

# Research and Practice of Mixed Online and Offline Marine English Teaching Strategies for Social Students

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**Abstract:** As the main practitioners of maritime industry, social trainees are the main practitioners of China's maritime power strategy. Maritime English, as the official language of maritime practitioners, is an important means of efficient communication and exchange among maritime practitioners from all over the world. In the context of the post pandemic, online teaching methods have injected new vitality into continuing education, and blended online and offline teaching has become an important content of teaching reform. This article takes the online and offline blended teaching of maritime English for social students as the main entry point, and proposes teaching optimization practical strategies from various aspects such as course teaching theory foundation, teaching design, and integration of course ideological and political points. Practice has proven that this teaching strategy can stimulate students' learning enthusiasm and effectively improve learning effectiveness.

**Keywords:** Mixed Online and Offline; Marine English; Social Student.

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## 1. Introduction

With the further implementation of the strategy of becoming a maritime power, ship manning has shown the characteristics of being multinational, posing higher language requirements for shipping practitioners. Therefore, the cultivation of high-quality crew members with high English proficiency is of great significance for the development of the ocean shipping industry. Maritime English, as the working language for ocean sailors to communicate with the outside world, is crucial for the efficiency and accuracy of information exchange. In order to cultivate more excellent sailors who can proficiently use maritime English, it is necessary to do a good job in maritime English teaching with the goal of serving maritime practice and improving practicality.

The goal of maritime English teaching is to meet the requirements of the "Training Outline for Seagoing Ship Crew", so that students can pass the Seagoing Ship Crew Competency Certificate exam that matches their professional level and obtain corresponding professional qualifications. Compared to recent graduates, social students have their own independent characteristics in various aspects such as learning foundation, learning ability, and cognitive level, and need to adopt effective targeted teaching. Faced with the normalization of the epidemic situation, how to better strengthen the teaching of maritime English in the post epidemic era has attracted widespread attention from scholars.

Gao Song believes in his article "Adaptability of Exam oriented Education Methods and Teaching of Jargon English" that maritime English teaching is essentially an exam-oriented education; Li Li explored the design and teaching strategies of maritime English teaching in "Research on the Teaching Design of Maritime English for Special Purposes" and Li Zheng in "Teaching Strategies for Improving the Pass Rate of Maritime English Exams and Applying Ability". Du Baisong and Zhu Pengfei analyzed the current problems in maritime English teaching and proposed reform suggestions in their book "The Dilemmas and Reforms in Maritime English Teaching". Although a large number of domestic scholars have paid attention to the development of blended

teaching in maritime English, few scholars have paid attention to the particularity and adaptability of teaching maritime English to social students. Therefore, in the continuing education stage of maritime English, it is particularly important to explore the current learning situation of maritime English social students, and to reform the blended online and offline teaching approach

## 2. The Theoretical Basis of Online and Offline Mixed Teaching of Marine English Course

Considering the current learning status and characteristics of students in society, as well as the application characteristics of maritime English in different job levels, the theoretical basis for its blended online and offline teaching is as follows:

### (1) Constructivism Learning Theory

Constructivism learning theory believes that learning is the process in which individuals continuously construct, revise, and develop their knowledge systems through interaction with the environment. In the blended teaching mode, social students can acquire professional knowledge online, and then engage in various forms of interaction with the classroom in offline courses to solve problems together, thereby achieving knowledge internalization. This teaching model is very in line with the requirements of constructivism learning theory and is conducive to cultivating the autonomous learning and practical abilities of social students.

### (2) Theory of Autonomous Learning

The theory of self-directed learning emphasizes the subjectivity of students in the learning process, requiring them to organize learning activities purposefully and systematically based on their own interests, needs, and abilities. In the blended learning mode, students can choose online courses according to their own needs for learning, and independently arrange learning time and progress. The classroom guides students through in-depth discussions and practical operations in the offline classroom to support students' autonomous learning. This teaching mode helps to cultivate students' autonomous learning ability and lifelong learning awareness.

### (3) Cooperative Learning Theory

The theory of cooperative learning believes that learning is a social process, and through cooperation and communication with others, it can promote knowledge sharing and complementary abilities among learning members, thereby improving learning efficiency. In the blended teaching mode, students can engage in group discussions and project collaborations through online platforms, while teachers can organize group discussions, role-playing, and real-life exercises in offline classrooms to promote collaborative learning among students. This teaching mode is often beneficial for cultivating students' teamwork and communication skills.

