the participants came from households with a monthly income between 4,660 and 10,000 CNY, while 26.4% reported income between 10,000 and 15,000 CNY. As for learning motivation, 40.7% of

students stated that their primary reason for studying Business English was to enhance job competitiveness, followed by 36.4% who were driven by personal interest, and 20.7% who aimed to pass exams. Only 2.1% selected “other” motivations.

These demographic details provide a contextual foundation for interpreting the students’ responses in the subsequent reliability and correlation analyses.

1.2 Application of Blended Learning

TABLE 2 Descriptive statistics

| dimension | Mean | Std. Deviation |
|---|------|----------------|
| Student Attitudes and Motivation Towards Business English | 3.71 | 1.079 |
| Perception of Blended Learning and Teaching Methods | 3.71 | 1.136 |
| Engagement with Learning Activities and Resources | 3.63 | 1.089 |
| Self-regulated Learning and Personal Responsibility | 3.68 | 1.092 |
| Learning Outcomes and Skill Development | 3.61 | 1.104 |

Descriptive statistics (Mean, Standard Deviation, Minimum, Maximum) were calculated for all 30 Likert-scale items (1 = Strongly Disagree, 5 = Strongly Agree) based on responses from 140 participants. Overall, participants reported moderately positive perceptions across all dimensions of Business English (BE) learning and blended instruction. Mean scores ranged from 3.54 to 3.81, falling consistently between the scale midpoint (3 = Moderate Agree) and 4 (Agree). While no item reached strong agreement (Mean > 4.0), the highest mean was observed for D3 (I encourage myself to solve learning difficulties, M = 3.81, SD = 1.02), and the lowest for C3 (Using smart platforms is more engaging, M = 3.54, SD = 1.18) and E5 (Clearly express main ideas in writing, M = 3.54, SD = 1.08). Standard deviations (ranging from 1.02 to 1.19) indicated moderate variability in responses for most items, suggesting a degree of consensus among participants.

TABLE 3 Descriptive statistics I

| | N | Minimum | Maximum | Mean | Std. Deviation |
|---|-----|---------|---------|------|-------------------|
| A1. I believe Business English is a fundamental skill for training applied business professionals. | 140 | 1 | 5 | 3.79 | 1.083 |
| A2. Business English courses are beneficial to my English learning. | 140 | 1 | 5 | 3.76 | 1.131 |
| A3. I am confident in my ability to master Business English. | 140 | 1 | 5 | 3.62 | 1.089 |
| A4. I think learning Business English is an enjoyable process. | 140 | 1 | 5 | 3.62 | 1.056 |
| A5. I hope to use Business English to smoothly handle business tasks such as contracts, negotiations, and correspondence. | 140 | 1 | 5 | 3.75 | 1.047 |
| A6. I believe learning Business English is important as it enhances my cross-cultural communication skills. | 140 | 1 | 5 | 3.76 | 1.112 |
| A7. I am interested in learning Business English. | 140 | 1 | 5 | 3.62 | 1.056 |
| A8. I believe Business English courses are very important for my future career. | 140 | 1 | 5 | 3.75 | 1.067 |
| A9. I enjoy Business English courses more now than before. | 140 | 1 | 5 | 3.72 | 1.067 |
| Average Scale | 140 | 1 | 5 | 3.71 | 1.079 |

Examining attitudes and motivation towards Business English (Items A1-A9), participants strongly acknowledged its professional utility. Items reflecting perceived career relevance and foundational importance received the highest agreement within this section: A1 (BE is a fundamental skill, $M = 3.79$, $SD = 1.08$), A6 Business English enhances cross-cultural communication, $M = 3.76$, $SD = 1.11$), and A8 (Important for future career, $M = 3.75$, $SD = 1.07$). In contrast, items related to intrinsic motivation and confidence – A3 (Confidence in ability, $M = 3.62$, $SD = 1.09$), A4 (Learning is enjoyable, $M = 3.62$, $SD = 1.06$), and A7 (Interest in learning Business English, $M = 3.62$, $SD = 1.06$) – consistently yielded the lowest means in this section, though still reflecting moderate agreement.

While students recognize Business English's professional utility, particularly its role as a fundamental skill and enhancer of cross-cultural communication, intrinsic motivation lags behind instrumental goals. The lower agreement on confidence, enjoyment, and interest suggests learning is driven more by career pragmatism than genuine enthusiasm. This disconnect highlights a need to transform Business English from a compulsory skill into a personally fulfilling experience.

TABLE 4 Descriptive statistics II

| | N | Minimum | Maximum | Mean | Std. Deviation |
|---|-----|---------|---------|------|----------------|
| B1. I find the blended learning teaching interesting. | 140 | 1 | 5 | 3.76 | 1.137 |
| B2. I believe that Business English classes taught using the blended learning have a more relaxed classroom atmosphere. | 140 | 1 | 5 | 3.71 | 1.152 |
| B3. I think blended learning has advantages compared to traditional face-to-face courses. | 140 | 1 | 5 | 3.69 | 1.132 |
| B4. I would like the teacher to continue using the blended learning to teach Business English. | 140 | 1 | 5 | 3.66 | 1.123 |
| Average Scale | 140 | 1 | 5 | 3.71 | 1.136 |

Perceptions of blended learning methods (Items B1-B4) were generally favorable. Participants found the approach interesting (B1, $M = 3.76$, $SD = 1.14$) and agreed it contributed to a more relaxed classroom atmosphere (B2, $M = 3.71$, $SD = 1.15$). While participants perceived advantages over traditional face-to-face instruction (B3, $M = 3.69$, $SD = 1.13$) and expressed a desire for its continued use (B4, $M = 3.66$, $SD = 1.12$), these means were slightly lower than those for general interest and atmosphere.

Students perceive blended learning positively, reporting it makes classes more interesting and creates a relaxed atmosphere. This indicates that blended approaches successfully reduce learning anxiety and stimulate curiosity. However, only moderate agreement exists on its superiority over traditional methods and desire for continued use. Thus, while blended learning enhances engagement, its perceived added value requires further demonstration to secure sustained adoption.

