

The Effects of Utilizing Blended Learning Method in Business English Writing Skills

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Abstract: *Blended learning method combines flexibility, ease of use, and complex multimedia, and is popular with learners. The objective of the present research is to investigate the effect of using blended learning method on enhancing business writing skills and improve writing motivation. This research used quasi-experimental design which was carried out over a period of eleven weeks involved 80 Business English Major students from second year of Guangdong Polytechnic Science and Technology College. Students from experimental group used blended learning method compared with the control group using conventional method. Two types of instruments were used to collect data, which is pre-test, post-test and the semi-structured interview questions. Business Writing test was used as a pre-test and post-test in the study. The quantitative data was analyzed using the independent samples t-test to evaluate the difference between students' overall mean score for business writing between the experimental group and the control group. The findings indicated that the experimental group performed significantly better than control group in their mean score for overall business English writing test and learning motivation. This study has crucial pedagogical implication because it reveals that the utilization of blended learning method has great benefit among students in business English writing and their motivation in learning.*

Key words: *Business Writing skills, Writing Motivation, Blended Learning Method, Teaching Practice.*

I. Introduction

Writing is to be considered as the most basic and complicated language skills especially for business English majors. Writing practice improves the applicant's comprehensive ability to use language from the aspects of vocabulary, layout, writing strategy and critical thinking. In addition, writing is the most difficult one for students to master (Shih, 2011).

With the vigorous expansion of Information Technology and computer network, blended learning becomes more and more popular based on Constructivist learning theory, Cognitive Theory and Keller's ARCS model. The replacement of various types of information technology has affected the innovation of educational content and methods to a certain extent. Classroom, as the main venue for teachers to organize teaching activities, is no longer the only way for students to acquire knowledge, and the way students acquire knowledge has become more diverse and open. The blended learning approach that effectively combines the advantages of online

learning and classroom teaching is assumed effective in motivating teachers and students and promoting learners' autonomy. While Blended Learning combines online digital media with traditional classroom methods, which are of great significance to change the traditional business English classroom teaching method, it will obviously improve the effects of English teaching.

Accelerate the improvement of the quality of information-based education construction in colleges and universities, occupying an important position in the process of educational informatization reform in China. The Ministry of Education clearly stated in the "Ten Year Development Plan for Educational Informatization (2011-2020)": "Higher education informatization is an effective way to promote the reform and innovation of higher education and improve the quality is the innovative frontier in the development of education informatization. " Therefore, following 2012, the first year of Massive Open Online Course (MOOC), a large number of online open curriculum platforms and learning resource libraries have been established in China. The alliance is committed to promoting the construction and sharing of high-quality curriculum resources by cooperating with schools, governments, or society to develop multiple online learning channels such as PC and mobile APP. By supporting the realization of multiple teachings, giving learners more learning choices and a better-quality learning experience, providing teachers with professional real-time analysis of teaching data and assisting college teaching reform.

On 14th May, 2020, Wu Yan, director of the Higher Education Department of the Ministry of Education, revealed that after COVID 19 and returning to school, online-teaching will shift from "freshness" to "new normal". Because online teaching that integrates "Internet+" and "Intelligence+" technology has become a significant part of Chinese and world higher education direction of development. With the vigorous expansion of Information Technology, Computer Network, Cloud Computing and Big Data, the way of education is changing dramatically. People's daily life cannot separate from mobile phones and other electronic devices, so as our classroom. The traditional chalkboard method has become dispensable and academic staff and students are more inclined to electronic learning.

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 informatization, 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.

At present, domestic and foreign scholars' research on the teaching method of how to improve students' writing ability is constantly developing and maturing. However, in a sense, the current status of business English writing teaching in China is not satisfactory. Al-Khsawneh (2010) pointed out that students believe that teaching methods and environment are the main reasons for their low English proficiency. Their poor English proficiency may be related to the lack of motivation of the students or the interest of the teacher. Rabab'ah (2003) clarified that due to lack of sufficient vocabulary, students cannot express their ideas in writing. Therefore, students will end up repeating the same words which hinders creativity. This is because in the existing teaching activities of business English writing, teachers still pay attention on instilling knowledge and fail to control the internalization of students' knowledge. Further, it will lead to poor learning effect of students and generate resistance to the writing among students. As an applied subject, business English writing focuses more on the professionalism and application of English knowledge and writing. Under such teaching method, the teaching effect cannot be truly achieved.

