Construction of Blended ESP Teaching Model and Performance Evaluation System in the Context of “Internet +”

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Abstract: The “Internet +” era presents new possibilities and new requirements for ESP education. Online teaching under the background of the “Internet +” is to enable learners to make efficient use of fragmented time. The process and requirement of blended teaching is to break through the ideology of ”learning only in the classroom”, so that students can spend time in learning even after class. There is a problem of overload of information in online platform teaching, which puts a certain burden on students’ knowledge construction, aggravates the cognitive load of students, and the lack of teachers' summarization and guidance. The article is to explore how to build a blended ESP learning model and corresponding performance evaluation system to make ESP learning in the “Internet +” context more systematic and efficient.

1. Introduction
With the continuous development of sci-tech and education technology, online ESP teaching has gradually evolved from the supplementary role of offline teaching to an indispensable part of the comprehensive teaching process. As the Internet + era comes, this article proposes the ”hybrid” model of ESP instructing which combines the basic concepts and theories of ESP teaching, the advantages of the traditional face-to-face teaching approaches with the rich media sources associated with MOOC, SPOC, and multiple mobile teaching terminals. In the first place, the model requires online resources, that is, the construction of the teaching resources would assist educators to achieve the goal of the interpretation and analysis of knowledge; secondly, there should be corresponding activities offline, which means activities should be able to test, consolidate, and transform the learning of online knowledge; additionally, assessment process is also required both online and offline, with whole teaching and learning process and results being evaluated. In the application of the model, the mechanism of ESP blended and its performance evaluation system are constructed, in order to give full play to the role of teachers to guide, enlighten and monitor the teaching process, the initiative, enthusiasm and creativity of students who are advocated as the core in the blended instruction in the “Internet +” context, through which the connotation construction of ESP teaching can achieve considerable development.

2. The construction of blended ESP teaching model in the context of “ Internet +”

2.1 The connotation of blended ESP teaching in the context of “ Internet +”
Blende ESP teaching is to combine the advantages of mobile terminal learning with the those of traditional teaching, meanwhile overcoming the disadvantages of traditional classroom teaching, even enabling the information technology to play a greater role in the teaching process. When smart mobile terminals encounter education, they collide with the spark of “mobile learning”. It makes the teaching
and learning space no longer limited to the physical classroom environment, and the extension of learning expands to a broader space. Learners can not only use fragmented time for self-directed learning anytime, anywhere, but the choice of learning content can also reflect the characteristics of learners’ individual needs.

In the field of education technology, blended teaching is no longer a new concept. Looking back on its development history of more than 20 years, the blended teaching has evolved different iterations with the technological innovation and the change of educational philosophy. Under the concept of "Internet + Education" in the new era, it has shown fresh connotation. However, it is precisely because of its close interdependence with the ever-changing technological innovations that the understanding of blended teaching at home and abroad is still complicated, and a relatively unified, clear and systematic element framework and evaluation system has not yet been formed, which is demanded for the research and practice of blended teaching, which further makes the construction of relevant theories imperative.

2.2 Characteristics of blended ESP teaching
Blended ESP teaching has the following features:
- a. This kind of teaching is carried out in two ways: both online and offline in terms of external manifestations;
- b. Online or mobile terminal teaching is not an aid but a necessary activity for teaching;
- c. Offline teaching is not a copy of traditional classroom teaching activities, but a more in-depth teaching activity based on the previous online learning results;
- d. Blended teaching reform does not necessarily apply a unified model, but there is a unified pursuit, that is to give full play to the advantages of online and offline teaching to transform traditional teaching and change the excessive use of teaching methods in the classroom teaching process, leading to learning initiative of students who possibly perform insufficient cognitive participation and large differences in learning results;
- e. Blended teaching reform will definitely reconstruct traditional classroom teaching, because this type of teaching expands the time and space of traditional teaching. Teaching and learning do not necessarily have to proceed at the same place and at the same time. The core value of the online teaching platform is to expand the time and space for teaching and learning.