TABLE 5 Descriptive statistics III

| | Minimum | Maximum | Mean | Std. Deviation |
|--|---------|---------|------|-------------------|
| C1. In addition to the materials provided in class, I actively search for other resources related to Business English. | 1 | 5 | 3.65 | 1.052 |
| C2. I enjoy participating in business simulations in an English context. | 1 | 5 | 3.65 | 1.15 |
| C3. I find using smart platforms to learn Business English more engaging. | 1 | 5 | 3.54 | 1.178 |
| C4. I like and am willing to continue using smart platforms to learn Business English. | 1 | 5 | 3.64 | 1.107 |
| C5. I can actively explore interesting content in Business English and apply it to real-life situations. | 1 | 5 | 3.62 | 1.035 |
| C6. I frequently search for materials on British and American business culture to deepen my understanding. | 1 | 5 | 3.67 | 1.014 |

Continue table 5

| | Minimum | Maximum | Mean | Std. Deviation |
|---------------|---------|---------|------|-------------------|
| Average Scale | 1 | 5 | 3.63 | 1.089 |

Regarding engagement with learning activities and resources (Items C1-C6), participants reported actively seeking external cultural resources (C6, $M = 3.67$, $SD = 1.01$). However, engagement via smart platforms received the lowest evaluation in this section and across the entire instrument (C3, $M = 3.54$, $SD = 1.18$), indicating potential for improvement in leveraging digital tools for engagement. In terms of self-regulated learning and personal responsibility (Items D1-D6), participants demonstrated notable strength in self-encouragement when facing difficulties (D3, $M = 3.81$, $SD = 1.02$). Means for items related to task management (D4, $M = 3.61$, $SD = 1.10$) and adjusting strategies (D5, $M = 3.66$, $SD = 1.16$) were moderately positive but comparatively lower.

Learners proactively extend learning beyond classrooms, evidenced by frequent use of cultural resources. Yet digital platforms underperform in fostering engagement, suggesting technological integration prioritizes access over interactivity. In self-regulation, students effectively self-motivate during difficulties, but task management lags. This contrast reveals a cohort skilled in emotional resilience but needing scaffolding in organizational strategies.

TABLE 6 Descriptive statistics IV

| | N | Minimum | Maximum | Mean | Std. Deviation |
|---|-----|---------|---------|------|-------------------|
| D1. After completing Business English tasks, I reward myself to encourage continued effort. | 140 | 1 | 5 | 3.68 | 1.095 |
| D2. I actively monitor my progress and results in Business English exams. | 140 | 1 | 5 | 3.67 | 1.096 |

Continue table 6

| | N | Minimum | Maximum | Mean | Std. Deviation |
|--|-----|---------|---------|------|-------------------|
| D3. When I face challenges in Business English learning, I encourage myself to solve them instead of giving up. | 140 | 1 | 5 | 3.81 | 1.022 |
| D4. I remind myself to complete Business English tasks on time as required by the teacher. | 140 | 1 | 5 | 3.61 | 1.104 |
| D5. I can adjust my learning strategies and approaches according to the objectives of different business activities. | 140 | 1 | 5 | 3.66 | 1.155 |
| D6. I relate my personal experiences to express my opinions and feelings on simulated business scenarios. | 140 | 1 | 5 | 3.64 | 1.08 |
| Average Scale | 140 | 1 | 5 | 3.68 | 1.092 |

The self-regulation dimension reveals a compelling dichotomy in learners' metacognitive practices. Students exhibit remarkable resilience in affective self-management, as evidenced by the highest overall mean score: D3 (I encourage myself to solve learning difficulties, $M = 3.81$, $SD = 1.02$). This strong self-motivational capacity suggests successful internalization of growth mindset principles. However, proactive behavioral strategies lag significantly behind emotional regulation. Task execution consistency (D4: Remind myself to complete tasks, $M = 3.61$, $SD = 1.10$) and strategic adaptability (D5: Adjust learning strategies, $M = 3.66$, $SD = 1.16$) scored markedly lower, indicating learners default to reactive rather than planned approaches. Notably, self-reward mechanisms (D1: Reward myself after tasks, $M = 3.68$) remain underutilized as motivational tools. Pedagogically, this signals a critical need to scaffold tactical self-regulation skills, such as time-blocking, strategy journals, and milestone-based rewards, alongside existing emotional resilience.

TABLE 7 Descriptive statistics V

| | N | Minimum | Maximum | Mean | Std. Deviation |
|--|-----|---------|---------|------|----------------|
| E1. I can analyze the factors that influence my proficiency in Business English (e.g., vocabulary, grammar, cultural knowledge). | 140 | 1 | 5 | 3.63 | 1.082 |
| E2. I can predict the content of a business situation before understanding the specific details of the context. | 140 | 1 | 5 | 3.59 | 1.193 |
| E3. In Business English listening exercises, I can grasp the main ideas of most of the content. | 140 | 1 | 5 | 3.66 | 1.123 |
| E4. In Business English reading exercises, I can clearly identify the topic sentence of each paragraph. | 140 | 1 | 5 | 3.65 | 1.038 |
| E5. In Business English writing exercises, I can clearly express my main ideas in a well-organized manner. | 140 | 1 | 5 | 3.54 | 1.082 |
| Average Scale | 140 | 1 | 5 | 3.61 | 1.104 |

Assessment of learning outcomes underscores a pronounced receptive-productive skill imbalance. While students demonstrate competence in comprehension-based abilities, listening for gist (E3: Grasp main ideas, $M = 3.66$, $SD = 1.12$) and identifying textual organization (E4: Recognize topic sentences, $M = 3.65$, $SD = 1.04$)—their capacity for generative application remains underdeveloped. Writing proficiency emerges as the most critical deficit area (E5: Express ideas clearly in writing, $M = 3.54$, $SD = 1.08$), reflecting challenges in synthesizing knowledge into coherent output. Similarly, predictive competence (E2: Anticipate business situations, $M = 3.59$,

SD = 1.19) shows both the lowest mean and highest variability in this dimension, suggesting contextual unfamiliarity and inconsistent schema activation. These gaps highlight an instructional over-reliance on input-oriented tasks; strategic interventions should prioritize scaffolded output practice, such as iterative drafting with AI feedback, simulated negotiation scripting, and scenario forecasting drills to bridge application competencies.