In addition, the teaching methods of teachers are still based on traditional teaching methods. In the writing class, most teachers still use the teacher-centered teaching whereby the teacher pay too much attention to the explanation of grammar, vocabulary knowledge, and ignoring the cultivation of students' practical language writing skills. Teachers will still teach new knowledge in the classroom, and rarely guide and train students in writing strategies, but only let students passively accept the learning of new knowledge. It is difficult for students to participate in it. Sometimes, the teacher will not wait for students to think by their own and just inform the students of the answer which frustrate the students' enthusiasm for writing.

Moreover, teachers ignore students' emotional factors in the writing process. In order to complete the teaching tasks in the classroom, teachers have short time and heavy tasks. Teachers focus on whether they can finish the new knowledge points, and pay little attention to the changes in students' emotions. After arranging the questions, there is less time for students to think, and some students can't keep up with the teacher's step.

Thirdly, teachers have a long feedback cycle, and students' questions cannot be answered in a timely manner. The main purpose of students to complete the tasks assigned by the teacher is to add points to the exam, and there is no hope of getting more extensive exercises. This shows that students complete their homework to cope with the exam.

Last but not least, teachers have begun to use the Internet to assist business English writing teaching, but it lacks initiative. In order to pursue the short-term results under the test-oriented education, the traditional thinking of teachers directly leads to the unsatisfactory of Internet-assisted English writing teaching. The teachers were unwilling or dare not to spend a lot of time and energy on the experiment of the new writing teaching model. And some teachers want to try to keep up with the times and think that the application of Internet technology in teaching can stimulate students' interest in writing, but because there is no good teaching platform, teachers basically send some word and ppt documents from WeChat. Students cannot preview and the class is still very strenuous, and there is a lack of effective interactive communication in and after the classroom. There are also some reasons why students do not get timely feedback on their homework after class, which has reduced the enthusiasm of students for a long time.

Objectives of the study

From a theoretical and empirical perspective, this thesis studies the realization of utilizing blended learning method in business English writing classes. The objective of this study is to evaluate whether there is significant difference in improving students' English writing ability, learning motivation and satisfaction in the blended learning method compare with conventional method. The objectives of this study are as follows:

1. To investigate whether there is a significant difference in students' overall mean score of the experimental group and the control group of business writing skills on the post-test.
2. To investigate the impact on learners' motivation in learning Business English writing between pre-test and the post-test.
3. To investigate whether there is a significant difference in their satisfaction of Business English Writing.

Research Questions

Based on the research objectives three research questions are formulated:

1. Is there significant difference between the mean score of the experimental group (Blended Learning) and control group (Conventional Method) in their overall performance for Business writing skills?
2. Is there a significant difference in learner's motivation of Business English writing?
3. Is there a significant difference in learner's satisfaction of Business English writing?

II. Literature Review

2.1 Blended Learning method

In the evaluation of the effect of blended learning, researchers mainly focus on student achievement and satisfaction, but use different methods to explore observation points. One type of research is comparative research, which is to compare blended learning with single face-to-face or online learning. Chu and Liu (2005) conducted a 14-week experimental study with students from a junior high school in Taiwan to compare the effectiveness of blended teaching and single face-to-face teaching. The study effectiveness of this study is defined as four variables: academic performance, student self-efficacy, student satisfaction, and learning atmosphere. The results showed that the blended method is better than the single face-to-face method in these four variables. 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 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.

Another type of research examines whether there are changes in students' academic performance and satisfaction after the implementation of blended learning. Baepler, Walker, and Driessen (2014) surveyed that the face-to-face time of a chemistry course was reduced by two-thirds. After the online learning model was replaced, the test scores were at least as good as before, but the students' perceived satisfaction with the learning environment is higher than that of 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). In the research of teaching effects, there is also a kind of meta-analysis research. Meanwhile, Means, Toyama, Murpy, and Baki (2013) conducted a meta-analysis of 45 experimental or quasi-experimental studies on online learning or blended learning in higher education published between 1996 and 2008, and found that the effect of single online learning is not comparable to that of single face-to-face teaching. Different, blended learning is better than single face-to-face teaching method. The meta-analysis studies of Bernard, Borkhovski, Schmid, Tamim, and Abrami (2014) and Vo, Zhu, and Diep (2017) have reached similar conclusions, that is, blended teaching in higher education can produce better teaching results. Chen Chunjin and Wang Hong (2013) conducted a meta-analysis of 47 experimental and quasi-experimental studies on the effects of blended learning internationally in the past decade. The results show that the effect size of blended learning is significantly higher than that of complete face-to-face learning or online learning. A step-by-step analysis showed that blended learning is more effective than online learning and face-to-face learning, mainly due to the blended learning method that combines collaborative learning and direct teacher guidance. Grgurovi (2010) analyzed seven studies on blended learning in foreign language teaching in high schools. All of these studies examined the effectiveness of blended learning effectiveness by comparing blended

