






ISSN: 2617-6548

URL: www.ijirss.com



Improving students' business English writing skills using the blended learning approach

Subadrah Madhawa Nair^{1*},  Mallika Vasugi V. Govindarajoo², Guo Ying³,  Esayas Teshome Taddese⁴,  Muhammad Siddique⁵

^{1,2}*Faculty of Education & Humanities, UNITAR International University, Kelana Jaya, Selangor, Malaysia.*

³*School of Applied Languages, Guangdong Polytechnic of Science and Technology, China.*

⁴*Faculty of Education and Liberal Arts, INTI International University, Nilai, Negeri Sembilan, Malaysia.*

⁵*Faculty of English, Govt. Shalimar Graduate College, Higher Education, Department Punjab, Lahore, Pakistan.*

Corresponding author: Subadrah Madhawa Nair (Email: subadrahmadhawanair@gmail.com)

Abstract

The primary aim of this study was to examine the effectiveness of a blended learning approach in enhancing the Business English writing skills of undergraduate students in China. It also explored whether this method could improve students' satisfaction with learning these skills. Adopting a quasi-experimental design with quantitative methods, the study involved 80 second-year Business English students from Guangdong. Participants were divided into two groups: the Experimental Group received instruction through blended learning, while the Control Group followed a conventional teaching approach. The intervention lasted eight weeks. Data were collected using three instruments: a pre-test, a post-test, and a satisfaction questionnaire. Results from a one-way ANOVA indicated that the Experimental Group significantly outperformed the Control Group in writing, especially in areas such as topic relevance, supporting arguments, organization, grammar, and vocabulary. Moreover, the Experimental Group reported significantly higher satisfaction levels after the intervention. These findings highlight the potential of blended learning as an effective pedagogical strategy for enhancing both writing skills and learner satisfaction in Business English courses.

Keywords: Blended learning approach, Business English writing skills, Conventional method, Education quality, Education.

DOI: 10.53894/ijirss.v8i6.9563

Funding: This study received no specific financial support.

History: Received: 30 June 2025 / Revised: 1 August 2025 / Accepted: 4 August 2025 / Published: 29 August 2025

Copyright: © 2025 by the authors. This article is an open access article distributed under the terms and conditions of the Creative Commons Attribution (CC BY) license (<https://creativecommons.org/licenses/by/4.0/>).

Competing Interests: The authors declare that they have no competing interests.

Authors' Contributions: All authors contributed equally to the conception and design of the study. All authors have read and agreed to the published version of the manuscript.

Transparency: The authors confirm that the manuscript is an honest, accurate, and transparent account of the study; that no vital features of the study have been omitted; and that any discrepancies from the study as planned have been explained. This study followed all ethical practices during writing.

Publisher: Innovative Research Publishing

1. Introduction

In the era of globalization, competency in business English writing is crucial in the corporate world and for career advancement [1]. Writing is often seen as one of the foundational but challenging language skills to learn, particularly for students majoring in Business English. Proficiency in written communication is crucial for these students, as it plays a vital role in their professional development and success in their careers [2]. In job applications, especially, writing competencies aid in improving the applicant's ability to utilize language correctly and accurately, in terms of vocabulary, layout of text, writing strategy, and critical thinking competencies [3]. According to Kellogg and Raulerson [4], American students rarely attain advanced scores in writing skills. Knowledge of language and, above all, mastery of the four language skills (listening, speaking, reading, and writing) are crucial in learning English [5]. In order to improve students' performance in writing skills, they must engage in active communication. As such, writing is seen as the most complicated yet most crucial skill for students to master. Effective business communication is based on clear and concise writing. It is divided into various genres based on the criterion for the curriculum of Business English, such as email, memo, note, letter, report, and proposal, which have the standard structure and specific style [6]. The current study focuses on three genres of writing: email writing, letter writing, and report writing.

According to Ren et al. [7], Information and communication technology (ICT) is playing a transformative role in reshaping and advancing education in China. The Connect-SCS initiative, which focuses on linking schools via broadband, providing access to high-quality digital learning materials, and creating online learning environments for students, leverages cloud computing to support educational equity and improve education management. It also serves as a vital platform for strengthening teachers' ICT competencies in educational settings in China. Some researchers have focused on enhancing Business English speaking, reading, and listening skills through blended learning methods [8]. As such, there is a gap in the utilization of blended learning in the area of writing skills.

Luan et al. [9] highlighted that students often find Business English writing difficult due to several factors, such as outdated teaching methods, limited opportunities for practice, low motivation, and inadequate vocabulary. The study suggests that using an effective method of teaching is crucial in improving students' Business English writing skills. Many studies have revealed that students prefer blended learning over conventional lecture-based instruction and purely e-learning [10, 11]. Studies also reveal that students have maintained positive attitudes towards blended instruction compared to the conventional teaching method [12-14].