2. Reliability Analysis

Reliability refers to the degree of consistency in the results obtained by repeatedly measuring the same object using the same method. Reliability indicators are often represented by reliability coefficients, and Cronbach's alpha reliability coefficient is currently the most commonly used reliability coefficient. The paper conducted an internal consistency reliability analysis of the questionnaire content using SPSS 27.0 and measured it using coefficient values. The analysis results are shown in Table below:

TABLE 8 Reliability Analysis

| Dimension | Number of Items | Cronbach's Alpha |
|----------------------------------|-----------------|------------------|
| Learning Attitude and Motivation | 9 | 0.933 |
| Perception of Blended Learning | 4 | 0.888 |
| Learning Engagement | 6 | 0.897 |
| Self-Regulation Ability | 6 | 0.891 |
| Perceived Learning Outcomes | 5 | 0.895 |
| Overall Scale | 30 | 0.979 |

Reliability analysis was conducted on all five dimensions of the questionnaire using Cronbach's Alpha to evaluate the internal consistency of the scale. The results, as shown in Table 3, indicate that all subscales demonstrated excellent reliability. Specifically, the Cronbach's Alpha coefficients were 0.933 for Learning

Attitude and Motivation, 0.888 for Perception of Blended Learning, 0.897 for Learning Engagement, 0.891 for Self-Regulation Ability, and 0.895 for Perceived Learning Outcomes. The overall reliability for the entire questionnaire was 0.979 across 30 items.

These values far exceed the commonly accepted threshold of 0.70, confirming that the questionnaire items within each dimension were highly consistent and reliable for further analysis.

3. Correlation Analysis

TABLE 9 Correlation Analysis

| Variable | 1 | 2 | 3 | 4 | 5 |
|--------------------------|--------|--------|--------|--------|--------|
| 1. Attitude & Motivation | 1 | .882** | .906** | .912** | .872** |
| 2. Blended Learning | .882** | 1 | .887** | .899** | .856** |
| 3. Engagement | .906** | .887** | 1 | .906** | .886** |
| 4. Self-Regulation | .912** | .899** | .906** | 1 | .893** |
| 5. Learning Outcomes | .872** | .856** | .886** | .893** | 1 |

To examine the relationships among the five core dimensions in the questionnaire, Pearson correlation analysis was conducted. As shown in Table 4, all five variables were strongly and positively correlated with one another, with correlation coefficients ranging from .856 to .912, and all relationships were statistically significant at the 0.01 level (two-tailed).

In particular, students' perception of blended learning was highly correlated with:

Learning attitude and motivation ($r = .882, p < .01$)

Learning engagement ($r = .887, p < .01$)

Self-regulation ability ($r = .899, p < .01$)

Perceived learning outcomes ($r = .856, p < .01$)

Furthermore, extremely strong correlations were also found between:

Learning engagement and attitude ($r = .906$)

Self-regulation and attitude ($r = .912$)

Engagement and outcomes ($r = .886$)

These results confirm that all five dimensions are closely interrelated. Students who are more engaged and self-regulated tend to show stronger motivation and report more positive learning outcomes. Moreover, the perception of blended learning plays a central role, showing strong associations with every other construct in the study.

This chapter presented the results of descriptive analysis, reliability testing, and correlation analysis based on the questionnaire data collected from 140 students. The descriptive statistics indicated that most participants held positive attitudes toward Business English and demonstrated moderate to high levels of engagement, self-regulation, and perceived learning gains.

The reliability analysis revealed that all five dimensions of the questionnaire exhibited excellent internal consistency, with Cronbach's Alpha coefficients exceeding .88 for each scale. This confirms the appropriateness of the instrument for further statistical analysis.

Most importantly, the correlation analysis demonstrated that all five dimensions were strongly and significantly correlated with one another. Students' perception of blended learning showed the strongest associations with their learning motivation, engagement, self-regulation, and learning outcomes. These findings strongly support the conclusion that blended learning has a positive and comprehensive impact on students' learning experience and effectiveness.

Overall, the results validate the effectiveness of blended learning as a pedagogical approach in Business English instruction and provide empirical evidence for further interpretation and discussion in the next chapter.

Focus Group Discussion Results and Analysis

To enrich the findings of the quantitative analysis and gain deeper insight into how blended learning is perceived and applied in the context of Business English

instruction at vocational colleges, a focus group discussion was conducted. A total of seven participants took part in the discussion, comprising two teaching supervisors, three Business English teachers, and two experts in English education or instructional technology. These individuals were selected based on their professional roles, subject knowledge, and direct involvement in Business English curriculum design or teaching reform.

The aim of the focus group was to explore the real-world experience, attitudes, and reflections of these stakeholders on the use of blended learning. The discussion was semi-structured and guided by three key questions:

a. What do you think are the differences between blended learning and traditional classroom teaching? Can you briefly explain it?

b. Are you satisfied with the application effect of the current blended learning mode in business English? Are there any shortcomings or areas that need improvement? If so, please provide examples.

c. Do you think the blended learning is helpful for school curriculum reform? Would you be willing to use blended learning in other courses? Would you be willing to use blended learning in your teaching? Please provide a brief explanation.

The focus group discussion transcripts were analyzed using thematic analysis, and three central themes emerged: 1. Enhanced flexibility and student engagement, 2. Implementation challenges and suggestions for improvement, and 3. Strong support for broader application and curriculum reform.

