International Journal of Social Science, Education and Humanities
ISSN Print: 3104-4239
ISSN Online: 3104-4247
CD ISSN: 3104-4255
https://doi.org/10.63313/IJSSEH.9048

Exploration of Project-Based Learning in the In-tegrated Business English Course within the Blended Teaching Context

Chang Liu
Zhejiang Yuexiu University of Foreign Languages, Shaoxing 312000, China
Email: 821971657@qq.com

How to cite this paper: Liu, C. (2026). Exploration of project-based learning in the integrated business English course within the blended teaching context. International Journal of Social Science, Education and Humanities, 2(3), 97–105. ISSN Print: 3104-4239, ISSN Online: 3104-4247.
https://doi.org/10.63313/IJSSEH.9048
Published: 2026-06-30

Copyright © 2026 by author(s) and Erytis Publishing Limited.
This work is licensed under the Creative Commons Attribution International License (CC BY 4.0).
http://creativecommons.org/licenses/by/4.0/
CC BY 4.0

Abstract

Project-based learning is an approach that stimulates planning and solving project tasks in cooperation group, applying more efficiently in comprehensive practical activities and research study. Meanwhile, the integrated business English classroom requires students to achieve not only language proficiency but even more importantly utilize practical skills in real business situations, often in the collaborative environment, the latter of which shall require them to attain the ability to solve projects in English as a team. Thus, this PBL method is quite in accordance with the need of this classroom to help them realize the purpose. Besides, due to the widespread reform and factual tendency, more and more teachers have inevitably adopted the blended teaching mode in recent years. This paper explores how project-based learning can be launched in the integrated English classroom within the context of blended teaching framework.

Keywords

Integrated business English classroom; Project-based learning; Blended teaching context

1. Introduction

Since the business English major was newly introduced in the mainland universities with the approval of Ministry of Education in 2007, up to 365 higher institutions have widely offered the relevant courses to students. According to Wang Lifei, the national standards for teaching quality of business English majors require them to grasp various capabilities. These include English application ability, business practice ability, cross-cultural communication ability, thinking and innovation ability, self-learning ability, through which students can be cultivated into the composite, application-oriented talents engaged in international business successfully. As the core part of this major to help students fulfill these requirements, Integrated Business English course has been given great emphasis.

Consequently, the main concern forms among the teachers as for how to achieve this goal, especially considering how the students can counter the business occasions mainly featured in team-like environment. Besides, with the advancement of technology and the increasing innovations in teaching explorations, blended education has been widely examined as a widespread and useful way to increase the learning effectiveness and efficiency by combining the traditional classroom teaching and web-based digital teaching. Especially within the advancement of modern technical tools and AI applications, most of the courses in the universities have been offered for the students online, which have stimulated the implementation of blending learning to a larger extent after the students return back to campus. It is even acclaimed that the blended learning model should be an inevitable trend in the future. Therefore, this paper attempts to explore project-based learning in Integrated Business English classroom for their similarities of the end in this online-offline teaching context. The key issues to be figured out are as follows: (1) how the teacher can provide timely and appropriate guidance and help; (2) how students can experience the problem-solving process in the business situation; (3) how the effect can be assessed.

2. Project-Based Learning

PBL is the extended application from management to the field of education which centers on the learners' initiatives and experience. It is theoretically supported by three main schools, from the perspectives of constructivism, pragmatism, and discovery teaching. This learning mode allows the learners to form into partners or groups to utilize the disciplinary concepts, principles and other resources for a certain objective. When adopted in the classroom, students shall abandon the traditional spoon-fed learning mode, and transform into active knowledge and practice explorers with the appropriate guidance from teachers. In the process, the teacher shall provide the basic syllabus, regulate the processes, observe the students' performance, monitor the discussion and communication of student groups, and offer collective or respective feedback and suggestion whenever necessary. In this way, students can gain a better understanding of the real prototype, strengthen the pioneering motivation and develop critical thinking in practice.

