

LECTURERS' AND STUDENTS' VIEWS ON BLENDED LEARNING AND CONVENTIONAL METHOD TEACHING IN BUSINESS ENGLISH

GUO YING*, SUBADRAH MADHAWA NAIR

¹ PHDE Student, Faculty of Education and Liberal Studies, City University Malaysia, Petaling Jaya, Selangor, Malaysia

² Lecturer, Faculty of education and Liberal Studies, City University Malaysia, Petaling Jaya, Selangor, Malaysia

ABSTRACT

The objective of the present research is to investigate the views of lecturers and students on blended learning and conventional method in teaching Business English. This research used a quasi-experimental design which was carried out over a period of eight weeks. Students from the experimental group were taught using blended learning model and the control group was taught using the conventional method. The sample consists of 2 lecturers and 80 Business English Major Students (second year) from Guangdong Polytechnic Science and Technology College. The semi-structured interview questions were used as an instrument in this study. Lecturers were interviewed individually and focus group interviews were conducted for the students (Experimental Group and the Control Group). The qualitative data were analyzed using emerging themes. The findings indicated that the lecturer from the experimental group found that the students made great progress in business writing and motivated students a lot. The students who came from the experimental group were very positive and encouraging, they were willing to share, talk and discuss together. They thought they improved a lot and learned more about business writing skills. The findings indicated that the views of all the informants from lecturers and students made it clear that the experimental group was outperformed by their counterparts in the control group.

Keywords: Qualitative data analysis, Business Writing Skills, Writing Motivation, Blended Learning Mode

1.0 INTRODUCTION

As a new learning method and learning concept, in this study, blended learning has penetrated all levels of learning. From the perspective of learning, blended learning is a mixture of traditional classroom learning and online learning, autonomous learning, and collaborative learning. Traditional classroom learning is mainly based on teacher-centered, face-to-face traditional classroom forms of collective learning. Online learning generally refers to interactive learning through the internet. Autonomous learning refers to learners' activity based on their own learning needs. Cooperative learning refers to the learning method in which students cooperate and help each other in the form of groups to complete a certain learning task. Therefore, blended learning refers to the choice of appropriate learning methods according to the needs of learners and the nature of learning objects and pays

attention to the integration of interactive learning through the internet, autonomous learning, and cooperative learning methods to achieve the optimal learning effect (Li & Yan, 2021).

Therefore, the blended learning method can better adapt to the current educational changes, so it has been recognized and favored by educators in China. In order to meet the requirements of cultivating comprehensive talents under the conditions of global knowledge, with the help of information technology, this research carried out an exploratory construction to develop the blended learning method of business English writing, with a view to exploring a more efficient and personalized curriculum teaching ways to improve the teacher's teaching behavior and promote students' business English writing practice.

1.1 Objectives of the study

The researcher tried to generate useful information from lecturers about the use of blended learning and conventional method in teaching business English writing skills. For this objective, both the lecturers (experimental group and control group) were interviewed separately and their interviews were very carefully transcribed. Therefore, semi-structured interviews related to two lecturers and ten students are analyzed as special units of this study, in which topics or stories appear in the related research questions of the current study. The objective of this study is as follows:

1. To investigate the students' views on the methods used by their lecturers in teaching Business writing and the challenges faced by them.
2. To investigate the lecturers' views on students' Business writing and suggestions to enhance students' writing skills.

1.2 Interview Questions

Based on the research objectives four interview questions are formulated:

1.3 For lecturers:

1. Do you think students have improved business English writing skills through the blended learning method / conventional method? Please explain.
2. Do you think students have improved business English writing skills through blended learning / conventional method? Please explain.
3. For students:
4. Do you believe the method used by the lecture (blended learning/ conventional method) can motivate you to learn business English writing skills? Please explain.
5. Do you think the use of the blended learning method / conventional method by the lecturer will help to improve the business English writing skills? Please explain.

2.0 LITERATURE REVIEW

Carman (2005) believes that the design of a blended learning process involves five key factors: synchronization, online learning content, cooperative communication, evaluation and learning transfer. Synchronization means that teachers and students in blended learning should participate in learning at the same time and space; the content of online learning can

support learners to conduct independent learning anytime, anywhere, and the blended learning environment can support learners to communicate with others in depth; evaluate learners' learning and the effectiveness of learning methods; finally, materials that promote learning to understand.