learning with traditional teaching method. The foreign languages in the seven studies include French, Spanish, and German. The variables compared in each study are different, and roughly involve various language skills such as listening, speaking, reading, and writing, as well as language knowledge such as grammar and culture. None of the studies showed that blended learning is significantly better than traditional teaching in all variables involved, but blended learning has advantages in one or several variables. Further analysis shows that technical issues and unfamiliarity with the online learning environment affect the effectiveness of blended learning.

Besides, Ghazizadeh and Fatemipour (2017) examined the impact of blended learning on developing English language learners' reading skills. Specifically, the study aimed to investigate whether blended learning could be used to improve the reading ability of 60 intermediate Iranian EFL learners. After comparing the two groups t-test results, the researchers found that the use of blended learning had a significant positive effect on EFL learners' reading ability. In other words, Ghazizadeh and Fatemipour (2017) claimed that using blended learning with language learners has a direct impact on improving language learners' reading skills. Based on the findings, the researchers also said that blended learning aids the learning process and can be successfully applied to English reading classes.

In addition, Adas and Bakir (2013) investigated the application of blended learning strategies in developing the writing skills of EFL learners. Specifically, the study aimed to determine whether blended learning could be an effective strategy to help improve students' overall writing performance. The researchers found that the group taught using the blended learning approach performed better on writing than the other group. In other words, the use of blended learning helps develop the writing skills of participating EFL learners. The researchers concluded that using blended learning improved many aspects of participants' writing, such as grammar, spelling, punctuation, and paragraph coherence.

Moreover, Banditvilai (2016) conducted a study on the use of blended learning in Asian universities to improve language skills and learning autonomy in 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 classes. Students found this approach is useful, motivating and interactive. In addition, the use of blended learning resulted in better performance of students' writing skills. The researchers said the use of blended learning increased student motivation and promoted many important aspects of language learning, such as interaction, autonomy and collaboration.

Furthermore, a study by Liu (2013) examined the effectiveness of blended learning in academic English writing courses at a major university in Beijing, China. The study was designed to evaluate several aspects of blended learning, such as curriculum design, presentation of materials, student engagement and classroom assessment. It is found that the blended learning strategy has many advantages, such as stimulating autonomous learning, increasing classroom interaction, eliminating communication anxiety, and improving learners' learning ability. Students expressed high evaluation of the use of blended learning strategies. The researchers concluded that the use of blended learning is more motivating and inspiring.

Last but not least, Zhang and Zhu (2018) conducted a study comparing blended learning models with traditional face-to-face learning models. Specifically, the study investigated the effectiveness of blended learning compared to conventional methods of teaching English as a second language in China. The researchers analyzed a large database of students enrolled in ESL classes and their performance, gender, grade and discipline. The results showed that students who studied using the blended learning model had better academic performance and a positive impact on students' learning outcomes in the ESL program compared to other students who were taught using the conventional model.

2.2 Learner's Motivation

Based on the early work of Tolman (1932) and Lewin (1938) expected value theory, the ARCS model and its four categories and twelve subcategories attempt to integrate behavioral, cognitive and emotional learning theory and prove that learners' motivation is affected by external conditions (Moller 1993). Note that the categories of relevance, confidence, and satisfaction can be used as a framework to develop teaching strategies to capture and maintain the learner's attention, establish the relevance of the taught materials, improve and maintain the learner's confidence, and through internal and external methods provide learners with satisfaction rewards.