2.1. Processes of the PBL

The whole project-based learning (PBL) teaching model consists of six cyclical core procedures connected in sequence:

a. Project selection: Teachers and students jointly screen authentic business-themed projects matching the objectives of integrated business English courses, clarifying project backgrounds, core tasks and learning goals.

b. Plan setting: Students divide groups, assign individual roles, work out detailed implementation schedules, define work allocation and expected deliverables under

teacher guidance.

c. Activities exploring: Team members carry out offline classroom practice and online autonomous inquiry, collect business materials, conduct group discussions and solve language and professional obstacles collaboratively.

d. Outcome producing: Each group integrates collected resources and practice results to finish tangible project outputs, such as business proposals, negotiation scripts, marketing PPTs and cross-cultural business reports.

e. Outcome exposition: Every team presents their finished project outcomes via oral defense, group demonstration or multimodal display to share research ideas and practical achievements.

f. Evaluation: Implement multi-dimensional assessment covering peer evaluation, student self-evaluation and teacher comprehensive scoring, summarize strengths and deficiencies of the whole project, and provide improvement suggestions for subsequent learning tasks.

All these processes can then be framed into three major parts in practice: Project Design, Project facilitation and Project Evaluation. After the evaluation session, the process loops back to new project selection to launch another round of PBL practice, forming a closed-loop iterative teaching cycle.

2.2. Main Specifications

As the starting point, the selection of the project is quite important, which shall be determined by both the students' interest and level of acquisition. In this process, the teacher shall act as a guide, instead of being a decision maker, but as a counselor for their choices. There are three factors to be considered, namely, whether the project is closely conforms to the daily practice, whether they are capable to counter this interdisciplinary challenge, and whether the outcome can be evaluated. When setting the plan, the students shall be sure of the overall schedule as for which steps shall be taken and when. Besides, the tools, the allocation of the group members, the information source shall be also accounted for. When the preparation is done, students can carry out the exploration of the activities. In this process, they can obtain most needed information and skills with involve in-depth research of the subject, making reasonable hypothesis, taking quantitative and qualitative analysis and drawing conclusion. In the process the outcome produced includes various forms such as research report, tangible objects, pictures, recordings, videos, presentations and promotional products. All these can demonstrate what knowledge and skill students have acquired from the project. After the outcome display, each group can exchange comments and experiences in the activities l like expositions, report meetings, debates, competitions and so on. Finally, the evaluation part shall never be omitted.

Quite different from the traditional pedagogy, project-based learning can provide periodical evaluations from all the parties involved. Students can get comments

from the other individual students, other groups, and the teacher, they can also enhance themselves from self-evaluation. In recent years, it has been extensively introduced in various classrooms across different majors and fields. Many empirical studies have also proved it quite useful in English courses. But as for the special characteristics and requirements in integrated business English classroom, more exploration shall be made combining with the new trend of online-offline context. In the practical application of this article, the six processes shall be integrated into the online-offline learning with each aspect slighted adjusted. The whole exposition shall be classified in three basic steps in accordance to the practical need for the course design.

3. Application of PBL in the Integrated Business English Classroom within the Context of Blending Teaching Framework

Combining with the characteristics and specific requirements in the Integrated Business English classroom, the project shall fulfill the learning objective of both language competence and practical skill attainment. For clearer presentation, the following exposition shall be built on a specific case in the real learning-Unit 3 Text: Cycles, China's icons, are ubiquitous despite car invasion. This text describes the unprecedented popularity of commercial sharing bikes in China in recent years. The students are in the third grade who have learnt and are learning the relevant business courses like marketing, financial English, management, economics. The following project has taken into consideration of their basic language proficiency and their accumulation of background information in the related courses.

3.1. Project Design

Combining the daily experience with the business opportunities, the students are supposed to predict the prospect of the once popular concept-sharing economy from subjective observation, group discussion and data analysis involved in business operational model and marketing principle.