Theme 1: Enhanced Flexibility and Student Engagement

All seven participants unanimously acknowledged that blended learning provides greater flexibility and personalization compared to traditional teaching methods. The two teaching supervisors noted that the integration of online and offline components allows students to pace their learning independently, revisit complex materials, and engage in self-directed study, an advantage that traditional classroom teaching alone cannot offer.

One supervisor stated, “We’ve seen students become more confident when they come to class having previewed materials online. It creates a low-pressure starting point and raises the overall learning efficiency.”

Similarly, all three Business English teachers emphasized that students appeared more engaged during in-class sessions when they had access to online pre-class tasks, video lectures, and vocabulary preparation. These online resources reduced students’ anxiety about unfamiliar business topics, enabling them to participate more actively in face-to-face activities.

A teacher explained, “The flipped classroom style empowered my students. When we discussed business email writing in class, most of them already understood the format because they’d seen examples online.”

The two experts viewed this flexibility as an essential characteristic of future-oriented education. They highlighted that blended learning facilitates multimodal learning, which aligns with current pedagogical trends that encourage autonomous, student-centered instruction. They also believed that this model could bridge the gap between students of different levels, as online materials can be accessed multiple times and adapted to individual needs.

One expert emphasized, “Blended learning naturally supports differentiation. We can provide more scaffolding for weaker students while letting stronger students move ahead. That’s hard to do in a uniform classroom setting.”

Overall, the participants believed that blended learning makes Business English instruction more dynamic, accessible, and relevant to real-world learning styles—especially for students in vocational settings.

Theme 2: Challenges in Implementation and Areas for Improvement

Despite their support, the participants also shared practical challenges and structural limitations that hinder the full effectiveness of blended learning. A commonly cited issue was uneven student engagement with the online portion of the course. All three teachers expressed concern that a portion of students complete online tasks in a superficial or rushed manner, merely for compliance rather than understanding.

One teacher said, “You can tell some students just click through the videos and submit empty responses. They don’t really interact with the content unless we follow up in class.”

This problem was echoed by the two supervisors, who pointed out that current evaluation systems in vocational colleges place too much emphasis on final exams and too little on continuous learning behavior. They argued that assessment policies should evolve to reward online participation, formative assessments, and active reflection.

A supervisor observed, “If students know their online effort will count toward their grade, they’re more likely to take it seriously. Right now, the incentive isn’t strong enough.”

Another important issue raised by four of the seven participants was the lack of integration between online and in-person content. In some cases, teachers treat online materials as “add-ons” rather than designing them as an integral part of the lesson plan. This results in redundancy or disconnect between what students do online and what happens in class.

An expert commented, “Blended learning only works when both parts—online and face-to-face—are designed with coherence. Uploading videos alone doesn’t mean it’s blended teaching.

Both experts noted that many instructors still lack training in blended learning pedagogy. They suggested that workshops, communities of practice, and peer mentoring systems could be established to help teachers move beyond a superficial adoption of digital tools. Furthermore, one expert recommended forming interdisciplinary instructional design teams to co-create high-quality blended modules that align with course objectives.

“Some teachers know the subject, others know the technology. We need collaboration to build something sustainable,” she explained.

Lastly, participants mentioned technical and administrative barriers, such as limited access to well-functioning learning platforms, insufficient technical support, and

inconsistent institutional guidelines. These factors significantly affect the quality and sustainability of blended teaching practices.

Theme 3: Strong Support for Future Adoption and Curriculum Reform

When asked whether they would like to continue using or promoting blended learning, all seven participants responded affirmatively. The two supervisors viewed blended learning as a core element in the ongoing curriculum reform agenda, which emphasizes practical ability, digital literacy, and independent learning—all of which are supported by the blended model.

One supervisor commented, “Our applied English major aims to develop communication skills, problem-solving, and adaptability. Blended learning naturally supports these goals.”

All three teachers expressed enthusiasm about extending blended learning to other English-related courses, such as Workplace Communication or Business Presentation. However, they also emphasized that broader adoption would require more institutional support, especially in terms of recognition for preparation time, technical training, and more flexible teaching schedules.

A teacher explained, “The hardest part is preparing online materials and balancing them with class time. If schools provide templates, training, or even workload compensation, more teachers will be willing to do it.”

The experts reinforced the idea that blended learning is not a temporary experiment but a long-term transformation of instructional models. They emphasized the role of blended learning in aligning teaching with real-world industry demands, especially in terms of cross-cultural competence, digital communication, and critical thinking.

One expert concluded, “In the field of Business English, blended learning can better simulate actual communication contexts—emails, meetings, virtual negotiation. It helps bridge the gap between classroom and workplace.”

The focus group revealed that stakeholders across multiple roles strongly support the use of blended learning in Business English education. Participants

recognized its effectiveness in promoting flexibility, autonomy, and student-centered engagement. They also acknowledged areas that need further development, particularly in the alignment of content, training for instructors, and institutional support structures.

The findings from the interviews are consistent with the quantitative results, which showed high student motivation and perceived learning effectiveness under the blended model. Together, these insights suggest that blended learning is not only feasible but highly valuable in the vocational college context, and should be further promoted with systemic support in curriculum design, training, and assessment strategies.

Summary of Quantitative and Qualitative Findings

This chapter presented the results of both quantitative and qualitative data analyses concerning the implementation of blended learning in Business English instruction at a vocational college. The quantitative analysis, based on responses from 140 students, revealed generally positive attitudes toward blended learning. Descriptive statistics showed high average scores across five dimensions: learning attitude and motivation, perception of blended learning, engagement, self-regulation, and perceived learning outcomes. Reliability analysis confirmed the strong internal consistency of the questionnaire, while correlation analysis revealed significant positive relationships between all dimensions, particularly between students' perception of blended learning and their engagement, motivation, and learning performance.