Keller (2000) emphasizes on the importance of motivation, and believes that accelerating and maintaining learners' motivation and encountering effective and reliable motivation methods are a challenge for educators. Keller proposed the motivational model called "ARCS Model" which brings four motivational factors, these factors have an impact on the acquisition of knowledge. The four factors are as follows: 1) Attention of learners, 2) determining the Relevance of reaching to learning styles and learning goals of learner, 3) encouraging Confidence regarding prospects and outcomes of learning, and 4) crafting instruction satisfactory for learners.

Motivation may affect student performance (Gabriele, 2003). According to Keller (1999), motivation is an indispensable factor for the successful learning of students in an online environment. When designing an online learning environment, if students' motivational requirements are determined and prioritized in the design, the students' motivation and performance can be improved (Keller & Suzuki, 2004). According to the research of Song and Keller (2001), in order to maintain students' learning motivation in an online environment, the most important choice is to use a motivation model. Keller's ARCS motivation model (1987a) is the most commonly used.

2.3 Learner's Satisfaction

Ali (2011) mentioned that behavior, timely updating of course content, good course design activities, teachers' input and attitude, teachers' professional skills and knowledge, etc. can meet the learners' course learning needs which will improve students' learning satisfaction. Ali (2012) thought that students online learning experience, attitude towards technology, intention to use, curriculum setting, technology provision, degree of interaction, and evaluation methods are the decisive factors that affect students' satisfaction with online courses. Rahman, Hussein & Aluwi, (2015) believed that perceived usefulness, perceived ease of use, learning atmosphere, and interaction between students and teachers will affect students' learning satisfaction in a blended learning

environment. Young's (2008) research shows that students are more satisfied with the interaction between teachers and students in the learning process than the interaction between students and students. Korean researchers Tsai, Yang & Laffey, (2008) showed that students' satisfaction evaluation of "problem-based learning" teaching form supported by online learning environment is higher than that of "topic-based learning" teaching form.

III. Methodology

This study combines the blended learning methods and some teaching practices of the domestic and foreign countries to find some problems in the current teaching practice and search suitable research methods. The current situation of business English writing teaching are analyzed through test papers and questionnaires. On the basis of the business English writing teaching give certain guidance and put forward corresponding reasonable suggestions, the research methods used in this study are as follows:

3.1 Sample of the study

Eighty Business English Major students from second year of Guangdong Polytechnic Science and Technology participate in the experiment. They are divided into two groups, control and experimental, of forty students each. In addition, in order to guarantee that the business writing of the two groups is also in the same level, the business writing skills were tested before the start of the experiment. The test results should show that the business writing skills of the control group and the experimental group are equivalent prior to the intervention.

3.2 Instruments

3.2.1 Pre-test and Post-test

The writing scoring mechanism is consistent with BEC examination (Business English certificate) prepared by Cambridge University Examinations Committee in order to test student's level of business English competency. In this study, exams were adapted from Examination paper of BEC Vantage. The pre-test and post-test include 3 business writing tasks (email writing, letter writing and report writing).

The students were required to complete all the tasks in the pre-test paper independently within 120 minutes and no communication was allowed. The pre-test and post-test would use the same questions and writing tasks which were validated by experts in the field of applied linguistics of Guangdong Polytechnic of science and technology, and two experienced English lecturers who administered the Experimental Group and the Control Group.

3.2.2 Motivation and Satisfaction Questionnaires

The questionnaires are issued at the beginning and the end of the semester respectively. The author compiles the questions that need to be understood into questionnaires and distributes them to the students in the experimental and control groups. The questionnaire is named: "Questionnaire on the satisfaction and teaching effectiveness of blended learning method of business English writing" and "Questionnaire on Students' Motivation". therefore, the quantitative method should be applied to test the validity of questionnaires.

Furthermore, a pre-questionnaire is designed to evaluate the participants' motivation and engagement of business writing. The questionnaire which evaluates the participants' motivation at the beginning of the class is adapted from Keller's ARCS Model (2010). The thirty-six questions are used and are modified slightly to be better fit into our participants' learning environment. The thirty satisfaction questions are taken to test students

learning satisfaction. The students will be asked to show what extent they agree with the thirty-six and another thirty statements through a five-point Likert-scale from “strongly disagree” to “strongly agree” (see table 3.2).