As such, the current study investigates the effectiveness of the blended learning approach on undergraduates' performance in Business English writing and their satisfaction. This quasi-experimental study was conducted in two Polytechnic Science and Technology institutions in Guangdong Province, China.

1.1. Research Questions

The following six research questions were formulated for this study:

RQ1: Does the experimental group (utilizing blended learning) perform better than the control group (utilizing the conventional approach) in the area of topic relevance in Business English writing?

RQ2: Does the experimental group (utilizing blended learning) perform better than the control group (utilizing the conventional approach) in the area of supporting arguments in Business English writing?

RQ3: Does the experimental group (utilizing blended learning) perform better than the control group (utilizing the conventional approach) in the area of organization in Business English writing?

RQ4: Does the experimental group (utilizing blended learning) perform better than the control group (utilizing the conventional approach) in the area of grammar in Business English writing?

RQ5: Does the Experimental Group (utilizing blended learning) perform better than the Control Group (utilizing the conventional approach) in the area of vocabulary in Business English writing?

RQ6: Does the Experimental Group (utilizing blended learning) perform better than the Control Group (utilizing the conventional approach) in their satisfaction with Business English writing?

2. Literature Review

2.1. Theoretical Framework

This research is based on Vygotsky [15] Social constructivist theory, which emphasizes the importance of social context in the learning process. Vygotsky proposed that knowledge is developed through active engagement and interaction between individuals and their surrounding environment, resulting from the integration of personal and social factors. Vygotsky [15] stressed that children learn better when they receive scaffolding from adults and peers. He also encourages collaborative learning, which helps them reach the Zone of Proximal Development. In this study, cooperative learning helps to promote the learning potential of students, and its role is integrated with teachers, teaching, and technology.

Additionally, Mayer [16] multimedia learning theory posits that in e-learning contexts, people learn more effectively from computer-based words combined with pictures such as animations, videos, or static illustrations than from words alone. Active learning, as a means to achieve meaningful learning outcomes, is an excellent way to enhance learning. These outcomes are produced by learners' activities in the learning process. If the goal is to cultivate meaningful learning outcomes, then multimedia presentations should be designed for the main cognitive activities rather than behavioral activities [16]. Therefore, in order to improve students' interest in Business English writing, it is necessary to actively innovate the conventional teaching mode of English writing [7]. The implementation of the business English multimedia teaching method helps to enhance the English proficiency levels of learners in a more effective, practical, and interesting way, and to form professional communication competencies required in future careers and communication.

In the procedure of discovery learning, learners are knowledge builders and play an active and due role. Teachers should create situations of independent thinking for students to allow students to discover and explore the unknown world. In Bruner's view, when we teach a subject, we don't want students to become small libraries that can fully master the subject; we want them to participate in the process of knowledge construction. Therefore, it can be said that learning is a process rather than a result [17]. He also stressed that students learn better when they are given new materials. Karpova [18] pointed out that the application of multimedia technology in the education system has changed the forms, means, and techniques of business English teaching and thus has created a real learning environment. The task of the teacher is to develop the personality of the students, to find creative ways to organize the whole educational process, and to choose the appropriate multimedia products and teaching methods.

2.2. Studies on Blended Learning in ESL Writing

The implementation of the blended learning approach in Business English writing helps enhance learners' English proficiency levels in a more effective, practical, and engaging manner, and it aids in developing professional communication competencies required for future careers and communication. Additionally, resources from the Internet establish optimal conditions for learning to write because they provide real-world contexts for written communication situations and increase student motivation and satisfaction [19].

According to Peng et al. [20] blended learning approach allows learners to access updated information according to their needs. Similarly, Zhang [21] believes that the advantages of the implementation of a blended learning approach are that learning materials can be regularly updated, shared, and copied quickly, and large amounts of electronic information or data can be saved easily. Furthermore, interactive web elements can be placed as tests or electronic workbooks, and electronic libraries such as modern newspapers, magazines, or hyperlinks, can be added to the reading literature on the site. Therefore, it becomes possible to combine verbal and visual information to motivate students, activate their cognitive activities in order to improve their general English ability, which leads to improving their English writing skills.