To enrich and validate these findings, a focus group discussion was conducted with seven participants, including teaching supervisors, experienced teachers, and subject experts. The qualitative results aligned closely with the survey data. Participants emphasized that blended learning enhances flexibility, promotes student autonomy, and facilitates more active classroom participation. At the same time, they acknowledged practical challenges, such as superficial student engagement with online content, insufficient integration between online and offline components, and the need for institutional support and teacher training. Importantly, all participants expressed strong

support for continuing and expanding the use of blended learning in Business English and other courses.

Together, the survey and interview results provide compelling evidence that blended learning is an effective and feasible instructional approach in vocational English education. These findings form the basis for the following chapter, which discusses their implications, connects them to prior research, and offers recommendations for future practice and policy.



CHAPTER V

CONCLUSION AND DISCUSSION

Summary of the Study

This study aimed to investigate the effectiveness of blended learning in Business English instruction within a vocational college context in China. As blended learning has emerged as a dominant instructional approach in higher education, especially in response to rapid digitalization and shifts in learner behavior, there remains a pressing need to explore how it is applied and perceived in practice, particularly in courses like Business English that demand both language proficiency and professional communication competence.

The study employed a mixed-methods approach, combining quantitative and qualitative data to capture a holistic view of student experiences and teacher perspectives. A questionnaire survey was administered to 140 students enrolled in a Business English course, targeting five dimensions: learning motivation and attitude, perception of blended learning, engagement, self-regulation, and perceived learning outcomes. The survey results were analyzed using SPSS for descriptive statistics, reliability (Cronbach's Alpha), and Pearson correlation.

To enrich the quantitative findings, a focus group interview was conducted with seven participants: two teaching supervisors, three front-line Business English instructors, and two experts in English education or instructional design. The participants were selected based on clear criteria, such as professional background, experience with blended learning, and familiarity with course content and reform policies. The qualitative data were thematically analyzed to identify patterns, viewpoints, and pedagogical insights.

The dual data sources allowed the study to cross-validate key findings, identify both the strengths and limitations of current blended learning practices, and generate practical implications for Business English education in vocational institutions.

Interpretation and Discussion of Major Findings

The integration of both questionnaire and interview results led to several important insights regarding the design, implementation, and effectiveness of blended learning in vocational Business English instruction.

1. Blended Learning Promotes Motivation and Engagement

The questionnaire responses revealed that students held generally positive attitudes toward blended learning. The average scores across all five dimensions ranged between 3.54 and 3.81 (on a 5-point Likert scale), with the highest scores found in items related to student motivation and self-efficacy (e.g., "I believe Business English is a necessary skill" and "I encourage myself to solve problems"). This aligns with studies by McHone, C. (McHone, 2020), who argues that blended learning enhances motivation by offering flexibility, personal control, and authentic learning tasks.

The qualitative data supported these trends. All three teachers in the focus group mentioned increased classroom participation following online pre-class preparation, especially among previously silent or passive students. Supervisors and experts noted that students became more confident when they engaged with materials ahead of time, which resonates with the flipped classroom model (Talbert & Bergmann, 2023).

Blended learning's multimodal delivery allows for a wider range of interaction formats (e.g., video, quizzes, forums), which accommodates diverse learner preferences. As Schweder (Schweder & Raufelder, 2024) observed, student autonomy thrives in environments where learners can select both pace and path of learning. The present study validates this, particularly in vocational education, where learner diversity is often greater than in traditional academic settings.

2. Perception of Blended Learning Strongly Predicts Learning Outcomes

The most significant quantitative finding was the high correlation between students' perception of blended learning and other dimensions:

$r = .882$ with motivation

$r = .887$ with engagement

$r = .856$ with perceived outcomes

All correlations were significant at $p < .01$.

This suggests that students who have a more favorable view of blended learning are also more likely to be engaged, motivated, and perceive better learning results. This is consistent with Lawrie's (Le et al., 2022) research, which emphasized that positive learner perceptions of digital environments are a strong predictor of learning persistence and success.

Furthermore, the two educational experts interviewed noted that positive perceptions often stem from coherent course design, where online and offline elements are not only aligned but complementary. According to one expert, when online materials are simply added without reference in class, students lose trust in the process. But when both parts are clearly connected, they feel the design makes sense.

This insight echoes Prinsen (De Bruijn-Smolders & Prinsen, 2024), who warned that poor integration of blended components can damage student engagement and create cognitive dissonance. Therefore, it is not merely the use of digital tools, but the quality of instructional design, that drives positive learner perception and success.

3. Blended Learning Encourages Self-Regulation and Independent Learning

Another key finding from both data sources is the potential of blended learning to foster self-regulated learning behaviors. Questionnaire items related to task monitoring, time management, and independent goal setting all received relatively high average scores (3.6+). Similarly, teachers observed that blended instruction encourages students to track their own progress, especially when given deadlines, interactive quizzes, and online tracking systems.

This supports Zimmerman's (Zimmerman, 2002) self-regulated learning theory, which emphasizes the need for students to plan, monitor, and reflect on their learning. In vocational colleges, where students often come from varied academic backgrounds and may lack intrinsic motivation, blended learning structures provide external scaffolding that gradually leads to internalized learning behaviors.

Experts also stressed the importance of metacognitive training in blended environments. This speaks to the dual responsibility of both pedagogical design and

learner preparation, a point often under-addressed in implementation stages of blended reforms.

Pedagogical Implications and Practical Recommendations

The findings of this study carry several pedagogical implications that are directly relevant to Business English instructors, curriculum designers, and educational administrators in vocational college settings.

1. Re-centering Instruction on the Learner

The current study demonstrates that blended learning shifts the instructional paradigm from teacher-centered delivery to learner-centered facilitation. Teachers are no longer the sole providers of knowledge but rather serve as guides, resource curators, and performance assessors. This shift requires instructors to adjust their mindsets, methodologies, and classroom roles.