Table 1. Project introduction

Project	Combine the daily experience with the business opportunities, the students are supposed to predict the prospect of the once popular concept-sharing economy from subjective observation, group discussion and data analysis involved in business operational model and marketing principle.
Stimulating question	What elements shall be accounted when predicting the future of sharing bikes, for example- the once famous brand OFO
Learning objectives	Grasp the basic concept of sharing industry, its strong and points and restraints, its developing tendency and express the relevant idea in English quite flexibly and fluently
	Get clear of the business operational model, financing channels，master the practical application of SWOT analysis and financial statement analysis
	Recognize the interdependent relationship between lifestyles, business development and technological innovation and explore business opportunities
	Consolidate the awareness of cooperation in the group to resolve a project
Learning environment	Learning platform, such as Wisdom tree
	Learning resources containing pictures, videos, reports, online financial statements

	Learning tools including Office software, data processing software, Wechat, Dingding, video processor

3.2. Project Facilitation

A proper design ensures the smooth implementation of the whole project, which accordingly requires all-round consideration. In this specific course, the teacher shall base on the close study of text and carry out in-depth research of relevant materials. Besides, online teaching platform shall be carefully chosen, informational resource management tools shall be guaranteed and interactive channel be introduced. After this preparation, the teacher can construct the project combining the online and offline teaching to maximizing the positive sides of both.

As for the whole layout of the project, the teacher shall divide it into three basic steps. In the lead-in step, the teacher introduces the background information of the bike-sharing topic with the abundant online resources. Some language practice shall be finished the online platform. By showing some diachronic pictures of the typical brand, for example, OFO sharing bike, relating students' daily experience with the subject. The students, after forming into partners and groups, shall view the relevant material and videos and work together to check out their understanding and produce basic outcome for this preliminary topic in form of news report, dialogues or interactive games. In this period, the main focus shall lie in their ability to produce the fluent expression and basic concepts of that topic. In the second step, the teacher shall introduce a simulated scenario, which shall be supported by a business roadshow or case analysis or business report. In this period, the students are supposed to produce a group performance with more intricate expressions, which sets higher lingual requirements than the first step, while involving both the marketing concepts learnt previously and business principle or model to analyze and conclude especially with clear data. In the end, to consolidate the learning principle, the teacher shall again utilize the online platform for group assessment and teacher evaluation for further improvement. In short summary, the whole design involves two objectives-to stimulate students' language proficiency and help them figure out collaborative task in a certain business scenario.

When the design has been comprised, the main difficulty lies in how to to facilitate it in and outside the classroom. As for the preliminary step for PBL, an appropriate team shall be formed. In this process, the teacher will act as a guide and supervisor to guarantee each group member be properly allocated. Students have total independence to select their group members, often in threes or fours, choose the capable leader and build up group spirit, all of which are quite essential in real workplace. To live up this expectation, the group members shall receive assessment and active feedback from each other and the teacher. Each will be given a score list, not only to write down the new ideas stimulated by the group members and also used as a scoring book when the task is done. Even from this stage, students can develop clear awareness of the cooperative spirit, the sense of responsibility and

ability of macroscopic allocation for the potential tasks.

Afterwards, the teacher can launch the first part in learning. When introducing the business-related topic, online class shall come as top priority. Some relevant reading material and business situational videos are presented on the online platform for their preview. The students are supposed to finish the basic language practice online individually and cross-check their answers and exchange their notes on the platform. This shall be finished with extracurricular group discussion and the answers teacher's grading. Each group member will beforehand participate in the discussion about their extensive understanding of the developing landscape of sharing bikes in China on the platform, which also welcomes and invites the contribution of other students. Now with the convenience of online medium, students can refresh their opinions more easily and visibly among the class by way of free talk in the online group and even publicize their opinion on the platform, which builds up an active and dynamic learning environment. Meanwhile, the teacher can get the feedback quite timely and provide help to anyone in need accurately by view all these online messages. When the message reflects some confusing or pioneering thought, the teacher can immediately provide help or further guidance. After the online participation and revision, each group shall produce the final discussion outcome in form of a brief vocal presentation in class. Now that they have got enough input and also encountered a positive and friendly incentive to produce output, the widespread challenge that many Chinese English learners are afraid or unable to vocalize an organized speech can be greatly resolved. Besides, the students can gain more confidence in their group collaboration and pave solid foundation for further study of this topic.