In this connection, Hassan et al. [22] conducted a study to examine how effective blended learning is in enhancing English writing skills among ESL learners at a Malaysian higher education institution. The results indicated that blended learning had a significant positive impact on students' writing performance because learners can easily access learning materials and engage in active interaction with peers and lecturers. Similarly, a study by Guo [23] indicates that the blended learning approach has a positive impact on students' English writing skills. The findings demonstrate that blended learning creates a platform for students to interact and communicate with teachers and other students, ultimately enabling them to construct knowledge and write effectively. Morris and Zwart [24] stressed that it is crucial to understand the audience and their unique needs and interests in business English writing. When writing Business English, your tone and content should vary depending on your audience; for instance, communicating with a CEO requires a different approach than addressing a colleague. The writing process is typically broken down into three key stages: analyzing the situation, composing the message, and finalizing the document.

In addition, blended learning provides students with both autonomous learning tasks and cooperative learning tasks, and students have the opportunity to search network resources, which virtually guides students to improve their English writing during and after class [25]. A study Qi et al. [26] also affirms that blended learning activities using mobile apps can enhance students' English writing skills because students are actively engaged in interaction. Sari and Wahyudin [27] explored how undergraduate students perceived the use of Instagram as a blended learning tool in an English for Business course. Their findings indicate that blended learning through Instagram has not only enhanced students' interest in learning but also improved their Business English writing.

Furthermore, Al-Samarraie and Saeed [28] stressed that cloud computing tools in blended higher education classrooms can stimulate collaborative activities among students. Nathan and Rajamanoharane [29] reiterated that blended learning enables students to engage with the classroom activities anywhere at any time. In addition, Singh et al. [30] opined that blended learning activities are a good platform for students to work collaboratively in completing their tasks and enhancing student interaction. As such, in blended learning, technology plays a crucial role in reforming education from conventional to face-to-face and technology-based learning.

2.3. Blended Learning and Student Satisfaction

Ali and Ahmad [31] noted that lecturers' behaviour, updating course content on time, good course design practices, the input and attitude of lecturers, the professional competences of lecturers, and knowledge and other related factors can satisfy the students' course learning demands, which will in turn enhance the learning satisfaction of learners. Findings by Sharma et al. [32] demonstrate that 71% of students believe that the blended learning approach increases their interest in the topic by allowing them to access the materials at any time and from any location. In addition, students show a favorable attitude towards blended learning. A blended learning environment is user-friendly and promotes active engagement among students in learning, which enhances students' learning satisfaction. A blended learning environment affirms useful cognition, a user-friendly learning atmosphere, and active interaction between students and teachers, which can further enhance students' learning satisfaction [33].

Moreover, Shu and Xu [34] explored the relationship between factors through data mining and correlation analysis, and found that students' learning satisfaction was related to students' online learning experience, individual characteristics, and cognition. Studies by Taiwanese researchers Wu et al. [35] found that learning satisfaction in blended learning directly determines students' intention to continue learning. They found that when students utilize the "Online" platform for course learning, the decision-making of the user and the function of the platform itself are positively related to the students' learning satisfaction. In a related study, Klimova [36] analyzed and evaluated blended learning methods and learning materials in business English courses and discussed their effectiveness in terms of learning outcomes in a wider

international context. The investigation showed that the utilization of blended learning methods in business English teaching did not show much effect. Nonetheless, learners were satisfied with the blended learning strategy and preferred it compared to traditional learning. In addition, Zeqiri et al. [37] carried out research on students' satisfaction related to blended learning among 319 undergraduate and postgraduate students at the South East European University in North Macedonia. The results also showed that blended learning positively influences students' academic achievement and overall satisfaction.

Similarly, the findings of Almekhlafi et al. [38] highlight that blended learning can enhance students' learning skills, foster active engagement, and promote self-regulated learning. The study also suggests that blended learning may increase student motivation, which in turn contributes to improved academic performance. Overall, students expressed enthusiasm for the blended learning approach. Besides, the results of the survey conducted by Cheng et al. [39] in six universities in Sichuan Province, China, it is indicate that the overall level of students' satisfaction with blended learning in universities is moderately high.

3. Methodology

The study employed a quasi-experimental design using quantitative data. The experimental group was taught Business English writing using a blended learning approach, and the control group was taught using the conventional teaching approach. The sample consisted of 80 second-year Chinese Business English students from two Polytechnic Science and Technology institutions in Guangdong Province. Both the experimental and control groups had 40 students each, selected as intact groups from two different colleges to prevent interaction between the groups. The intervention lasted for eight weeks, and both groups were taught by trained lecturers with more than five years of experience in teaching Business English.