Positive	Reverse
1 (or A) = Not true	5 (or A) = Not true
2 (or B) = Slightly true	4 (or B) = Slightly true
3 (or C) = Moderately true	3 (or C) = Moderately true
4 (or D) = Mostly true	2 (or D) = Mostly true
5 (or E) = Very true	1 (or E) = Very true

Table 3.2 The rating scales for both positive and reverse statements.

Procedure

This study lasts 8 weeks period in the 2020-2021 academic year. It is designs for 32 hours offline and 16 hours online, and students meet lecturer twice a week for interaction language writing learning tasks.

Data Analysis

The ‘Statistical Package for the Social Sciences’ (SPSS) Windows version 24.0 should be used to gather the data. The T-test (for independent samples) was done to evaluate the effects of using the blended learning model and the conventional method on every dependent variable.

Research Question 1

Is there significant difference between the mean score of the experimental group (Blended Learning) and control group (Conventional Method) in their overall performance for Business writing skills?

Table 1a *Comparison of Overall Mean Scores for Business English Writing Skills in the Pre-test*

Group	N	Mean	SD	Mean Difference	t-value	df	p-value
Experimental	40	71.98	4.59	.3	.324	78	.747
Control Group	40	71.68	3.63				

Level of significance is at $p < 0.05$

Finding in table 1a indicates the overall mean scores for Business English writing skills prior to intervention. The overall mean score of the experimental group was 71.98. Whereas the overall mean scores of the control group was 71.68. The results from the independent-samples t-test showed that there was no significant difference between the overall mean scores of students of the experimental as well as control groups for their performance in Business English writing skills prior to intervention (Mean difference=.3, $t = .324$, $df = 78/74.1$, $p = .747$).

Table 1b *Comparison of Overall Mean Scores for Business English Writing Skills in the Post-test*

Group	N	Mean	SD	Mean Difference	t-Value	df	P-value
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Experimental	40	83.6	3.6	8.25	8.307	78	.000
Control	40	75.35	5.1				

Level of significance is at $p < 0.05$

Finding in table 1b indicates the overall mean scores for Business English writing skills after the intervention. The overall mean score for the experimental group was 83.6. Whereas the overall mean scores for the control group was 75.35. The results from the independent-samples t-test revealed that there was a significant difference between the overall mean scores of students of the experimental as well as control groups for their performance in Business English writing skills after the intervention (Mean difference=8.25, $t = 8.307$, $df = 78$, $p = .000$). Therefore, the research question 1 was answered. The findings in Table 1b showed that the usage of Blended Learning in teaching Business English Writing significantly enhanced the experimental group's overall performance scores as compared to the control group who were taught with conventional method. These findings support findings by Zou and Xie (2018) which stressed that the blended learning method led to better development of students' writing skills and motivation. These findings support findings by Rasheed, Kamsin and Abdullah (2020) which stated that the blended teaching combined of varied sets of technological tools and teaching method to improve students learning and motivation. Yoon & Lee (2010) also indicated that the use of blended learning resulted in better performance of students' writing skills.

Research Question 2:

Is there a significant difference in learner's motivation of Business Writing?

Table 2a *Comparison of Overall Mean Scores for Motivation towards Business Writing Skills in the Pre-test*

Group	N	Mean	SD	Mean Difference	t-Value	Df	P-value
Experimental	40	109.150	2.68	0.5	.135	78	.893
Control	40	108.650	2.57				

Level of significance is at $p < 0.05$

Finding in table 2a indicates the overall mean scores for motivation towards Business English writing skills prior to intervention. The overall mean score of the experimental group was 109.150. Whereas the overall mean scores of the control group was 108.650. The results from the independent t-test showed that there was no significant difference between the overall mean scores of students of the experimental as well as control groups for their motivation towards Business English writing skills prior to intervention ($t = .135$, $df = 78$, $p = .893$).