Bjarnø (2005) tried to find ways to help teachers use technology in their teaching courses. Bjarnø believes that bringing information technology into all disciplines is an effective way. Many teachers have information skills but need some good examples to help them integrate technology and teaching. In order to achieve this, the research target school did not arrange for the information technology department to conduct separate information technology teaching, but to assist the instructors to use information technology in the teaching of various subjects. The research results showed that teachers really appreciated this approach to teaching.

Du & Fu (2016) have carried out a comparative study of traditional face-to-face teaching methods and MOOC-based blended learning methods. Learning breaks the teacher-centered teaching model in traditional classroom teaching and has important and obvious advantages in improving students' learning enthusiasm and promoting teachers' ability.

In addition, Thai (2017) used an experimental method to compare the effects of the flipped classroom method, blended learning method, single face-to-face teaching method and single online method on students' academic performance, self-efficacy, intrinsic learning motivation, and perceived learning flexibility. This research takes the flipped classroom model as a special form of blended learning. It turns out that the academic performance under the flipped classroom model is better than in other models, followed by the blended teaching model. It is also found that the flipped classroom model and the blended learning model have a positive impact on students' self-efficacy and intrinsic learning motivation.

Similarly, Baepler, Walker, and Driessen (2014) surveyed the effects of blended learning in teaching chemistry. The findings indicated that the face-to-face time of a chemistry course was reduced by two-thirds. After using the blended learning model, the students' perceived satisfaction with the learning environment is higher than that of a single face-to-face teaching method. There are also many studies that examine students' satisfaction with blended learning through questionnaires and interviews, and the results show that students have a positive attitude towards blended learning (Ushida, 2005; Chenowet, Ushida & Murday, 2006; Scida & Saury, 2006).

Banditvilai (2016) conducted a study on the use of blended learning in Asian universities to improve language skills and learning autonomy among English learners. This study aims to understand students' attitudes towards blended learning in English language learning. The findings suggested that using an online method that is consistent with classroom instruction improves language learners' language skills. In addition, blended learning was found to be effective in enhancing self-directed learning and learner motivation.

Likewise, Yoon and Lee (2010) investigated student perspectives and the effectiveness of blended learning as a teaching strategy for ESL writing classes. The results showed that students' positive attitudes and perceptions about using a blended learning approach in

second language writing were enhanced. Students found this approach is useful, motivating, and interactive.

3.0 METHODOLOGY

This study adopted a qualitative approach. The semi-structured interview will be implemented. There are 2 lecturers and 10 students in each group involved in this interview. The whole experiment of comparing blended learning teaching strategy and conventional teaching approach will last for one semester. This is to find out the effectiveness of the blended learning method and the issues raised during this process. Then, the lecturer will carefully observe the classroom to see how they use blended learning /conventional methods to improve students' performance and see how students respond and cooperate. Notes are taken down on a regular basis as a source of data for later paper writing in order to find out the effectiveness of blended learning in teaching Business English writing and the gaps and differences with the conventional teaching method.

4.0 QUALITATIVE DATA ANALYSIS

The researcher tried to generate useful information from lecturers and students about the use of Blended learning and conventional method in teaching and learning business English writing skills. For this objective, both the lecturers and students (experimental group and control group) were interviewed separately and their interviews were very carefully transcribed. Therefore, semi-structured interviews related to two lecturers and ten students are analyzed as special units of this study, in which topics or stories appear in the related research questions of the current study.

Table 1. Lecturer's interview questions

No	Questions
1	Do you think students have improved business English writing skills through blended learning method/ conventional method? Please explain.
2	What benefits did you notice regarding teaching writing with blended learning method / conventional method? Please explain.

The following section discusses all the identified themes that emerged from the answers to the questions raised in the semi-structured interviews. Therefore, the discussion was fully supported by the examples of responses from the interviewees.

4.1 Lecturer's Interview Question

RQ1: Do you think students have improved business English writing skills through blended learning method? Please explain.

The theme that appeared in the answer was about improving students' business English writing skills using blended learning method. Perceptions and ideas of lecture in the Experimental Group were coded as Emerging Themes, as shown in Table 2.