Three instruments consisted of a pre-test and a post-test, and a questionnaire on satisfaction was used to collect the data. Before the intervention, both groups were given a pre-test to gauge students' Business English writing skills in three areas: letter writing, email writing, and report writing. Additionally, a pre-satisfaction questionnaire was administered. At the end of the eighth week, students were given a post-test (the content was similar to the pre-test) and a post-satisfaction questionnaire. Researchers observed both groups during the intervention to ensure that the experimental group was taught using a blended learning approach and the control group was taught using the conventional approach. The quantitative data were analyzed using One-way ANOVA (SPSS Program version 28).

4. Findings

RQ1: Does the Experimental Group (utilizing blended learning) perform better than the Control Group (utilizing the conventional approach) in the area of topic relevance in Business English writing?

Table 1.

Results of One-way ANOVA in focusing on the topic relevance of business English writing.

Sum of Squares	df	Mean Square	F	Sig.
Between Groups	1	59.513	57.185	0.000
Within Groups	78	1.041		
Total	79			

Note: The level of significance is at $p < 0.05$.

The pre-test findings indicate that the mean scores of the Experimental Group ($M = 14.33$, $SD = 0.92$) and the Control Group ($M = 14.25$, $SD = 0.81$) were relatively low and showed minimal difference in the area of topic relevance. However, after receiving instruction through the blended learning approach, the Experimental Group scored significantly higher in the post-test ($M = 16.92$, $SD = 0.94$) compared to their counterparts in the Control Group ($M = 15.20$, $SD = 1.09$).

Results of the one-way ANOVA test indicate that in the pre-test, there is no significant difference between the experimental group and the control group in focusing on the topic of Business English writing ($F = .151$, $df = 1$, $p = .699$). After the intervention, the results of the post-test in Table 1, demonstrate that the experimental group performed significantly higher than the control group ($F = 57.185$, $df = 1$, $p = .000$). These findings reveal that the blended learning method facilitated students in understanding the relevance of Business English writing compared to the control group, which was taught using the conventional approach. As such, the findings address research question 1.

RQ2: Does the Experimental Group (utilizing blended learning) perform better than the Control Group (utilizing the conventional approach) in the area of supporting arguments in Business English writing?

Table 2.

Results of One-way ANOVA in post-test for supporting arguments on the topic of Business English writing.

Sum of Squares	df	Mean Square	F	Sig.
Between Groups	1	59.513	58.408	0.000
Within Groups	78	1.019		
Total	79			

Note: The level of significance is at $p < 0.05$.

In the pre-test, the mean score of the Experimental Group ($M = 14.47$, $SD = 1.11$) for supporting arguments is almost the same as the Control Group ($M = 14.8$, $SD = 0.96$). After the intervention, the post-test indicates that the Experimental Group ($M = 16.85$, $SD = 0.89$) performed significantly better than the Control Group ($M = 15.12$, $SD = 1.11$).

The results of the one-way ANOVA in Table 2 reveal no significant difference between the Experimental Group and the Control Group in the pre-test scores for providing supporting arguments in Business English writing ($F = 0.121$, $df = 1$, $p = .739$). However, post-test results (see Table 2) indicate that the Experimental Group outperformed the Control Group significantly in this area ($F = 58.408$, $df = 1$, $p < .001$). These findings provide empirical support for the effectiveness of blended learning activities in enhancing students' ability to incorporate supporting arguments in Business English writing. This result directly addresses Research Question 2.

RQ3: Does the Experimental Group (utilizing blended learning) perform better than the Control Group (utilizing the conventional approach) in the area of organization in Business English writing?

Table 3.
Results of One-way ANOVA in the organization of business English writing

Sum of Squares		df	Mean Square	F	Sig.
Between Groups	48.050	1	48.050	53.927	0.000
Within Groups	69.500	78	0.891		
Total	117.550	79			

Note: The level of significance is at $p < 0.05$.

The pre-test results reveal that the mean scores of the Experimental Group for organization ($M = 14.52$, $SD = 1.06$) and the Control Group ($M = 14.45$, $SD = 0.95$) were very similar and relatively low. However, the post-test results indicate that the Experimental Group ($M = 16.85$, $SD = 0.74$) performed significantly better than the Control Group ($M = 15.30$, $SD = 1.11$).

Findings from the One-way ANOVA test in Table 3 indicate that in the pre-test, there is no significant difference between the Experimental Group and the Control Group in the area of organization in business English writing ($F = .110$, $df = 1$, $p = .741$). On the other hand, findings from the post-test in Table 3 show that the Experimental Group scored significantly higher than their counterparts in providing a smooth flow of organization in business English writing ($F = 53.927$, $df = 1$, $p = .000$). This empirical evidence suggests that the blended learning activities help students demonstrate better organization in their business writing. These findings answer Research Question 3.

RQ4: Does the Experimental Group (utilizing blended learning) perform better than the Control Group (utilizing the conventional approach) in the area of grammar in Business English writing?