Table 2b *Comparison of Overall Mean Scores for Motivation towards Business Writing Skills in the Post-test*

Group	N	Mean	SD	Mean Difference	t-Value	Df	P-value

Experimental	40	155.750	1.370	19.625	9.110	78	.000
Control	40	136.125	1.663				

Level of significance is at $p < 0.05$

Finding in table 2b indicates the overall mean scores for motivation towards Business English writing skills after intervention. The overall mean score of the experimental group was 155.750. Whereas the overall mean scores for the control group was 136.125. The results from the independent t-test indicated that there was significant difference between the overall mean scores of students of the experimental as well as control groups for their motivation towards Business English writing skills after intervention ($t = 9.110$, $df = 78$, $p = .000$). Thus, the research question 2 was answered. The findings mentioned in Table 2b showed that the usage of Blended learning in teaching writing Business English significantly enhanced the experimental group's overall motivation scores as compared to the control group who were taught with conventional method. The students in the experimental group were taught by employing the principles embodied in the ARCS model by Keller (2010) whereas their counterparts in the control group were taught in the conventional method which failed to motivate them and they could not perform like the students in the experimental group did. Furthermore, Yoon and Lee (2010) showed that students' positive attitudes and perceptions about using a blended learning approach in second language writing classes. Students found this approach is useful, motivating and interactive. Moreover, Liu (2013) concluded that the use of blended learning is more motivating and inspiring.

Research Question 3

Is there a significant difference in learner's satisfaction of Business English writing?

Table 3a *Comparison of overall mean scores for satisfaction towards business writing skills in the pre-test*

Group	N	Mean	SD	Mean Difference	t-Value	Df	P-value
Experimental	40	103.275	2.79	1.96	1.975	78	.614
Control	40	101.300	2.73				

Level of significance is at $p < 0.05$

Table 3a indicates the overall mean scores for satisfaction towards Business English writing skills prior to intervention. The overall mean score of the experimental group was 103.28 ($SD=2.79$). Whereas the overall mean scores of the control group was 101.30 ($SD=2.73$). The results from the independent t-test showed that there was no significant difference between the overall mean scores of students of the experimental group compared with control groups for their satisfaction towards Business English writing skills prior to intervention ($t = 1.975$, $df = 78$, $p = .614$).

Table 3b *Comparison of overall mean scores for satisfaction towards business writing skills in the post-test*

Group	N	Mean	SD	Mean Difference	t-Value	Df	P-value
Experimental	40	142.000	.729	22.05	12.150	78	.000
Control	40	119.950	1.662				

Level of significance is at $p < 0.05$

Table 3b indicates the overall mean scores for satisfaction towards business English writing skills after

intervention. The overall mean score of the experimental group was 142.0 (SD=.73). Whereas the overall mean scores for the control group was 119.95 (SD=1.67). The results from the independent t-test indicated that there was significant difference between the overall mean scores of students of the experimental as well as control groups for their satisfaction towards business English writing skills after intervention ($t = 12.150$, $df = 78$, $p = .000$). Thus, the research question 3 was answered. The findings mentioned in Table 3b showed that the usage of Blended learning in teaching writing Business English significantly enhanced the experimental group's overall satisfaction scores as compared to the control group who were taught with conventional method. Based on the research of Rahman, Hussein, and Aluwi (2015), they believed that perceived usefulness, perceived ease of use, learning atmosphere, and interaction between students and teachers will affect students' learning satisfaction in a blended learning environment. Likewise, Ali (2012) thought that students online learning experience, attitude towards technology, intention to use, curriculum setting, technology provision, degree of interaction, and evaluation methods are the decisive factors that affect students' satisfaction with online courses.

IV. Conclusion

Business English writing is a special English style writing, which is the creation of written business discourse by people to meet the needs of business communication, involving language use and its interaction with industry, social and cultural contexts (Zhang, 2010). It is an effective supplement and extension of the way of thinking, language expression, and semantic information transmission. In addition, Business English writing course is a compulsory course for business English majors, and it is the foundation of writing ability learning. All English teachers may face major challenges, especially in comprehensive universities. Therefore, new methods and techniques are constantly introduced to make courses more interesting and motivating for students to learn. In this study, the researcher integrated blended learning approach into the teaching and learning of business English writing skills and observed the impact of using blended learning method on business English writing ability and learning motivation of Chinese students. It is hoped that more English teachers in China will use blended learning method to improve students' business English writing ability.

The findings of this study constitute a step towards introducing Internet + technology into conventional teaching methods. Blended learning method can be used for practice and evaluation in and outside of classroom. It is not only conducive to improving students' interest and attention in learning writing skills but also benefit to improving students' learning motivation and satisfaction. Therefore, it is hoped that this study will encourage future researchers to further explore the application of blended learning in the teaching and learning of business English writing skills and other related English courses.

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