In the second step, which is quite essential in acquiring practical skills in the business filed, the teacher shall introduce the main business operation model or principle for the students. This time, after all the teams present their discussion results, it is quite natural to determine the prospect of the exemplary brand, OFO. By achieving an objective and convincing result, the teacher shall introduce the basic information about the regular profit model for each enterprise, the basic financing channel and the signifiers in the main three financial statements in a full set of financial reports. While providing this information, the teacher shall also leave out some critical part for them to discuss and evolve the final answer. For example, when the initial financing activities are introduced, the students can play their initiatives to check out the real financing methods this enterprise has resorted to and how much grant they have collected by making some deduction and calculation. Then the groups can dig out the necessary financial data and figures for the case analysis of OFO on the Internet. Furthermore, they are encouraged to think about the whole sharing industry and how the relevant businesses should develop in the future. Based on the solid analysis of business operational model, they can explore the principle to test more evidence in other fields featured by the sharing

characteristics. for example, they can assign two of the group members to find out one sharing industry and follow more leads to find out their operational data, while the other members will explore in the other filed. Then they can work out their result and develop a consensus opinion for the whole sharing industry.

When each group finish their lengthy discussion, the teacher shall organize the demonstration by regulating the evaluation standards, providing comments and engaging other groups' feedback. Correspondingly, each group shall report the whole planning, cooperation situation and outcome with the aid of various available medium, such as group presentation, video episodes and pictures. After demonstration, each group uploads it to the online platform, receive the evaluation from other groups and the teacher, learn from each other and revise their outcome to a final version and upload it again for the final grading from the fellow students and teachers.

Table 2. Project facilitation activities

Teacher's activities	Students' activities
Anchor the project: how to predict the business prospect of sharing economy systematically	Get to know the importance of combining business opportunities and daily practice by some daily examples
Present driving question by showing relevant pictures and reports of a typical sharing brand-OFO-what leads to the change from its unprecedented popularity to the current failure?	Find more relevant reports and videos, summarize its historical development, describe the users' experience as for the brand and finally act out a daily situational play in English fluently and flexibly
Guide them to form into a professional report as for their qualitative analysis	summarize the advantages and disadvantages of the bike from the view of consumers, the bike manufactures, the business platforms, the social regulators even public departments.
Introduce the operational system of a certain business cycle-still based on the developing Example of OFO	Learn more business concepts like financing channel, profit model, marketing analysis (SWOT) and carry out detailed exploration for the necessary data of OFO
Provide the ways to analyze the data financial statement of a business	Apply them into the analysis of OFO in terms of balance sheet, cash flow statement and income statement and finally produce the investigation result in form of group report

3.3.3. Project Evaluation

Throughout the process, the teacher shall provide dimensional vehicle and standards for evaluation, which involves the student' self-evaluation, group evaluation, and cross- evaluation between groups. In the periodical evaluations, the students can react immediately to the feedbacks given by all the parties and make timely adjustments. Meanwhile, the feedbacks can also reversely stimulate others to reflect upon themselves, thus constituting a mutual dynamic learning system. Besides, in the teacher's part, every feedback and evaluation are valuable as evidence for the students' understanding and proficiency in whatever presented in front of them, thus making prompt selection and change as for the content and activities to be delivered.