Table 2: Emerging Themes from lecturers' responses to Lecturer's Interview Question2 (Experimental Group)

Experimental Group	Emerging Themes
LE	No doubt; improved quite a lot; made great progress; rapidly; significantly; presentation better; construct knowledge; group discussions; collaborative communications; can construct various sentences; paraphrase information; generate ideas; improved a lot; mutative; get dramatic progress

Lecturer, Experimental Group (Female):

With regard to this question, I think all this could be possible only with the help of the blended learning method. There is no doubt that students improved quite a lot. They (pause) made great progress (er...) rapidly and significantly from the beginning to the end. Everyone could be the group leader, each presentation through the group leaders was better than the previous one. They also learned how to construct knowledge while participating in group discussions and collaborative communications. Thus, they can construct various sentences or (pause) all kinds of structures. Based on online searching and discussion, they learned how to paraphrase the information of the business writing, (er...) including introduction, focus on a topic, supporting details, coherence and cohesion (pause), and above all how to generate ideas of what they want to express accurately. They also improved a lot of grammar and vocabulary. So, it proved to be a great method to motivate students and make them get dramatic progress. All this could happen only with the help of the blended learning method.

RQ1: Do you think students have improved business English writing skills through the conventional method? Please explain.

The theme that appeared in the answer was about improving students' business English writing skills using the conventional methods. Perceptions and ideas of lecture in the Control Group were coded as Emerging Themes, as shown in Table 3.

Table 3: Emerging Themes from lecturers' responses to Interview Question1 (Control Group)

Control Group	Emerging Themes
LC	Limited extent; hard to meet different students' requirements; not make any progress; did not know how to paraphrase; write individually; narrow work; no sharing; no exchange of ideas; simple work; not met the writing standards

Lecturer, Control Group (Female):

Frankly speaking, actually no. because they learned to a very limited extent and it is hard to meet different students' requirements so most of them did not make any progress in business writing. Sometimes, they even did not know how to paraphrase the sentences of the task (pause) because of limited vocabulary. They always write individually, they produced narrow

work; (er...) no sharing, no exchange of ideas and it produced a very simple work which I don't think met the writing standards.

5.0 DISCUSSION

In the Lecturer Interview Question 1 on the teaching outcomes in business English writing, the lecturer from the Experimental Group said that the blended learning method could diversify the writing materials, construct knowledge through group discussion and collaborative communication, thereby, helping students find the best-practice way to improve all components of writing skills. Dziuban, Hartman, Juge, Moskal, & Sorg, (2006) pointed out that the key to blended learning is teaching design, which includes how to promote interaction; deciding which learning content is suitable for face-to-face teaching, and which content is suitable for online learning and how to motivate students to actively participate and be responsible for their own learning. Ye, Yu, and Chen (2012) believed that many teaching platforms are content-based and only provide learning content, while student learning occurs through learning activities. Therefore, a blended teaching model based on learning activities is proposed. By serializing and structuring learning activities, students can complete learning tasks by participating in activities; a combination of student initiative and the leading role of teachers.

Meanwhile, the lecturer from the Control Group believed that the teaching outcomes of the conventional method were not positive and encouraging because the students' business writing skills were different, and it is hard to meet the different requirements of all students. Besides, she mentioned that the conventional method has limited materials under that students have no other ways to improve their writing skills through self-regulated learning after class. This was consistent with the views of Yizengaw (2003) argued that English is taught in teacher-centered and less student-centered environments where students are passive, dependent, and less actively learning. Rybushkina & Krasnova (2015) highlighted the impact of online learning on ESL/EFL writing. They stress that traditional face-to-face learning environments are not suitable for all students because each student has different learning abilities and does not necessarily share similar learning styles with other students. Therefore, the teacher preferred to change a new way of teaching to maximize the writing ability to all students.

RQ2: What benefits did you notice regarding teaching writing with the blended learning method? Please explain.

The theme that appeared in the answer was concerned with the benefits of the blended learning method regarding teaching business English writing skills. Perceptions and ideas of lecture in the Experimental Group were coded as Emerging Themes, as shown in Table 4.