Teachers should be trained to implement scaffolded blended tasks, combining autonomous online work with collaborative classroom activities. For example, grammar tutorials can be completed online before class, freeing up face-to-face time for simulations such as mock business negotiations, report writing, or case analysis. These active learning strategies are aligned with constructivist principles (Mishra, 2023), which emphasize learning through social interaction and contextually embedded tasks.

2. Integrating Formative Assessment into Blended Courses

One recurring issue raised by participants was the lack of assessment tools suited to blended learning. Currently, most assessments in vocational English courses are summative and focus heavily on memorization and grammar drills. This model is insufficient to capture students' development in communication skills, digital literacy, and task completion strategies.

Therefore, educators should implement formative assessment tools within the blended learning framework. These may include:

- Online reflective journals
- Peer evaluation rubrics for in-class activities
- Auto-graded quizzes that offer feedback

-Teacher feedback on student-uploaded speaking tasks

Formative assessment not only motivates students to remain engaged but also allows teachers to adjust instruction based on real-time performance data.

3. Emphasizing Business Communication Competence

Unlike general English courses, Business English requires students to master not only grammar and vocabulary but also contextualized professional communication. Blended learning environments can simulate realistic business settings such as:

- Writing professional emails
- Engaging in role-plays of international negotiations
- Creating presentations on industry-specific topics

Teachers should design blended modules with task-based learning outcomes that reflect these real-world demands. According to Arbaoui (El Arbaoui, 2023), task-based instruction is particularly effective in ESP (English for Specific Purposes) contexts, as it mirrors workplace activities and fosters communicative competence.

In summary, pedagogical practices in Business English must evolve in tandem with technological tools, focusing on student agency, authentic learning, and continuous feedback mechanisms.

Implications for Teacher Development and Institutional Support

Although many teachers express willingness to implement blended learning, this study highlights that motivation alone is not sufficient. Systematic institutional support is necessary to sustain quality instruction.

1. Professional Development in Digital Pedagogy

All three teachers and two supervisors in the focus group acknowledged that instructors often lack formal training in blended instructional design. Many teachers rely on trial-and-error or peer recommendations, resulting in inconsistent quality.

Institutions should invest in professional development programs tailored to blended teaching. These should cover:

- LMS (Learning Management System) design
- Online activity planning
- Multimedia content creation (e.g., short lecture videos, infographics)
- Online communication strategies (e.g., moderating forums)

As emphasized by Akram (Akram et al., 2022), training must not only cover technical skills but also pedagogical integration, teachers need to understand how and why to use certain tools, not just what they do.

Furthermore, mentoring systems can be established within departments, allowing experienced teachers to guide new adopters of blended models. Communities of practice foster peer learning and help establish institutional standards.

2. Incentivizing Instructional Innovation

Another key barrier is the lack of recognition or reward mechanisms for teachers who invest time in blended course development. Designing online materials, recording videos, and monitoring forums all require extra hours—often unpaid and invisible in performance appraisals.

Therefore, vocational colleges should:

- Include blended learning effort in teaching evaluation systems
- Offer course development stipends or reduced teaching load
- Provide technical assistants or student interns to support course building

Administrative incentives signal institutional commitment and ensure that blended learning is not just a temporary trend but a sustained innovation.

3. Improving Technological Infrastructure

Finally, supervisors pointed out that platform reliability, accessibility, and user-friendliness are crucial. Many platforms used in vocational colleges lack features such as analytics dashboards, mobile optimization, or file version tracking—tools that support both students and teachers in managing digital coursework. Institutions must either upgrade existing LMSs or explore partnerships with third-party platforms (e.g., Moodle, Canvas, or localized systems). More importantly, IT departments should ensure prompt technical support to reduce teacher frustration.

Limitations of the Study

Although the findings of this study offer meaningful insights into the effectiveness of blended learning in Business English education, several limitations should be acknowledged. These limitations point to areas that future research may address to strengthen the validity, reliability, and generalizability of outcomes.

1. Limited Scope of Participants

The sample for this study was drawn from a single vocational college in China. While the student sample size of 140 is relatively robust for quantitative analysis, and the seven educators and experts provide rich qualitative perspectives, the findings may not be representative of all vocational institutions or geographic regions. Institutional culture, teacher preparation, and access to digital resources may vary widely across colleges, potentially affecting how blended learning is perceived and implemented.

2. Absence of Longitudinal Data

The study was conducted over a short time frame, corresponding to a single semester. As a result, it was not possible to track long-term changes in students' motivation, engagement, or academic performance. Although perceived learning outcomes were measured, these rely on self-reported data and may not reflect actual gains in language proficiency or professional competence. Longitudinal studies would provide more definitive insights into how blended learning influences learning trajectories over time.

3. Limitations in Measurement Tools

While the reliability of the questionnaire was confirmed through a high Cronbach's Alpha ($\alpha = 0.979$ overall), the lack of a formal pilot test or validity assessment represents a limitation. Moreover, all Likert items relied on self-perception, which may be subject to bias, overestimation, or misunderstanding of constructs.

4. Limited Stakeholder Diversity

The qualitative data were collected solely from teachers, supervisors, and experts. Although their insights are highly valuable, the absence of student voices in the interview portion means that the qualitative picture is incomplete. Future research would

benefit from incorporating student focus groups or reflective diaries to triangulate findings more comprehensively.

Recommendations for Further Studies

Given the growing importance of blended learning in vocational English education, several directions for future research are worth considering:

1. Broader and More Diverse Samples

Future studies should expand the participant pool to include students and teachers from multiple institutions, across urban and rural areas, to account for contextual differences. Comparative studies between different types of vocational colleges (e.g., public vs. private, coastal vs. inland) would provide insights into the scalability of blended models.

2. Longitudinal and Experimental Designs

Researchers are encouraged to adopt longitudinal designs that track learning outcomes across semesters or academic years. This would help determine whether blended learning has sustainable impacts on academic performance, communication competence, and learner autonomy. Additionally, quasi-experimental designs with control groups could establish clearer causal links between instructional methods and learning gains.