## 3. The Characteristics of Blended Online and Offline Teaching in Maritime English Courses

Compared to traditional teaching methods, maritime English teaching courses carry out blended teaching among social students.

(1) Having flexibility, students can learn according to their own needs and time arrangements;

(2) It has interactivity, emphasizing the interaction between teachers, students, and students, which is conducive to stimulating students' interest and enthusiasm in learning;

(3) Having personalized characteristics, it can provide personalized resources and teaching methods for students at different learning levels;

(4) It has real-time capability, which enables the implementation and updating of teaching resources and real-time feedback of teaching activities through a network platform.

## 4. Implementation Process of Blended Online and Offline Teaching for Maritime English

### (1) Teaching objectives

In the continuing education stage, maritime English courses not only strengthen the training of basic English language knowledge and skills, but also pay great attention to the ability to communicate in practical English at sea. Through studying college English courses, students can expand their professional vocabulary by around 3000 and expand their vocabulary by 500 industry-related vocabulary. The students should be able to

- master basic communication language at sea and apply it correctly;
- understand daily spoken and foreign related business English materials with simple structure and normal speaking speed,
- correctly understand them;
- have simple conversations on daily and work-related topic
- read basic maritime English materials related to careers and have a basic and correct understanding.
- write official articles that meet the requirements of work content, with basic correct sentences and clear expression;
- translate and understand business materials into Chinese with the help of a professional English dictionary.

### (2) Teaching methods

The online and offline blended teaching of maritime

English courses for social students mainly refers to the use of digital teaching tools based on online platforms, MOOCs, or online courses, combining online self-directed learning with offline teaching, leveraging the advantages of both, and guiding learners to enter deep learning from shallow to deep. We have also carefully considered its implementation strategies. For online teaching, we have developed an online teaching plan and provided students with learning resources. The use of online platforms for course guidance and Q&A has met the learning needs of students. At the same time, utilizing multimedia technology to enrich online teaching content has increased students' interest in learning. Organizing group discussions and collaborative learning activities online has cultivated students' teamwork and communication skills. For offline teaching, we have carefully designed classroom teaching content and focused on cultivating students' practical application abilities. Adopting interactive teaching methods such as group discussions and role-playing to enhance students' participation. At the same time, through regular project summary and demonstration activities, students' oral proficiency and comprehensive quality can be improved. And through regular classroom tests and assignments, understand students' learning progress and mastery level, and adjust teaching methods in a timely manner.

### (3) Teaching Methods

#### 1. Online live teaching

There are many platforms available for live teaching, such as Tencent Classroom, which can generate feedback for students who have not memorized knowledge in the classroom to review and reflect after class.

#### 2. Digital teaching resources

Build online course resources for social students to learn independently online. The maritime English course teaching team has established a maritime English reading course on the 2022 IEVE platform and strives to become a high-quality course. The digital teaching resources for maritime English include:

**Teaching videos.** According to the teaching syllabus, establish a knowledge tree based on the main lecture content of the course, establish course teaching sub projects, and create micro course resources based on course sub projects. Generally, each knowledge point takes 10-15 minutes.

**Resource Library.** Based on the national resource library of maritime education, select teaching resources suitable for social students, which can be expressed in the form of document resources, as well as video and audio resources; The information collected from the resource library is jointly collected by teachers and students, and strictly reviewed by team members to ensure the scientificity, safety, and educational quality of the materials, continuously improving the teaching and educational quality of maritime English courses.

**Question bank.** The types of questions include multiple-choice questions, phrase translation questions, and Q&A. The test paper can be generated, and the test questions in the paper are randomly selected from the question bank. The test paper is used for students' self-test or periodic exams. In addition to corresponding documentation, there are also some video and audio materials in the question bank that students can refer to and use for training their listening, speaking, reading, writing, and translation abilities.

**Document Resources.** This includes courseware PPTs (presentation of teaching theme content), teaching documents (teaching implementation rules, course descriptions, teaching

design ideas, domestic and foreign course related reference materials, etc.), as well as other resource documents or expanded resources.