Table 4.
Results of One-way ANOVA in the post-test for the use of grammar in Business English writing

Sum of Squares		df	Mean Square	F	Sig.
Between Groups	54.450	1	54.450	51.605	0.000
Within Groups	82.300	78	1.055		
Total	136.750	79			

Note: The level of significance is at $p < 0.05$.

Results of the pre-test show that the mean score for grammar is almost similar for the Experimental Group ($M = 14.23$, $SD = .86$) and the Control Group ($M = 14.20$, $SD = .85$). However, in the post-test, the Experimental Group ($M = 16.45$, $SD = .85$) exhibited a marked improvement over the Control Group ($M = 14.80$, $SD = 1.18$).

The results of the pre-test indicate that there was no notable difference between the Experimental Group and the Control Group in terms of grammar usage in Business English writing ($F = .017$, $df = 1$, $p = .897$). However, after implementing blended learning strategies for eight weeks, the Experimental Group showed a significant improvement in their post-test performance ($F = 51.605$, $df = 1$, $p = .000$). These findings suggest that blended learning is an effective approach for enhancing students' grammar skills in Business English writing. These results answer Research Question 4.

RQ5: Does the Experimental Group (utilizing blended learning) perform better than the Control Group (utilizing the conventional approach) in the area of vocabulary in Business English writing?

Table 5.
Results of One-way ANOVA in the post-test for the use of vocabulary in Business English writing.

Sum of Squares		df	Mean Square	F	Sig.
Between Groups	51.200	1	51.200	44.998	0.000
Within Groups	88.750	78	1.138		
Total	139.950	79			

Note: The level of significance is at $p < 0.05$.

Before the intervention, there was not much difference in the mean for the use of vocabulary between the Experimental Group ($M = 14.43$, $SD = 1.17$) and the Control Group ($M = 14.38$, $SD = 0.93$). After the intervention, the mean of the Experimental Group ($M = 16.53$, $SD = 0.91$) is much higher than the Control Group ($M = 14.93$, $SD = 1.21$).

The one-way ANOVA results for the pre-test reveal no significant difference in the mean vocabulary scores between the experimental group and the control group in Business English writing ($F = 0.045$, $df = 1$, $p = 0.833$). In contrast, the post-test results (Table 5) show that the Experimental Group achieved significantly higher scores than the Control Group ($F = 44.998$, $df = 1$, $p = .000$). These findings suggest that blended learning effectively expanded students' vocabulary and enhanced their ability to use vocabulary appropriately in Business English writing tasks such as emails, letters, and reports. This outcome provides an answer to Research Question 5.

RQ6: Does the Experimental Group (utilizing blended learning) perform better than the Control Group (utilizing the conventional approach) in their satisfaction with Business English writing?

Table 6.
Results of One-way ANOVA in their post-satisfaction with Business English writing.

Sum of Squares		df	Mean Square	F	Sig.
Between Groups	9724.050	1	9724.050	147.624	0.000
Within Groups	5137.900	78	65.871		
Total	14861.950	79			

Note: The level of significance is at $p < 0.05$

The results of the pre-satisfaction questionnaire indicate that the mean scores of the Experimental Group ($M = 103.27$, $SD = 17.66$) and the Control Group ($M = 101.30$, $SD = 17.26$) were nearly identical. However, the post-satisfaction findings reveal a notable increase in the mean score for the Experimental Group ($M = 142.00$, $SD = 4.61$), which was significantly higher than that of the Control Group ($M = 119.95$, $SD = 10.51$). These results suggest that students in the Experimental Group were more satisfied with the blended learning approach compared to those in the Control Group, who were taught using a conventional method.

The pre-intervention satisfaction questionnaire results show no significant difference between the Experimental Group and the Control Group regarding their satisfaction with Business English writing skills ($F = 0.256$, $df = 1$, $p = 0.614$). However, after the eight-week intervention, the Experimental Group reported a significantly higher level of satisfaction compared to the Control Group ($F = 147.624$, $df = 1$, $p < 0.001$). These results indicate that students in the Experimental Group responded more positively to the blended learning approach, which proved to be more effective than the conventional approach used with the Control Group. This finding provides an answer to Research Question 6.

5. Discussion and Implications

The findings of this study demonstrate that the blended learning strategies help students from the Experimental Group to perform significantly higher in the area of topic relevance in business English writing. In business English writing, it is critical to know the audience and their requirements, interests, and motivations. It is essential to evaluate the audience's level of knowledge of the topic [24]. However, distinguishing and identifying writing topics and writing formats can be challenging, especially for beginners in business English majors. These research results are supported by related studies conducted by Sari and Wahyudin [27] and Hassan et al. [22], emphasizing that a blended learning approach can improve learning efficiency in Business English writing competencies.