2.3 Construction of blended ESP teaching model in the context of "Internet +"

2.3.1. Construction mechanism of blended ESP teaching in the context of "Internet +"
Through the establishment of a professional online teaching resource platform for ESP learners, it provides an asynchronous interactive teaching system at any time, at any place and for any student. And at the same time it organizes teachers and practical training teams for practical training synchronized learning, implement feedback in the classroom and the network to make up for the uncertainty caused by the individual differences of students in the network teaching, and assist to solve the problem of individual differences reflected in the cognitive difficulty and learning progress of students. It can not only take the initiative to display the role of teacher's guidance, inspiration and monitoring, but also fully cultivate learners' initiative and creativity. It is of great significance in reducing the cost of ineffective time in classroom teaching, effectively enhancing the efficiency of teaching process, and improving learning effectiveness and performance.

2.3.2 Constructing the "four in one" ESP teaching model in the context of "Internet +"
The model is to build a "four-in-one" ESP teaching model in the context of “Internet +”, that is, to redesign instructors' teaching abilities, students' learning process, operating modes of teaching organizations, and teaching support service systems. The mode is illustrated below:
2.3.3 Inspection of elements in ESP teaching model in the context of “Internet +”

Blended ESP teaching elements in the context of “Internet +” would demonstrate the features of uniqueness, heterogeneity, professionalism, stability, timeliness and innovation. The construction of the blended teaching system needs to be combined with the background of the era, with the development of knowledge, skills, ideology and morality and high-quality applied talents as the main goals, starting from four aspects: development goals, training directions, educational methods, and implementation plans which work together to form an organic whole which can be reflected by the following model:

![Blended ESP Teaching Model Diagram](image)

Fig 1: blended ESP teaching model construction

3. Performance evaluation system construction in the context of “Internet +”

3.1 Performance evaluation indicators from the perspective of teaching experts

The research group consists of a team involving the researchers, two ESP teachers, two academic English teachers, one college English teacher, one expert from related industry, 70% of them having senior professional titles. After two rounds of index analysis and repeated revisions, a set of evaluation systems with a high degree of coordination of opinions was formed. See the table below:

| Performance Evaluation Index | Evaluation Standard |
|-----------------------------|---------------------|
| Teaching Objectives         | a. Embody the ability to impart knowledge and cultivate the mutual integration of quality improvement, but highlight the key points |
|                             | b. Focus on improving students’ independent learning ability and collaborative learning ability online |
|                             | c. Each teaching goal is clear and specific with measurable indicators |

Table 1: blended ESP teaching performance evaluation standard
3.2 Case analysis in the context of “Internet +”: International Cruise Service English

Table 2: blended ESP teaching case analysis

| Time Allocation | Form          | Teacher’s Task                                                                 | Learner’s Task                                                                 |
|-----------------|---------------|-------------------------------------------------------------------------------|-------------------------------------------------------------------------------|
| In class        | Off line      | Teachers introduce and explain new knowledge in class and offline, at the same time, they simply interact with students to ask questions. | Students learn in class and discuss briefly                                    |
| After class     | Online        | Learning materials are provided through the online teaching platform, including courseware and typical topics, and tasks are designed and arranged at the same time. | Students consult related materials through the online teaching platform, discuss and study in groups |
| In class        | Online        | Teachers announce student results on the platform in time, so that students can check each group and only need to submit one assignment | Each group and only need to submit one assignment                               |
| In class        | Online + offline | Guidance, supervision, answering questions, recording questions               | Students collaborate in groups, discuss, analyze, complete tasks              |
| After class     | Online + offline | Correct assignments, set and share excellent assignments, find problems, summarize problems, and post through the online platform | Students digest and absorb knowledge for the second time                      |
| In class        | Online + offline | Teachers summarize the key points and difficulties, through questioning and online tests to verify the students' mastery of knowledge | Students show and answer questions, consolidate their grasp of knowledge       |

4. Conclusion

The thesis is guided by blended teaching theory, effective teaching theory and teaching quality evaluation theory. It is rooted in classroom teaching practice and systematically studies the effectiveness of blended ESP teaching, clarifies the connotation of blended ESP teaching in the “Internet +” era, and constructs the evaluation index system of blended ESP teaching. It also describes the characteristics of the effectiveness of blended teaching, analyzes and summarizes the factors of the effectiveness of blended ESP teaching in the “Internet +” context.
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