Table 4: Emerging Themes from lecturers' responses to Lecturer's Interview Question2 (Experimental Group)

Experimental Group	Emerging Themes
LE	Glad; excite; Easy; enjoy; satisfied; willingly participating; made their effort;

	willing to share; great progress; skills improved a lot; motivated and satisfactory; active; eager and excited; trying to surpass; learning effective;
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Lecturer, Experimental Group (Female):

I am so glad that I was very excited to enjoy the teaching process and (pause) I was very satisfied to see the progress of the students. I can find that students were willingly participating and (pause) they made an effort to take part in each stage of the writing process, they were willing to share different ideas to have great progress. Obviously, my writing skills improved a lot. Besides, students in the class were quite motivated and satisfactory, they were active, eager, and excited to enjoy the writing process very much. In the classroom, there are different competitions among different groups. Each group was trying to surpass other groups because the use of the blended learning method emphasized collaborative communication skills while learning writing. On behalf of the blended learning method, students learned how to construct knowledge and made learning effective. Compared to the previous practices, it improved a lot. Frankly speaking, the blended learning method has benefited both me and my students. While continuously improving my teaching level, (pause) it motivates me to keep learning.

RQ2: What benefits did you notice regarding teaching writing using the conventional method? Please explain.

The theme that appeared in the answer was concerned with the benefits of conventional methods regarding teaching business English writing skills. Perceptions and ideas of lecture in the Control Group were coded as Emerging Themes, as shown in Table 5.

Table 5: Emerging Themes from lecturers’ responses to Lecturer’s Interview Question2 (Control Group)

Control Group	Emerging Themes
LC	Comfortable; teacher-centered class; manage very well; knew what they should follow; time management become very easy; control the class very well; no any changes; no collaborative communication; not irritating noise; kept quiet; no buzzing; concentrated on their own; a little bit longer;

Lecturer, Control Group (Female):

Combined with my own situation, this kind of teaching way made me feel comfortable. The conventional method I used is teacher-centered and I can manage the whole class very well, most of the students knew what they should follow under my instructions. Therefore, time management becomes very easy for me. And (pause) I can control the class very well due to there was no changes of the teaching process. Based on this situation, there is no collaborative communication in the class, no irritating noise, the class kept quiet, and no buzzing because students didn’t discuss to each other. Even they hardly asked questions. They just concentrated on their own works, so, the writing process was a little bit longer.

6.0 DISCUSSION

In Lecturer Interview Question 2 on the benefits of the blended learning method/ conventional learning method, the lecturer from the Experimental Group declared that she preferred to use the blended learning method to teach business English writing skills. The main reason given by the lecturer was that it could satisfy and motivate students not only in class activities but also the self-regulated learning after class. The numerous resources could make the learning process more interesting. Students could know how to construct knowledge and make learning effective. On one hand, the diversified business English materials made the learning process more interesting, on the other hand, collaborative communication made students actively participate in each stage of the writing process. Students could get access to more business writing materials which were very helpful for students to appreciate and learn writing tasks to make sure they can have great progress. Therefore, when specifically designing a blended learning environment, rich teaching, knowledge acquisition, social interaction, cost-effective, and easy to modify should be bear in mind. Designers should pay more attention to creating a cooperative atmosphere, provide clear instructions and guidance for assignments and discussion, focus on “student-centered” learning so that students can make full use of the abundant resources on the Internet, select the content that suits student interests in a specific unit and complete their learning goals (Osguthorpe and Graham, 2003).

Meanwhile, the Control Group lecturer mentioned that the conventional teaching method is teacher-centered and used for many years. Teachers could control the class very well and it could improve students’ writing ability to a certain degree. But if the writing class could be combined with the information technology nowadays, it would be excited for students to develop their interest in learning. Geta & Olango (2016) cited that the expected reasons for poor English proficiency have to do with the way English is taught in traditional classrooms. Regarding the current state of English-language media, the researchers believe that the quality of English language teaching has declined due to a combination of factors including insufficient teacher skills, shortage of facilities, and inadequate infrastructure. Therefore, Colleges should encourage lecturers to change their traditional teaching way because the conventional teaching approach still has many weaknesses in coordinating the different writing materials required by students of different levels and did not enable the students to study successfully.

4.2 Students’ Interview Question

Table 6. Students’ interview questions

No	Questions
1	Do you believe the method used by the lecturer (blended learning /conventional) can motivated you to learn business English writing skills? Please explain.
2	Do you think the use of blended learning method / conventional method by the lecturer will help to improve the business English writing skills? Please explain.