In addition, blended learning strategies also benefited students in writing, supporting arguments compared to the conventional approach of teaching. Providing supporting details is one of the most important training contents in business English writing. Improvement in the area of providing supporting arguments, on the one hand, requires accurate analysis of the material, and on the other hand, it needs continuous practice to ensure that the idea is reasonable. The current findings are consistent with those of Kellogg and Raulerson [4], which stress that deliberate practice should be a fundamental principle guiding the training of student writers. The blended learning approach enables a learning atmosphere that offers learners ample opportunities for online collaborative learning. The functions of the Chaoxing APP, such as uploading files, creating, sharing documents, and collaborating with others, are useful for informing the development of students' cognitive processing strategies, such as elaboration, organization, and collaborative peer learning strategies [28].

Moreover, the results of the current study show that students' organization, use of grammar, and use of vocabulary in Business English writing improved significantly after they were taught using the blended learning approach. These findings are consistent with those of Hassan et al. [22] and Qi et al. [26], which affirm that blended learning creates a conducive learning environment, enhances student communication, and promotes active engagement. Additionally, students are exposed to various online resources that guide them to improve their English writing skills both during and after class [25, 40].

The results of this study also indicated that students' satisfaction in writing was enhanced after they were taught using the blended learning approach. These findings are consistent with those of other studies that show students prefer a blended approach compared to the conventional method of teaching [9, 12, 14]. A blended learning environment is user-friendly and actively engages students in writing, thereby enhancing their learning satisfaction [33]. As stressed by Peng et al. [20] blended learning enables students to communicate and share information and online learning material in groups, which indeed helps them to improve their writing skills and satisfaction as well.

This study has crucial pedagogical, theoretical, and practical implications. In terms of pedagogical implications, the findings suggest that higher institutions in China can use a blended learning approach to enhance students' business English writing skills and improve their satisfaction. Accordingly, the findings also support [15] social constructivist theory, which stresses that students learn better when they are actively engaged in learning and receive scaffolding from peers and

teachers. The results are also consistent with Mayer [16] multimedia learning theory advocates that students learn better when computer-based words are combined with animation, videos, and illustrations than from words alone. Moreover, blended learning creates a platform for online collaborative learning and helps students improve their writing. In terms of practical implications, the Ministry of Higher Education should provide training for Business English lecturers on how to implement the blended learning approach effectively to enhance students' writing skills.

6. Conclusion

Findings of this study indicate that the blended learning approach significantly improves students' Business English writing skills in the areas of topic relevance, supporting arguments, organization, grammar, and vocabulary. The blended collaborative writing activities not only allow learners to meet their peers and exchange scaffolding virtually, but they are also able to transform their writing anxiety levels into more positive feelings. Collaborative learning experiences help them engage in more systematic ways with other types of meaningful learning and writing input, such as grammar, organization, and planning, which enhances their writing skills. Results also reveal that the blended learning approach significantly increased students' satisfaction with Business English writing. This is because the blended learning approach is more user-friendly and actively engages students in the writing process. Additionally, they are exposed to various online resources, which assist in improving their writing skills.

However, this study has some limitations. First, this study only used quantitative data; it is suggested that future studies may use qualitative data, such as students' interviews, to obtain a deeper insight into the effectiveness of the blended learning approach in Business English writing. Second, only 80 students from two polytechnic colleges were chosen as the sample. It is expected that future studies will involve a larger sample from more colleges for better generalization of the findings. Lastly, the current study only focused on Business English writing skills; as such, future researchers can explore the effectiveness of a blended learning approach in the areas of comprehension, listening, and speaking skills.

