



# The Instructional Guidelines of Business English by Using Blended Learning for Undergraduate Students in Chongqing Vocational College of Media

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## Abstract

This study aims to explore the instructional guidelines for applying blended learning in Business English education, with undergraduate students at Chongqing Vocational College of Media as the target group. A questionnaire survey and statistical analysis were employed to investigate students' performance in five key dimensions: learning attitudes and motivation, perceptions of blended learning, learning activities and resources, autonomy and responsibility, as well as learning outcomes and skill development. The findings reveal that most students hold a positive attitude toward blended learning, particularly recognizing its effectiveness in enhancing intercultural communication, fostering learner autonomy, and improving professional English skills. However, challenges persist regarding the attractiveness of learning resources, the sustainability of learning motivation, and the interactivity of digital platforms. Based on these results, the study recommends enriching digital learning resources, strengthening teachers' competence in digital pedagogy, aligning curricula with career-oriented goals, and establishing continuous assessment and feedback mechanisms. This research not only provides practical insights for improving Business English curricula but also offers theoretical support for vocational colleges in advancing effective blended learning practices.

**Keywords:** Business English; Blended Learning; Instructional Guidelines; Learner Autonomy

## 1. Introduction

In the context of economic globalization and rapid advances in information technology, English remains a vital medium for intercultural communication and international business exchanges. Since China's entry into the World Trade Organization, the demand for versatile professionals equipped with both strong English proficiency and solid business knowledge has continued to grow. As an essential component of higher vocational education, the Business English program, established in China during the 1980s, has long been tasked with cultivating applied talents in this field. However, despite decades of development, employers often report a mismatch between graduates' skills and workplace needs: some students possess good language proficiency but lack business knowledge, while others demonstrate business awareness yet struggle to communicate effectively in English. This discrepancy highlights the limitations of traditional teaching models and underscores the need for educational reform.

With the expansion of multimedia technology and online education, new opportunities have emerged for English instruction. Nevertheless, online learning alone, heavily reliant on students' self-regulation, often fails to achieve satisfactory outcomes, as the indispensable role

of teachers in guiding learning cannot be replaced. Consequently, blended learning—which combines the strengths of both online and face-to-face instruction—has gained increasing attention in academic and practical settings. The Ministry of Education of China (2019) explicitly encouraged the adoption of “golden courses” based on blended learning, aiming to integrate high-quality online resources with in-class teaching. Further, the 14th Five-Year Plan for National Education Development emphasized the deep integration of digital technology and education, calling for innovative online–offline learning models to enhance personalized and adaptive learning experiences. These initiatives reflect the growing importance of blended learning in the reform of higher education.

Within vocational education, blended learning demonstrates significant potential in Business English teaching. By integrating diverse resources and interactive activities, it can stimulate students’ interest, enhance engagement, and improve learning outcomes. Additionally, the use of learning analytics enables instructors to refine instructional strategies and make data-driven decisions. However, challenges persist. Many teachers lack adequate training or motivation to adopt blended methods, and students often struggle with self-regulation in unsupervised online environments. Moreover, technological investments in some institutions do not always align with pedagogical needs, leading to underutilization of available tools. These obstacles hinder the full realization of blended learning’s benefits.

Although blended learning has been widely studied in general English or higher education contexts, limited research has addressed its application in vocational Business English programs. Particularly, there is a scarcity of systematic investigations into how blended learning meets vocational students’ learning needs, fosters satisfaction, and ultimately improves outcomes. Student satisfaction is a critical indicator of instructional effectiveness, reflecting the alignment between teaching methods and learner expectations. Furthermore, it provides valuable feedback for course reform and continuous improvement.

Against this backdrop, the present study focuses on Chongqing Vocational College of Media to examine undergraduate students’ satisfaction with blended learning in Business English courses. By exploring students’ attitudes, motivations, and perceptions of learning experiences, this research seeks to provide empirical evidence and practical insights that support the reform and optimization of vocational Business English instruction.

## **2. Literature Review**

### **2.1 Definition and Development of Blended Learning**

Blended learning has emerged as a prominent educational model that integrates face-to-face classroom instruction with online learning, combining the strengths of both approaches. Osguthorpe and Graham (2003) argue that blended learning is not merely the inclusion of online materials in classroom teaching, but rather a systematic approach to maximize the benefits of traditional and digital methods. Liu (2023) emphasizes that blended learning shifts from teacher-centered to student-centered learning, enhances interaction between teachers, students, and resources, and applies diversified assessment strategies. With the advancement of MOOCs, SPOCs, and intelligent learning platforms, blended learning has become a key trend in higher and vocational education.