3. Student-Centered Qualitative Research

To complement teacher-focused interviews, future research should integrate student narratives, focus group discussions, or learning portfolios. These data sources would deepen our understanding of student engagement strategies, preferences, and challenges in navigating blended environments.

4. Exploration of Pedagogical Models and Technology Tools

Researchers should examine how different blended learning models (e.g., flipped classroom, hybrid rotation, station-based learning) perform in vocational English settings. Moreover, evaluating the effectiveness of specific tools or platforms—such as mobile apps, AI tutors, or collaborative writing tools—could lead to more nuanced instructional design.

5. Integration of Interdisciplinary Approaches

Finally, future studies may benefit from incorporating perspectives from fields such as learning analytics, instructional technology, and organizational management. These interdisciplinary approaches can offer holistic strategies for scaling blended learning while addressing institutional barriers.

Overall Conclusion

This study contributes to the growing body of research on blended learning in English language education, with a specific focus on vocational Business English instruction in China. Through a combination of student surveys and focus group interviews, the study revealed that blended learning has the potential to significantly improve student motivation, engagement, and perceived learning outcomes—particularly when course design is coherent, interactive, and student-centered.

The findings reinforce the value of integrating technology into traditional instruction, not merely as an add-on but as a pedagogically sound model that empowers learners. Importantly, the study also sheds light on the challenges of blended learning, including disparities in student engagement, lack of assessment integration, and the need for systemic support for teachers.

As vocational education reforms continue to emphasize application-oriented talent development, blended learning represents a powerful tool to align classroom instruction with real-world needs. However, its effectiveness depends on thoughtful design, sustained professional development, and ongoing evaluation. Future research and institutional policies must work together to maximize the potential of blended learning in transforming Business English education.

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APPENDIX



APPENDIX A
Questionnaires

QUESTIONNAIRES

Instruction: This questionnaire is designed to assess your experience with Business English learning. Kindly select the option that most accurately reflects your situation based on the degree of alignment between the following statements and your actual experiences. Please note that all information provided will be used solely for research purposes and will not affect any individual or institution.

Section1 Background Information

How proficient are you in using online learning platforms (e.g., Moodle, Tencent Classroom)?

- Very unfamiliar
- Unfamiliar
- Neutral
- Proficient
- Very proficient

On average, how many hours per week do you spend on extracurricular learning for the Business English course?

- Less than 2 hours
- 2-5 hours
- 5-8 hours
- More than 8 hours

What is your family's total monthly income (total income of parents)?

- Less than 4,660 CNY
- 4,660 - 10,000 CNY
- 10,000 - 15,000 CNY
- More than 15,000 CNY

*The data on the local minimum monthly wage for this study is sourced from the National Human Resources and Social Security Bureau (2025).

What is your primary motivation for learning Business English?

- To enhance job competitiveness
- Personal interest
- To pass exams
- Other (please specify): _____

Section 2 Likert Scale

(1 indicates Strongly Disagree, 2 indicates Disagree, 3 indicates Moderate Agree, 4 indicates Agree, 5 indicates Strongly Agree)

| | Strong Agree | Agree | Moderate Agree | Dis- agree | Strong Disagree |
|--|-----------------|-------|-------------------|---------------|--------------------|
| Student Attitudes and Motivation Towards Business English | | | | | |
| 1. I believe Business English is a fundamental skill for training applied business professionals. | | | | | |
| 2. Business English courses are beneficial to my English learning. | | | | | |
| 3. I am confident in my ability to master Business English. | | | | | |
| 4. I think learning Business English is an enjoyable process. | | | | | |
| 5. I hope to use Business English to smoothly handle business tasks such as contracts, negotiations, and correspondence. | | | | | |

| | | | | | |
|---|--|--|--|--|--|
| 6. I believe learning Business English is important as it enhances my cross-cultural communication skills. | | | | | |
| 7. I am interested in learning Business English. | | | | | |
| 8. I believe Business English courses are very important for my future career. | | | | | |
| 9. I enjoy Business English courses more now than before. | | | | | |
| Perception of Blended Learning and Teaching Methods | | | | | |
| 10. I find the blended learning teaching interesting. | | | | | |
| 11. I believe that Business English classes taught using the blended learning have a more relaxed classroom atmosphere. | | | | | |
| 12. I think blended learning has advantages compared to traditional face-to-face courses. | | | | | |
| 13. I would like the teacher to continue using the blended learning to teach Business English. | | | | | |
| Engagement with Learning Activities and Resources | | | | | |
| 14. In addition to the materials provided in class, I actively | | | | | |

| | | | | | |
|--|--|--|--|--|--|
| search for other resources related to Business English. | | | | | |
| 15. I enjoy participating in business simulations in an English context. | | | | | |
| 16. I find using smart platforms to learn Business English more engaging. | | | | | |
| 17. I like and am willing to continue using smart platforms to learn Business English. | | | | | |
| 18. I can actively explore interesting content in Business English and apply it to real-life situations. | | | | | |
| 19. I frequently search for materials on British and American business culture to deepen my understanding. | | | | | |
| Self-regulated Learning and Personal Responsibility | | | | | |
| 20. After completing Business English tasks, I reward myself to encourage continued effort. | | | | | |
| 21. I actively monitor my progress and results in Business English exams. | | | | | |
| 22. When I face challenges in Business English learning, I | | | | | |

| | | | | | |
|--|--|--|--|--|--|
| encourage myself to solve them instead of giving up. | | | | | |
| 23. I remind myself to complete Business English tasks on time as required by the teacher. | | | | | |
| 24. I can adjust my learning strategies and approaches according to the objectives of different business activities. | | | | | |
| 25. I relate my personal experiences to express my opinions and feelings on simulated business scenarios. | | | | | |
| Learning Outcomes and Skill Development | | | | | |
| 26. I can analyze the factors that influence my proficiency in Business English (e.g., vocabulary, grammar, cultural knowledge). | | | | | |
| 27. I can predict the content of a business situation before understanding the specific details of the context. | | | | | |
| 28. In Business English listening exercises, I can grasp the main ideas of most of the content. | | | | | |
| 29. In Business English reading exercises, I can clearly identify the topic sentence of each | | | | | |

| | | | | | |
|--|--|--|--|--|--|
| paragraph. | | | | | |
| 30. In Business English writing exercises, I can clearly express my main ideas in a well-organized manner. | | | | | |