References

- [1] F. Abbas, A. M. K. Rana, I. Bashir, and A. M. Bhatti, "The English language proficiency as a global employment skill: the viewpoint of Pakistani academia," *Humanities and Social Sciences Review*, vol. 9, no. 3, pp. 1071-1077, 2021.
- [2] D. Sulisworo, T. Rahayu, and R. N. Akhsan, "The students' academic writing skill after implementing blended learning using Facebook," *Information Technologies and Learning Tools*, vol. 56, no. 6, pp. 176-191, 2016.
- [3] R. C. Shih, "Can web 2.0 technology assist college students in learning English writing? Integrating Facebook and peer assessment with blended learning," *Australasian Journal of Educational Technology*, vol. 27, no. 5, pp. 829-845, 2011. <https://doi.org/10.14742/ajet.934>
- [4] R. T. Kellogg and B. A. Raulerson, "Improving the writing skills of college students," *Psychonomic Bulletin & Review*, vol. 14, no. 2, pp. 237-242, 2007. <https://doi.org/10.3758/BF03194058>
- [5] Y. Zhang, S. M. Nair, W. Wider, and P. Jaya, "The effects of STAD method on Chinese students' motivation in learning English communicative competence," *World Journal of English Language*, vol. 12, no. 6, pp. 85-96, 2022. <https://doi.org/10.55493/5019.v11i2.4514>
- [6] K. Gale and J. Wyatt, "Working at the wonder: Collaborative writing as method of inquiry," *Qualitative Inquiry*, vol. 23, no. 5, pp. 355-364, 2017. <https://doi.org/10.1177/1077800416659086>
- [7] Y. Ren, X. Zheng, and G. Xu, *The innovative influence of technologies on education in China: Ongoing and outlook. In Learning, Design, and Technology*. Cham, Switzerland: Springer. https://doi.org/10.1007/978-3-319-17727-4_61-1, 2016.
- [8] G. Zhang, "Analysis on current situation of business English teaching and improvement of curriculum system," presented at the 8th International Conference on Education, Management, Information and Management Society (EMIM 2018). Paris, France: Atlantis Press, 2018.
- [9] N. M. Luan, M. Rajendran, M. Sumathy, T. H. Sam, A. Prakash, and L. Oli, "A study on factors influencing students' business writing skills," *World Journal of English Language*, vol. 14, no. 6, pp. 629-639, 2024. <https://doi.org/10.5430/wjel.v14n6p629>
- [10] V. F. De Moura, C. A. De Souza, and A. B. N. Viana, "The use of massive open online courses (MOOCs) in blended learning courses and the functional value perceived by students," *Computers & Education*, vol. 161, p. 104077, 2021. <https://doi.org/10.1016/j.compedu.2020.104077>
- [11] R. Owston and D. N. York, "The nagging question when designing blended courses: Does the proportion of time devoted to online activities matter?," *The Internet and Higher Education*, vol. 36, pp. 22-32, 2018. <https://doi.org/10.1016/j.iheduc.2017.09.001>
- [12] S. Batista-Toledo and D. Gavilan, "Student experience, satisfaction and commitment in blended learning: A structural equation modelling approach," *Mathematics*, vol. 11, no. 3, p. 749, 2023. <https://doi.org/10.3390/math11030749>
- [13] F. Bouilheres, L. T. V. H. Le, S. McDonald, C. Nkhoma, and L. Jandug-Montera, "Defining student learning experience through blended learning," *Education and Information Technologies*, vol. 25, no. 4, pp. 3049-3069, 2020. <https://doi.org/10.1007/s10639-020-10100-y>
- [14] H. Wu and S. Luo, "Integrating MOOCs in an undergraduate English course: Students' and teachers' perceptions of blended learning," *Sage Open*, vol. 12, no. 2, p. 21582440221093035, 2022.
- [15] L. Vygotsky, *Mind in society: The development of higher psychological processes*. Cambridge MA: Harvard University Press, 1978.
- [16] R. E. Mayer, *Multimedia learning*, 2nd ed. Cambridge, UK: Cambridge University Press, 2009.
- [17] J. S. Bruner, *The process of education*. Cambridge, MA: Harvard University Press, 1960.
- [18] O. Karpova, "The implementation of the multimedia approach to teaching business English," *Advanced Education*, vol. 4, no. 8, pp. 10-15, 2017. <https://doi.org/10.20535/2410-8286.98433>
- [19] M. Warschauer, H. Shetzer, and C. Meloni, *Internet for English teaching*. Waldorf, MD: TESOL Publications, 2000.
- [20] L. Peng, L. Min, Z. Fang, and R. Beibei, "The effect of blended learning on the English students' course performance," *Journal of English Language Teaching and Applied Linguistics*, vol. 7, no. 1, pp. 19-35, 2025. <https://doi.org/10.32996/jetal.2025.7.1.3>