### **2.2 Characteristics of Business English Teaching**

Business English, as a branch of English for Specific Purposes (ESP), aims to prepare learners for professional communication in global business contexts. Its focus extends beyond language proficiency to include skills such as business correspondence, negotiation, presentation, and intercultural communication (Dudley-Evans & St John, 1998). Alharbi (2022) further stresses the dual role of Business English in fostering both linguistic competence and business acumen. In China’s vocational colleges, however, Business English teaching faces two main challenges: students often lack systematic business knowledge, and instructional content tends to rely heavily on textbooks with limited exposure to authentic business scenarios (Zhang et al., 2020). Thus, balancing linguistic skills with professional competence is a critical task in Business English pedagogy.

### **2.3 Application of Blended Learning in Business English and Student Satisfaction**

The Chinese Ministry of Education's call for "golden courses" integrating online and offline learning has encouraged the adoption of blended learning in Business English classrooms. Studies have demonstrated that blended learning can enhance students' motivation, self-regulation, and engagement (Peng & Fu, 2020). Shi (2023) found that students engaged in blended learning outperformed their peers in traditional classes, reporting higher satisfaction and greater enthusiasm. Student satisfaction has become an essential indicator of teaching effectiveness, as it reflects the alignment of instructional methods with learners' expectations (Athiyaman, 1997). However, challenges remain in vocational contexts, such as limited student self-discipline, insufficient teacher training, and misalignment between technology platforms and instructional needs (Cheng, 2023). Addressing these barriers is critical to realizing the full potential of blended learning in vocational Business English education.

### 3. Research Methodology

#### 3.1 Research Design

This study employed a mixed-methods research design, combining both quantitative and qualitative approaches to provide a comprehensive understanding of blended learning in Business English instruction. The quantitative component involved a survey to evaluate students' satisfaction across multiple dimensions, while the qualitative component included expert interviews and focus group discussions to gain deeper insights into the experiences and perceptions of teachers and students. This methodological triangulation ensured the reliability and validity of the findings.

#### 3.2 Participants

The participants consisted of undergraduate students majoring in Applied English at Chongqing Vocational College of Media, along with selected Business English teachers and administrators. The student population totaled 220, from which a sample size of 140 was determined using Krejcie and Morgan's (1970) formula and selected through random sampling to ensure representativeness. Additionally, seven experts and instructors were invited to join the focus group discussion, including two teaching supervisors, three experienced Business English teachers, and two educational technology experts, thereby providing diverse qualitative perspectives.

#### 3.3 Research Instruments

Two types of instruments were utilized:

(1) Survey Questionnaire: A Likert five-point scale questionnaire was developed, comprising 30 items grouped into five dimensions: (a) learning attitudes and motivation, (b) perception of blended learning, (c) engagement with activities and resources, (d) self-regulated learning and responsibility, and (e) learning outcomes and skills development. The content validity of the questionnaire was assessed using the Item-Objective Congruence (IOC) index, and a pilot test was conducted to ensure reliability.

The IOC method, developed by Rovinelli and Hambleton (1977), is widely used to evaluate the relevance and appropriateness of each survey item in relation to the study objectives. Content validity was confirmed via two-round Item-Objective Congruence (IOC) ratings by three Business English teachers and two instructional-technology experts; only items with  $IOC \geq .80$  were retained.

A 30-item Likert-scale questionnaire (1 = strongly disagree to 5 = strongly agree) was adapted from validated instruments by Huang et al. (2021) and Li (2019).

**Table 1** 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            |
| <b>Overall Scale</b>             | <b>30</b>       | <b>0.979</b>     |

(2) Interview and Focus Group Guide: The semi-structured questions explored differences between blended and traditional teaching, participants' satisfaction with blended learning, challenges in implementation, and suggestions for improvement. This provided qualitative data to complement the survey results.

### 3.4 Data Collection

Data collection was conducted in two phases:

In the first phase, questionnaires were administered in Business English classes during the second semester of the 2024 academic year. As the researcher was also the course instructor, the response rate and completion quality were ensured. A total of 140 questionnaires were distributed and all were returned.

In the second phase, focus group discussions were held via an online platform, moderated by the researcher. All discussions were audio-recorded with participants' consent and subsequently transcribed for thematic analysis.

### 3.5 Data Analysis

Quantitative data were analyzed using SPSS 27.0, including descriptive statistics (frequency, mean, and standard deviation) and reliability testing (Cronbach's alpha). Qualitative data from interviews and focus groups were analyzed through thematic analysis, involving open coding, categorization, and theme development to identify key insights regarding satisfaction and challenges. The integration of both quantitative and qualitative findings enhanced the robustness and comprehensiveness of the study results.