#### (4) Teaching Design

##### 1. Credit hour allocation

In terms of class hour allocation, it is necessary to clarify how many class hours are used for online teaching and how many class hours are used for offline teaching. According to the content of the Maritime English Curriculum Outline Document of the Ministry of Maritime Safety and the actual teaching situation of the Maritime English course, when conducting online and offline blended teaching, about 30% of the teaching content is arranged for students to independently learn and complete, and the remaining 70% is led by teachers to complete through project discussions. Teachers fully utilize teaching resources to design games, Q&A, brainstorming, and other forms to consolidate their initial learning. After class, students continue to consolidate their learning content and strengthen their review through expanded online learning resources. This design not only ensures sufficient learning time, but also enhances the depth and breadth of learning.

##### 2. Teaching content

The online teaching content is the knowledge that students can master through independent learning. The online resources in online teaching can be used for teaching theoretical knowledge; Micro course courses in online teaching can provide explanations of difficult knowledge and practical demonstration of language operations. The offline teaching content is to practice course knowledge points and provide guidance for professional language practice.

When teaching Maritime English (Second and Third Officer), organize all teaching content into a teaching knowledge tree, establish the text theory section in each knowledge point as an online course section, provide students with documentation and online micro lesson videos to help them learn independently. The offline teaching section involves various forms of mixed online and offline teaching activities, accompanied by situational vocational teaching content. The platform also has corresponding after-school expansion materials, which can be used as review and consolidation resources after offline explanations are completed. In summary, the Maritime English course has achieved a mixed teaching content explanation and expansion both online and offline, truly achieving a teaching method that combines lecture and practice, optimizing course resources, and improving teaching level.

<ul style="list-style-type: none"> <li> <ul style="list-style-type: none"> <li>1.1 Task 1 Acquisition of Meteorological Information</li> <li>1.2 Task 2 Consultation of Nautical Publications</li> <li>1.3 Task 3 Inspection of Navigational Equipment</li> </ul> </li> <li> <ul style="list-style-type: none"> <li>2.1 Task 4 Overtaking in Narrow Channel</li> <li>2.2 Task 5 Head-on situation by night</li> <li>2.3 Task 6 Encountering in Fog</li> <li>2.4 Task 7 Bridge Logbook Filling</li> </ul> </li> <li> <ul style="list-style-type: none"> <li>3.1 Task 8 Keeping Anchor Watch</li> <li>3.2 Task 9 Keeping Cargo Watch</li> <li>3.3 Task 10 Keeping Security Watch</li> </ul> </li> <li> <ul style="list-style-type: none"> <li>4.1 Task 11 Inspection of Fire-fighting Appliances</li> <li>4.2 Task 12 Inspection of Life-saving Appliances</li> <li>4.3 Task 13 Inquiry of Post Duties</li> <li>4.4 Task 14 Inquiry of Crew Legal Rights</li> </ul> </li> </ul>
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Figure 1. Maritime English Knowledge Tree

#### (5) Course assessment

The assessment of courses is an important component of ensuring the quality of course teaching, and the assessment system should cover all aspects of online and offline teaching. The design of course assessment should increase students' motivation for autonomous learning, improve their overall quality and practical abilities. At the same time, strengthen process control, reflect students' process learning, and scientifically measure students' learning outcomes

Table 1. Marine English Course Classroom Evaluation Form

TOTAL SCORE=PROCESS EVALUATION (50%) + OUTCOME EVALUATION (50%)		
PROCESS EVALUATION (50%)	USUAL PERFORMANCE (20%)	classroom discipline (5%)
		classroom questioning (5%)
		homework evaluation (5%)
		attendance status (5%)
	PROJECT TASK EVALUATION (30%)	professional knowledge (5%)
		Operation skills (10%)
Teamwork (5%)		
quality of achievements (10%)		
OUTCOME EVALUATION (50%)	Final test (50%)	

Based on the actual situation of our school, the assessment of maritime English courses combines process evaluation and outcome evaluation. The usual grades mainly consist of assessments in terms of attendance, classroom performance, knowledge and skill learning performance, and team performance. The final grades are mainly assessed online, using educational and teaching platforms. The overall evaluation score is composed of 50% of the usual score and 50% of the final score.

This form of assessment not only optimizes assessment resources, but also saves assessment time. While saving manpower, it also emphasizes multi-dimensional and comprehensive assessment of students' autonomous learning and team cooperation.

## 5. Curriculum Ideology and Politics

In order to achieve the seamless integration of ideological and political education into the online and offline blended teaching of maritime English courses, we have integrated maritime English teaching content, matched the ideological and political education content of maritime English courses with the designed modules, and effectively integrated the six modules into the online and offline blended teaching.