RQ1: Do you believe the method used by the lecture (blended learning) can motivate you to learn business English writing skills? Please explain.

This question asked students the motivation of learning business English writing skills with blended learning method. Perceptions and opinions of students in the Experimental Group were coded as Emerging Themes, as shown in Table 7.

Table 7: Emerging Themes from students’ responses to student Interview Question1 (Experimental Group)

Experimental Group	Emerging Themes
Student1	Motivates; help to improve; without wasting of any time; share the information; consumes less time
Student2	Attention and inspiration; talk and discuss; compete; felt no pressure; good experience
Student3	Improves; pushes; motivates; learn more; more thorough; more active and passionate
Student4	largely affected; interest and motivation; convenient; quickly get the corresponding; clearer and easier to express; improve
Student5	Motives; help of Internet; effectively save time; easy to solve problems; review key points

Student 1, Experimental Group (Female):

Sure! The method motivates us and helps us to improve our business English writing skills without wasting any time. We share information with each other through Internet, we-chat, and teaching platforms. And (pause), students do not need to wait a whole week or several weeks about their writing comments. (pause) It consumes less time.

Student 2, Experimental Group (Female):

Generally speaking, with the method, every student was working with attention and inspiration. Because we can talk and discuss with each other and (pause) compete with each group, so we felt no pressure from the lecturer and had a good experience of learning business English writing skills.

Student 3, Experimental Group (Male):

Frankly speaking, it improves our knowledge and vocabulary and pushes us to learn (pause) some new things. That’s why the blended learning method motivates us to learn more. On one hand, the combination of online and offline makes my understanding of the content more thorough; on the other hand, it makes me more active and passionate in learning.

Student 4, Experimental Group (Female :) :

Actually, the blended learning method has largely affected our business English writing learning interest and motivation. Online teaching is very convenient and quick to start

teaching to students. And through various websites or software, we can quickly get the corresponding data analysis. Offline teaching can be clearer and easier to express our thoughts. There is no doubt that this kind of method will help improve my business English writing skills.

Student 5, Experimental Group (Male):

Blended learning motivates us because we can search for everything at once with the help of the Internet. I can find out the mistakes I made in business writing quickly and conveniently, and it can effectively save time for both the lecturer and the students. It is easy for me to solve problems or review key points using online materials when encountering difficulties.

RQ1: Do you believe the method used by the lecture (conventional method) can motivate you to learn business English writing skills? Please explain.

This question asked students the motivation of learning business English writing skills with the conventional method. Perceptions and opinions of students in the Experimental Group were coded as Emerging Themes, as shown in Table 8.

Table 8: Emerging Themes from students’ responses to student Interview Question1 (Control Group)

Control Group	Emerging Themes
Student 1	not motivated; bored; too dull; easily distracting;
Studnet2	cannot motivate students; knowledge limited; no discussion; no sharing; no collaboration; cannot use Internet
Student3	dozens of students; unrealistic; more boring; lose interest
Studnet4	cannot motivate; don’t take part; cannot point out; long time to correct; delay; reduce
Studnet5	lacks initiative and innovation; does not use;

Student1, Control Group (Female):

In my opinion, it has not motivated me (pause) because I feel bored when the lecture begins. The content is too dull and easily distracting.

Student2, Control Group (Male):

The conventional method cannot motivate students because it can make students’ knowledge limited. There was no discussion, no sharing, and no collaboration. (pause) We cannot use the Internet to search for information and enrich our minds.

Student3, Control Group (Female):

The conventional method is mostly aimed at dozens of students in a classroom, and it is unrealistic to achieve a personalized teaching design for each student and answer questions for each of them. So, it is more boring when students attend such routine classes. Even if students have enthusiasm for learning at the beginning, they will lose interest more and later.

Student4, Control Group (Female):

It cannot motivate (pause) other students don't take part and point out the mistakes of others. The teacher cannot point out the problems in all students' writing in class. It will take a long time to correct the homework after class, and the delay in the teacher's feedback will inevitably reduce the student's satisfaction and motivation.

