

An Exploration of ESP Blended Teaching Model Based on Ke Tang Pai

Taking the teaching practice of “English listening and speaking of marine engineering” as an example

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Abstract—This paper analyzed the current teaching situation of English listening and speaking of marine engineering. Nowadays, marine English conversation competence for most students is at an average or even lower level, and they can't communicate with simple marine English vocabulary. In order to improve students' marine English conversation competence, as well as enhance students' learning enthusiasm and better cultivate their learning interests. ESP mixed teaching mode based on Ke Tang Pai was proposed. This model is composed of pre-class, during-class and after-class parts. Software SPSS is used to compare and analyze students' scores under the ESP model and the traditional model. The teaching practice showed that the mode gives full play to the advantages of online and offline teaching, improves the enthusiasm and activity of students, and improves the quality of course teaching.

Keywords: Ke Tang Pai; ESP

1 INTRODUCTION

With the continuous development of the global shipping industry, the demand for seafarers in the international market will continue to increase, and the requirements for seafarers' quality will also increase. The export of seafarers' labor services is not only conducive to easing domestic employment pressure, but also conducive to promoting the development and growth of China's shipping talent team. According to the 2019 Report on the Development of Chinese Seafarers, by the end of 2019, China had 784355 registered seamen, including 575823 registered seamen on international voyages. In 2019, only 155449 crew members were dispatched abroad ^[1].

Compared with seafarers from other third world countries, our crew members have strong professional ability, can bear hardships and stand hard work. But an indisputable fact is that our crew members have poor English listening and speaking ability, especially not good at communication. Fan et al.^[2] carried a survey on Chinese and foreign crew members in 2017, 57.14% of the surveyed foreign crew members believed that they encountered many difficulties in communicating with Chinese crew members, and the English communication level of the new generation of Chinese crew members showed a downward trend. This restricts the ability of Chinese seafarers to play their own advantages and participate in international competition.

Marine engineering English listening and speaking is a kind of English for Specific Purposes (ESP). The focus is on the work related to marine engineers, focusing on improving their language listening and speaking abilities. Marine engineering English listening and speaking, as a compulsory course for marine engineering majors in maritime universities, covers all aspects related to the life and work of seafarers, such as public language, daily business of engine room, communication with the bridge, emergency language, external business communication, Port State Control (PSC) and International Safety Management (ISM) inspection. It is very important to cultivate the English communication ability of marine engineering students.

As shown in Table 1, the maritime English assessment includes two parts: listening and speaking, both of which are conducted on the computer and randomly generated by the computer. The assessment content is based on the competency assessment outline of the applied level. Listening and assessment are considered to have passed the assessment only when both parts are above 60 points. The types of listening assessment questions are all objective single choice questions. After students finish answering the questions, the test results will appear on the computer screen immediately. The content of the oral examination will be recorded, and the Maritime Bureau Examination Center will organize qualified evaluators to the designated place to grade the recorded content. Maritime English assessment is conducted in June and December of each year before the written examination of the certificate. Applicants have five make-up examinations for each part within three years, but examinees who fail the assessment cannot participate in maritime English written test. Language ability has become one of the important vocational skills, which is as important as professional knowledge and operation ability. If student is skilled in marine engineering expertise, while English ability is insufficient, he would also be considered unqualified.

At present, the teaching of marine engineering English listening and speaking mainly has the following current situations. Firstly, the teaching schedule is unreasonable. At present, the textbook marine engineering English listening and speaking, which used by marine engineering students, is organized and compiled by the China Maritime Safety Administration, contains 48 texts. However, less class hours is a common phenomenon in maritime colleges. At the same time, marine engineering English listening and speaking is usually arranged for the first semester of junior year. But the main professional courses such as main engine and auxiliary engine have not been completed, resulting in the lack of relevant knowledge of marine engineering among students. Secondly, the teaching mode is fixed and the form is single. Influenced by the less class hours, most navigation teachers still teach Marine engineering English listening and speaking in traditional cramming method, which is teacher centered, boring, and students' classroom participation is low. Thirdly, the assessment mode is unreasonable. In some maritime colleges, the Marine engineering English listening and speaking teaching is still based on the passing rate of the certificate assessment exam for

seafarers, which is deviated from the actual goal of English ability training, resulting in the negative washback effect of the certificate assessment exam on teaching [3,4].

Table 1 Basic Information of Maritime English Assessment

Composition	Listening	Oral
Form	Computer terminal, the computer composes the test paper randomly	Computer terminal, the computer composes the test paper randomly
Examination Structure	Part I Understanding sentences 20% Part II Understanding short dialogues 30% Part III Understanding long dialogues and passages 50%	Part I Reading aloud 20% (one passage of less than 200 words) Part II Topic presentation 30% (one profession related topic) Part III Question answering 50% (ten profession-relate questions)
Examination content	Based on the exam syllabus.	Based on the exam syllabus
Assessments	Computer grades the test paper automatically, with a full score of 100 and a passing score of 60.	Qualified evaluator grades the test paper, with a full score of 100 and a passing score of 60.
Examination time	Each person's examination time is within 60 minutes	

How to change this unfavorable situation and improve Chinese seafarers English listening and speaking ability has become a major issue in shipping colleges. Nowadays, a large number of teaching reforms continue to emerge. Weng [5] takes quantitative and qualitative research methods, such as interview, questionnaire, pre-test, post-test to study students' marine English conversation competence and journal writing.