- [21] R. Zhang, "Research on design and implementation of English teaching platform based on campus network," *Agro Food Industry Hi Tech*, vol. 28, no. 3, pp. 3538-3541, 2017.
- [22] I. Hassan, A. Madarina Abdul Rahaman, and M. N. Latiff Azmi, "Development of English writing skills through blended learning among ESL learners in Malaysia," *Arab World English Journal*, no. 7, pp. 377-389, 2021. <https://doi.org/10.24093/awej/call7.26>
- [23] X. Guo, "The application of blended learning in high school English writing," *Journal of Education and Educational Research*, vol. 13, no. 1, pp. 49–53, 2025. <https://doi.org/10.54097/g2apam91>
- [24] J. Morris and J. Zwart, *Business writing style guide*. Corvallis, OR: Oregon State University, 2020.
- [25] Q. Liu, "On the instruction design of the course business English writing based on blended learning model," *Review of Educational Theory*, vol. 4, no. 4, pp. 24-28, 2021. <https://doi.org/10.30564/ret.v4i4.3508>
- [26] R. Qi, N. Sazalli, and M. N. Nadjwa, "Blended learning for English writing skills: A thematic analysis of students' perspectives in Chinese university," *International Journal of Academic Research in Business and Social Sciences*, vol. 14, no. 9, pp. 960-974, 2024.
- [27] F. M. Sari and A. Y. Wahyudin, "Undergraduate students' perceptions toward blended learning through Instagram in English for business class," *International Journal of Language Education*, vol. 3, no. 1, pp. 64-73, 2019.
- [28] H. Al-Samarraie and N. Saeed, "A systematic review of cloud computing tools for collaborative learning: Opportunities and challenges to the blended-learning environment," *Computers & Education*, vol. 124, pp. 77-91, 2018. <https://doi.org/10.1016/j.compedu.2018.05.016>
- [29] S. K. Nathan and S. Rajamanoharane, "Enhancement of skills through e-learning: Prospects and problems," *The Online Journal of Distance Education and e-Learning*, vol. 4, no. 3, pp. 24-32, 2016.
- [30] J. Singh, K. Steele, and L. Singh, "Combining the best of online and face-to-face learning: Hybrid and blended learning approach for COVID-19, post vaccine, & post-pandemic world," *Journal of Educational Technology Systems*, vol. 50, no. 2, pp. 140-171, 2021. <https://doi.org/10.1177/00472395211047865>
- [31] A. Ali and I. Ahmad, "Key factors for determining student satisfaction in distance learning courses: A study of Allama Iqbal Open University," *Contemporary Educational Technology*, vol. 2, no. 2, pp. 118-134, 2011.
- [32] M. Sharma, M. Devi, T. Raj, and S. Kumar, "A study on students' perceptions on application of blended learning (BLA) an approach towards NEP," *International Journal of Health Sciences*, vol. 6, no. S1, pp. 1580-1589, 2022. <https://doi.org/10.53730/ijhs.v6nS1.4915>
- [33] N. A. A. Rahman, N. Hussein, and A. H. Aluwi, "Satisfaction on blended learning in a public higher education institution: What factors matter?," *Procedia-Social and Behavioral Sciences*, vol. 211, pp. 768-775, 2015. <https://doi.org/10.1016/j.sbspro.2015.11.107>
- [34] Z. Shu and X. Xu, "Data mining and analysis of college student satisfaction education from the perspective of learning analysis," *E-Education Research*, vol. 5, pp. 39–44, 2014.
- [35] Y. C. Wu, L. F. Hsieh, and J. J. Lu, "What's the relationship between learning satisfaction and continuing learning intention?," *Procedia-Social and Behavioral Sciences*, vol. 191, pp. 2849-2854, 2015. <https://doi.org/10.1016/j.sbspro.2015.04.148>
- [36] B. Klimova, "Evaluation of the blended learning approach in the course of business English—A case study," presented at the International Symposium on Emerging Technologies for Education. Cham: Springer International Publishing. https://doi.org/10.1007/978-3-319-71084-6_37, 2017.
- [37] J. Zeqiri, V. Kareva, and S. Alija, "Blended learning and student satisfaction: The moderating effect of student performance," *Business Systems Research: International Journal of the Society for Advancing Innovation and Research in Economy*, vol. 12, no. 2, pp. 79-94, 2021. <https://doi.org/10.2478/bsrj-2021-0020>
- [38] A. G. Almekhlafi, F. Almeqdadi, and M. Alsadi, "Student perceptions of blended learning and its effectiveness in higher education," *Journal of Lifestyle and SDGs Review*, vol. 5, no. 2, pp. e03960-e03960, 2025.
- [39] X. Cheng, W. Mo, and Y. Duan, "Factors contributing to learning satisfaction with blended learning teaching mode among higher education students in China," *Frontiers in Psychology*, vol. 14, p. 1193675, 2023. <https://doi.org/10.3389/fpsyg.2023.1193675>
- [40] S. M. Nair, R. Zainudin, H. N. Krishnasamy, and M. Siddique, "Utilizing graphic organizers to enhance retention of knowledge in ESL writing skills," *Malaysian Journal of Learning and Instruction*, vol. 22, no. 1, pp. 181-199, 2025.