Student5, Control Group (Male):

Sometimes, a creative classroom can stimulate students' enthusiasm and innovation. However, (pause) the traditional business English writing classroom lacks initiative and innovation for current students and does not use (pause) advanced technology to broaden students' horizons and explore students' writing potential.

7.0 DISCUSSION

The results of Student Interview Question 1 from the Experimental Group about the personal experience of using blended learning method / conventional method in learning business English writing skills. It clearly showed their positive attitudes towards using the blended learning method because they liked the method provided by the lecturer. Overall, the participants' responses indicated that they felt the blended learning method is an interesting and exciting way to improve their writing skills. Moreover, the interview data showed that participants mentioned that the use of blended learning allowed more students to access different levels of materials and be better motivated. With the aid of a computer network, students can post more content after class, extend the teaching, and assign related writing tasks to consolidate the knowledge in the classroom. In addition, the respondents also said that it increased the student's confidence to do the writing tasks.

The findings were in line with those of Lanham and Zhou (2003) explained in their research emphasized the importance of acknowledging the diversity of students' learning styles. In this case, a more flexible teaching method was needed, that is, a blended learning method. Welker and Bernardino (2005) stated that under the blended learning method, the quality of student work and the level of learning maintained or exceeded the original level, especially in writing and discussion. Some of the respondents (R1, R4, R5) said that they felt the writing task become easier, which helped them become more confident and enjoyable with the course. Besides, two of the respondents (R2 and R3) mentioned that cooperation and discussion in groups could help us share different ideas with each other and access the different levels of materials. This kind of method can give full play to the autonomy of teachers and students in business English writing teaching so that the initiative, enthusiasm, and creativity can be fully motivated. The findings were consistent with the findings of Du & Fu (2016) who concluded that blended learning breaks the teacher-centered teaching model in traditional classroom teaching, and has important and obvious advantages in improving students' learning enthusiasm and promoting teachers' ability.

In contrast, most of the students in the Control Group did not like the method their lecturer used. They mentioned that using the conventional method made the learning process boring and unmotivated because the teacher-centered teaching mode made students passively accept the knowledge. The repeated teaching materials are insufficient and cannot reflect the professionalism and practicality of writing (Tan, 2016).

RQ2: Do you think the use of the blended learning method by the lecturer will help to improve the business English writing skills? Please explain.

This question asked students about the help of learning business English writing skills with the blended learning method. Perceptions and opinions of students in the Experimental Group were coded as Emerging Themes, as shown in Table 9.

Table 9: Emerging Themes from students' responses to student Interview Question2 (Experimental Group)

Experimental Group	Emerging Themes
Student1	indeed; student-centered; really help; at any time; improve knowledge; prompt feedback; attract our attention
Student2	save too much time; helpful; motivate; deep research; change my way; master; improve a lot
Student3	Agree; learnt new things; more confident; encouragement; internet connectivity
Student4	Sure; confident; help; discuss in a group; easily search; easily manage
Student5	Definitely; improve; took active part; made a lot of fun;

Student 1, Experimental Group (Female):

Indeed! The blended learning method is a kind of student-centered teaching pedagogy. It can really help the students (pause) because all materials and topics can be checked and downloaded from the platform. We can use and learn them at any time to improve our knowledge. Furthermore, the teacher will give prompt feedback in class that will attract our attention so that we will know clearly where is the weakness of our writing and revise immediately.

Student 2, Experimental Group (Female):

With the help of blended learning, we save too much time searching for information and editing writing. (pause) It is helpful for us to improve my writing ability and motivate me to do some deep research and change my way of writing. I have to say that we are masters in business English writing and we improved a lot.

Student 3, Experimental Group (Male):

Yes, I agree with the use of the blended learning method (pause) with the help of it, we discuss with each other and learn new things from each other. It will greatly improve my writing skills during discussions. I become more confident than before while doing business writing tasks because of the encouragement from friends and internet connectivity.

Student 4, Experimental Group (Female):

Sure, we are confident to writing business English with the help of the blended learning method. (pause) we have some ideas, views, and new skills when we discuss in a group. So, we can easily search and easily manage to gain a lot of knowledge.

Student 5, Experimental Group (Male):

Definitely, we can improve our writing skills with the help of the blended learning method. (Pause) We took an active part in the business English writing course and we also made a lot of fun because some new ideas and new views will come in our minds.