Blended Learning is a teaching mode that complements the advantages of traditional teaching (Face-to-Face) and E-Learning. It is an important research direction of teaching reform in colleges and universities [6].

Chen [7] present an online strategy that facilitated the transition from traditional face-to-face learning to full online instruction. This is a five-component blended learning strategy referred to as Discover, Learn, Practice, Collaborate and Assess (DLPCA). The result showed that blended teaching approach based on MOOC and Rain Classroom could enhance the deep integration of IT and classroom teaching.

Based on the Ke Tang Pai platform, this paper constructs the ESP blended teaching mode, hoping to promote the training of high-quality seafarer who are proficient in marine engineering English.

2 DESIGN OF ESP BLENDED TEACHING MODE

2.1 ESP blended teaching platform

Ke Tang Pai is a new teaching platform jointly launched by domestic first-line tutors and Peking University alumni to provide interaction between teachers and students. With high efficiency, it combines WeChat, webpage and flat design to reflect the light application mode [8].

It can provide teachers with convenient and fast courseware interaction, homework correction, data upload, online testing, score management and other functions. Furthermore, it can be operated through personal computer or mobile WeChat APP to record all students' normal performance and final examination result. So as to form a complete set of electronic documents of teaching activities, let "Internet +" enter the classroom, realize the classroom ecology of teacher-student interaction, student-student interaction and human-computer interaction, which create a more democratic, equal and humanized ESP hybrid teaching mode ^[9,10].

2.2 ESP blended teaching activity design

The ESP blended teaching mode is shown in Figure 1. The activities of the ESP blended teaching mode mainly include before class, during class and after class.

Before class, the teacher, as the "coordinator of ESP blended teaching", determines the teaching objectives according to the syllabus. Videos, topics and other materials related to the course about the crew's work and life uploads through Ke Tang Pai, and preview tasks should be pushed. Students understand the learning tasks through independent learning, discuss with other members of the group, and communicate with teachers through private letters if there are problems. This process is helpful for teachers to understand the self-study situation and professional basis of each student before class.

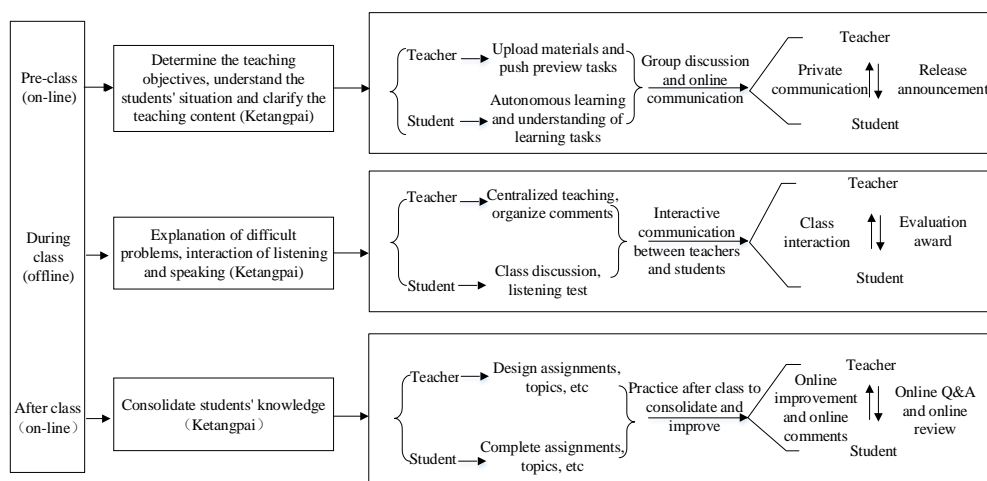


Figure 1 Design of ESP Blended Teaching Mode Based on Ke Tang Pai

During the class, according to the students' professional foundation before the class, the teaching content should be set in a targeted way, centralized teaching should be carried out, and comments should be organized. In the part of explanation, students' enthusiasm will be aroused and corresponding rewards will be given by using the methods of quick answers, random questions or roll call questions in the classroom. For the listening test, use the interactive answering function of the Ke Tang Pai to enter the test questions and audio into the class school in advance. In the class, the options of the test questions will be disarranged, and the questions will be answered in a limited time. After students have submitted the answers, Ke Tang Pai can automatically grade the students, so that the students can see the score of each question at a

Final exam	Equal variances assumed	3.779	0.054	3.990	0.115	0.000	6.245	1.565	3.145	9.345
	Equal variances not assumed			3.956	106.505	0.000	6.245	1.578	3.116	9.374

Table 3 Statistics of scores of 7, 8, 9 and A

	Class	Number	Mean	Standard deviation	Standard error of mean
Final exam	Classes 7 and 8	61	70.246	7.606	0.974
	Classes 9 and A	56	76.491	9.296	1.242

4 CONCLUSION

Marine engineering English listening and speaking focus on training students' ability to apply professional English. The ESP blended teaching mode based on the Ke Tang Pai expands the traditional listening and conversation courses in time and space, emphasizes process management, and reconstructs the traditional classroom teaching. Through the course practice, it is proved that it is conducive to improving the enthusiasm and activity of learning, also to improving the ability of students to use professional English comprehensively.

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