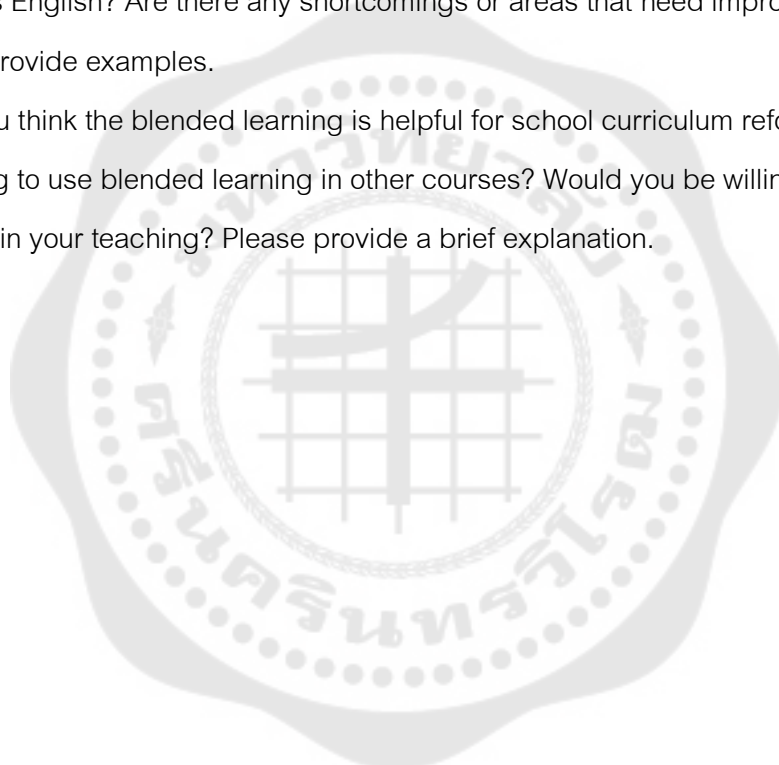




APPENDIX B
Interview Questions

INTERVIEW QUESTIONS

1. What do you think are the differences between blended learning and traditional classroom teaching? Can you briefly explain it?
2. Are you satisfied with the application effect of the current blended learning mode in business English? Are there any shortcomings or areas that need improvement? If so, please provide examples.
3. Do you think the blended learning is helpful for school curriculum reform? Would you be willing to use blended learning in other courses? Would you be willing to use blended learning in your teaching? Please provide a brief explanation.





APPENDIX C
IOC Ratings of Questionnaire

IOC Ratings of Questionnaire
(The Ratings of Each Item by the Three Specialists)

| Items No. | Expert 1 Rating | Expert 2 Rating | Expert 3 Rating | Total | IOC | Remarks |
|-----------|-----------------|-----------------|-----------------|-------|------|----------|
| 1 | 1 | 1 | 1 | 3 | 1 | Accepted |
| 2 | 1 | 1 | 1 | 3 | 1 | Accepted |
| 3 | 1 | 1 | 1 | 3 | 1 | Accepted |
| 4 | 1 | 1 | 1 | 3 | 1 | Accepted |
| 5 | 1 | 1 | 1 | 3 | 1 | Accepted |
| 6 | 1 | 1 | 1 | 3 | 1 | Accepted |
| 7 | 1 | 1 | 1 | 3 | 1 | Accepted |
| 8 | 1 | 1 | 1 | 3 | 1 | Accepted |
| 9 | 1 | 1 | 1 | 3 | 1 | Accepted |
| 10 | 1 | 1 | 1 | 3 | 1 | Accepted |
| 11 | 1 | 1 | 1 | 3 | 1 | Accepted |
| 12 | 1 | 1 | 1 | 3 | 1 | Accepted |
| 13 | 1 | 1 | 1 | 3 | 1 | Accepted |
| 14 | 1 | 1 | 1 | 3 | 1 | Accepted |
| 15 | 1 | 1 | 1 | 3 | 1 | Accepted |
| 16 | 0 | 1 | 1 | 2 | 0.67 | Accepted |
| 17 | 1 | 1 | 1 | 3 | 1 | Accepted |
| 18 | 1 | 1 | 1 | 3 | 1 | Accepted |
| 19 | 1 | 1 | 1 | 3 | 1 | Accepted |
| 20 | 1 | 1 | 1 | 3 | 1 | Accepted |
| 21 | 1 | 1 | 1 | 3 | 1 | Accepted |

| | | | | | | |
|---------|---|---|---|------|---|----------|
| 22 | 1 | 1 | 1 | 3 | 1 | Accepted |
| 23 | 1 | 1 | 1 | 3 | 1 | Accepted |
| 24 | 1 | 1 | 1 | 3 | 1 | Accepted |
| 25 | 1 | 1 | 1 | 3 | 1 | Accepted |
| 26 | 1 | 1 | 1 | 3 | 1 | Accepted |
| 27 | 1 | 1 | 1 | 3 | 1 | Accepted |
| 28 | 1 | 1 | 1 | 3 | 1 | Accepted |
| 29 | 1 | 1 | 1 | 3 | 1 | Accepted |
| 30 | 1 | 1 | 1 | 3 | 1 | Accepted |
| 31 | 1 | 1 | 1 | 3 | 1 | Accepted |
| 32 | 1 | 1 | 1 | 3 | 1 | Accepted |
| 33 | 1 | 1 | 1 | 3 | 1 | Accepted |
| Average | | | | 0.99 | | |

VITA