RQ2: Do you think the use of the conventional method by the lecturer will help to improve the business English writing skills? Please explain.

This question asked students about the help of learning business English writing skills with the conventional method. Perceptions and opinions of students in the Control Group were coded as Emerging Themes, as shown in Table 10.

Table 10: Emerging Themes from students’ responses to student Interview Question3 (Control Group)

Control Group	Emerging Themes
Student1	not helpful; dominant position; restrain students' creativity and innovation ability; boring; cannot share ideas; not dare ask
Student2	Lack of the timely feedback; lack of the advanced technology;
Student3	Simple; passively accept; freedom for the teacher; no opportunity; not very helpful
Student4	Simple; boring; lack of innovation; distracted; hardly improve
Student5	cannot help; cannot discuss; boring and irritating

Student 1, Control Group (Female):

I think it is not helpful for us (pause) Teachers occupy an absolute dominant position in the traditional classroom and restrain students' creativity and innovation ability. The classroom atmosphere is relatively boring, because we cannot share ideas with other, sometimes, we are afraid of teachers and not dare to ask any questions.

Student2, Control Group (Male):

It depends. In the traditional classroom, with the help of teacher, we can master theoretical knowledge faster. Teachers can adjust teaching content and methods at any time according to our situation, (pause) so as to deepen our knowledge of what we have learnt. However, if the teacher can provide more timely feedback and use advanced technology in the teaching process, it will arouse our enthusiasm for learning, and it will also induce us to inspire, which will greatly help us master business English writing skills.

Student3, Control Group (Female):

I think the traditional teaching method is very systematic, and the knowledge explanation is also very detailed, which can enable students to master a lot of knowledge. (pause) But the teaching method is very simple. Generally, the teacher stands on the podium to speak, and the students passively accept it. This teaching method has more freedom for the teacher, and the students can only listen hard and there is no opportunity to participate in class activities. This method is not very helpful to the writing course.

Student4, Control Group (Female):

Under the conventional teaching method, the tools of education are relatively simple, boring, lack of innovation, and students may be distracted during the course. We hardly improve our creativity and writing skills under these circumstances.

Student5, Control Group (Male):

Frankly speaking, this conventional method cannot help me much to strengthen my writing skills. I like something new and different. I like to use advanced technology to search and share. However, in the traditional classroom, we cannot discuss with others and concentrate on our own's task. It is boring and irritating.

8.0 DISCUSSION

The findings of the Student Interview Question2 showed that the five respondents in the Experimental Group all agreed that blended learning method can improve the business English writing skills. The student-centered teaching pedagogy can really help the students to get access to different levels of resources to achieve the customized learning goal. As Mayer (2006) mentioned, the positive effect of multimedia is to make the same teaching content more diversified to increase the amount of information taught by the teacher. Due to the limited time of the classroom, lecturers cannot meet all the students' requirements. Therefore, the use of blended learning method, lecturers can provide different learning materials to suit different level of students and give timely feedbacks for them. The findings are consistent with the findings of Naqvi, (2016) and Karpova (2017) that multimedia technology can create a real learning environment and to achieve student-directed learning.

Respondents in the Control Group were not encouraging and did not support learning business English writing skills with the help of conventional method. Most of them thought the method was simple and boring, so they felt easily distracted. They also felt bored because of lacking of creativity and innovation ability. Many scholars suggested blended learning

method in language teaching (Yizengaw, 2003; Rybushkina & Krasnova, 2015; Liu, 2018; Chen, 2020) to improve students' comprehensive skills.

9.0 CONCLUSION

The findings showed that the lecturers in experimental group found that the students made a great progress in business writing and students were highly motivated to learn. Similarly, the students from the experimental group experienced that the method was very positive and encouraging because they were willing to share, talk and discuss together. In addition, they were motivated and had tremendous improvement in business writing skills. Whereas the lecturers in control group said students did not make much progress because of limited materials and students did not exchange any ideas in collaborative learning and discussion. The students in control group also did not experience positive or encouraging learning environment. They felt the conventional method is boring and not helpful, lacks initiative and innovation. As such, this study has crucial pedagogical implications as it suggests that blended learning method can be used as an alternative method in China to enhance students' Business English writing skills, learning motivation and their satisfaction.

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