## 4. Results

### 4.1 Application of Blended Learning

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 2** Mean Analysis of Learning Attitude and Motivation

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

**Table 3** Mean Analysis of Perception of Blended Learning

| Item                                                                                                                    | Mean | Std. Deviation |
|-------------------------------------------------------------------------------------------------------------------------|------|----------------|
| B1. I find the blended learning teaching interesting.                                                                   | 3.76 | 1.137          |
| B2. I believe that Business English classes taught using the blended learning have a more relaxed classroom atmosphere. | 3.71 | 1.152          |
| B3. I think blended learning has advantages compared to traditional face-to-face courses.                               | 3.69 | 1.132          |
| B4. I would like the teacher to continue using the blended learning to teach Business English.                          | 3.66 | 1.123          |
| Average Scale                                                                                                           | 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 4** Mean Analysis of Learning Engagement

| Item                                                                                                                   | Mean | Std. Deviation |
|------------------------------------------------------------------------------------------------------------------------|------|----------------|
| C1. In addition to the materials provided in class, I actively search for other resources related to Business English. | 3.65 | 1.052          |
| C2. I enjoy participating in business simulations in an English context.                                               | 3.65 | 1.150          |
| C3. I find using smart platforms to learn Business English more engaging.                                              | 3.54 | 1.178          |
| C4. I like and am willing to continue using smart platforms to learn Business English.                                 | 3.64 | 1.107          |
| C5. I can actively explore interesting content in Business English and apply it to real-life situations.               | 3.62 | 1.035          |
| C6. I frequently search for materials on British and American business culture to deepen my understanding.             | 3.67 | 1.014          |
| Average Scale                                                                                                          | 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 5** Mean Analysis of Self-Regulation Ability

| Item                                                                                                                 | Mean | Std. Deviation |
|----------------------------------------------------------------------------------------------------------------------|------|----------------|
| D1. After completing Business English tasks, I reward myself to encourage continued effort.                          | 3.68 | 1.095          |
| D2. I actively monitor my progress and results in Business English exams.                                            | 3.67 | 1.096          |
| D3. When I face challenges in Business English learning, I encourage myself to solve them instead of giving up.      | 3.81 | 1.022          |
| D4. I remind myself to complete Business English tasks on time as required by the teacher.                           | 3.61 | 1.104          |
| D5. I can adjust my learning strategies and approaches according to the objectives of different business activities. | 3.66 | 1.155          |
| D6. I relate my personal experiences to express my opinions and feelings on simulated business scenarios.            | 3.64 | 1.080          |
| Average Scale                                                                                                        | 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 6** Mean Analysis of Perceived Learning Outcomes

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

#### 4.2. Correlation Analysis

**Table 7** 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.

### 4.3 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.

## 5. Conclusion

This paper 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.

## 6. Discussion

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. (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, R., & Bergmann, J., 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 (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 (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 (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 (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.

## 7. Suggestions

Based on the findings of this study and the insights from relevant literature, the following suggestions are proposed to enhance the implementation of blended learning in Business English

instruction:

### 1. Strengthen Learning Resources and Platforms

While students recognize the role of blended learning in improving professional skills and intercultural communication, their evaluations of resource attractiveness and platform engagement were relatively lower. Institutions should invest in interactive and diverse digital resources, such as case studies, video simulations, and intercultural modules, to enhance students' engagement and enjoyment.

### 2. Foster Motivation and Self-Regulated Learning

Although students displayed positive attitudes and self-encouragement, some lacked consistency in self-discipline. Instructors should integrate goal-setting, feedback, and reward mechanisms into course design to sustain long-term motivation, while phased tasks can cultivate learners' autonomy and responsibility.

### 3. Enhance Teachers' Digital Teaching Competence

Teachers play a pivotal role in the success of blended learning. Findings indicated that while teachers acknowledged the benefits of blended learning for classroom interaction, they also lacked proficiency in using digital tools. Systematic training in instructional design, digital technologies, and learning analytics should be provided to improve their teaching innovation.

### 4. Align Curriculum with Career-Oriented Goals

The curriculum should be closely aligned with students' future career paths. Practical modules such as business negotiation, intercultural communication, and industry report writing are recommended, ensuring that blended learning enhances not only linguistic competence but also workplace readiness.

### 5. Strengthen Continuous Assessment and Feedback

To ensure effectiveness, continuous assessment should be embedded into blended courses, including online quizzes, peer assessments, and project presentations. Teachers should provide personalized feedback based on learning data, helping students refine their strategies in a timely manner.

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