Table 3. Project evaluation form and method

Evaluation form	Evaluation method
Online test	Individuals finish the exercises like Multiple choice, blank filling, reading comprehension, cloze which Integrate the concepts and terms of sharing economy to test students' language proficiency and understanding of the subject

Group Demonstration	Each group carry out in-class discussion and give verbal report of the all-round aspects of OFO; Each group presents data and analysis of OFO submitted to the online platform
Process records	Each group fills in a form of their periodical learning results
Internal evaluation	Each member evaluates individual contribution for the group work
Self-evaluation	Each student makes reflection about the fulfillment of the group work and knowledge attainment progress
Cross-group evaluation	Each group evaluates and give comments to the other groups' periodical work
Teacher evaluation	Teacher evaluates and give feedback to the other groups' periodical work
Evaluation feedback	The students respond to the evaluations given by other parties and evaluate whether they are useful or not

From all the periodical and multi-perspective evaluation, it can be seen that PSL, supported by online platform and tools, within the guideline of blending teaching principle, has been quite effective to fulfill the four basic learning objectives. Students have grasped the relevant expressions like sharing economy, online, traffic, social regulation, financial platform, profit model and so on. They have also gained the confidence and ability to express them through group discussion, role play, and presentations. Apart from the language aspect, they have also acquired the business skills from the practical activities, like applying SWOT analysis and financial statement data analysis to a certain subject-sharing economy. Furthermore, some groups can extend this model to analyze and predict more similar enterprises while other groups can associate with the reality trying to explore more business opportunities with technology development, like the application of AI and 5G. This reflects they have adopted the sense of independent thinking, pioneering spirit and innovative awareness.

4. Conclusion

From the theoretical perspective, this study expounds the theoretical origin of PBL and its compatibility with integrated business English teaching in blended teaching context. From the practical perspective, this article has introduced the research background, the theoretical foundation of PBL and how it can be applied in the Integrated business English classroom in the context of online and offline teaching context. Positive results have been reaped to prove its efficiency and effectiveness. But the drawback still remains in the lack of quantitative assessment. The details shall be adjusted depending on the specific aspect of business topic. Therefore, it is expected that more similar exploration can be carried out in the similar classroom and more experiment launched to consolidate its usefulness.

References

[1] Wang, L. F. and Zhang, F. R. (2015). The disciplinary foundations of the national criterion of BA program in business English. Foreign Languages in China, 12(1), 13–18.

[2] Qin, X. N. (2022). Applying PBL teaching model in college business English teaching. Advances in Social Science, Education and Humanities Research, 645, 221–225. https://doi.org/10.2991/assehr.k.220407.046

[3] Saad, M. S. and Zainal, N. (2024). The effect of project-based learning and project-based flipped classroom on critical thinking and creativity for business English course at higher vocational colleges. Malaysian Journal of Learning and Instruction, 21(1), 159–189.

https://doi.org/10.32890/mjli2024.21.1.6.

[4] Popescu, G. (2022). Effective integration of distance courses through project-based learning. Frontiers in Education, 7, 788829.

[5] Lu, H. Q. (2022). A role-integrated project-based teaching model for EFL writing: A case study of business English writing. Advances in Social Science, Education and Humanities Research, 646, 312–316..

https://doi.org/10.2991/assehr.k.220408.067

[6] Nguyen, T. T. (2021). Integrating project-based learning into English for specific purposes classes at tertiary level: Perceived challenges and benefits. VNU Journal of Foreign Studies, 36(3), 45–62。

https://jfs.ulis.vnu.edu.vn/index.php/fs/article/view/4642

[7] Blumenfeld, P. C., Soloway, E., Marx, R. W., Krajcik, J. S., Guzdial, M. and Palincsar, A. (1991). Motivating project-based learning: Sustaining the doing, supporting the thinking. Educational Psychologist, 26(3–4), 369–398.

[8] Krajcik, J. S. and Blumenfeld, P. C. (2006). Project-based learning. In R. K. Sawyer (Ed.), The Cambridge handbook of the learning sciences. Cambridge University Press, 317–333

[9] Wang ,L. F. and Chen ,L. L.(2022). Business English: An integrated course (Book 1, Student's book). Shanghai Foreign Language Education Press.