(1) The five modules of ideological and political education in maritime English courses

### 1. Professional Literacy Module

As an important training base for talents in China's maritime power, maritime vocational colleges provide a large number of outstanding talents to China every year. Every step of the student training process should be committed to improving students' professional literacy. This module combines the selection of materials for maritime English

courses to cultivate a positive craftsmanship spirit and a serious and responsible work attitude; Enhance students' sense of professional honor and responsibility; Promote the craftsmanship spirit of love, dedication, excellence, pursuit of perfection, and the courage to innovate, and encourage students to make contributions and contribute to society in ordinary and extraordinary work positions.

#### 2. Five color education module

The five-color education module includes: red gene inheritance, green ecological civilization, blue high-tech, golden modern aviation industry, and silver ocean culture. Our country's marine culture has a unique natural resource advantage and a long historical and cultural heritage. We creatively implement quality education with unique resources, traditional culture, and excellent spirit, coordinate and integrate unique natural and cultural resources, deeply tap into the traditional culture and excellent spirit of the shipping industry, and promote the development of maritime characteristic quality education, cultivate outstanding practical talents in navigation, and enhance the contribution of education to economic and social development. It is of great significance to cultivate new personnel responsible for the comprehensive revitalization of China's shipping industry

#### 3. Chinese Traditional Culture Module

Traditional Chinese culture has always had a vibrant vitality, which is the foundation of the Chinese nation and the solid foundation of contemporary Chinese cultural confidence. The excellent traditional Chinese culture is brilliant and profound, which not only affects our ideological consciousness and behavior in all aspects of daily life, but also deeply affects the spiritual culture and ideal beliefs of contemporary college students. As an important component of socialist culture with Chinese characteristics, excellent traditional Chinese culture is not only a driving force for the development of national culture, but also reflects the soft power of Chinese culture. Therefore, ideological and political education in universities should draw strength from the ideological treasure trove of excellent traditional Chinese culture and deeply explore the era value of traditional culture.

#### 4. Centennial Struggle Module

It is of great significance to continuously love, believe in, and follow the Party, to fulfill our original mission and push forward the practice of striving for lofty ideals through hard work and progress.

#### 5. Model demonstration module

The exemplary role of industry role models for passionate young people is self-evident, especially in English learning. The deeds of industry role models can stimulate students' passion for employment and effectively broaden their horizons. They are an effective channel for cultivating students' sense of professional responsibility and new perspectives on industry cognition. The words and actions of industry role models themselves provide fresh materials for curriculum ideological and political education, enabling students to familiarize themselves with professional characteristics and job responsibilities in advance, thereby stimulating learning enthusiasm and improving learning motivation.

#### (2) The Integration of Five Modules in Online and Offline Blended Teaching of Maritime English Courses

According to the talent cultivation plan and teaching outline requirements, the five modules will be integrated into classroom teaching through information carriers. Firstly, we integrated the content of the Maritime English course. From

the perspective of interns, we have designed the content of basic teaching of maritime English, and from the perspective of senior crew positions, we have designed relevant teaching content for improving maritime English. According to the teaching requirements, we have timely integrated the 14th major theme blocks into the course ideological and political education. At the same time, make full use of online platforms to transmit short videos and textual materials from the five major modules to the teaching platform for online discussions, encouraging students to learn and communicate independently after class. Three steps are adopted in teaching: pre class driving, in class exploration, and post class expansion. Before class, the teacher assigns tasks related to the unit theme in advance and requires students to use WeChat, Chaoxing Learning Communication, QQ, and other learning communication groups to publish documents or short videos closely related to the unit theme. In class, the teacher integrates five major modules of ideological and political elements into the classroom teaching, highlighting the effectiveness of keeping up with the times in terms of ideological and political elements. Based on the Maritime English course, the teacher focuses on the content of the unit textbook, combines the ideological and political key points of the text, and naturally integrates ideological and political materials into the teaching, effectively achieving the teaching goal of imparting cultural knowledge, cultivating comprehensive application ability, and leading the ideological and political value orientation to college students. Based on the unit theme, guide students to actively think about problems, stimulate their independent learning and innovation spirit, and be able to use the vocabulary, phrases, sentence structures, etc. learned in this unit to express the relationship between humans and the ocean, as well as the relationship between marine economic development and environmental protection. Cultivate students' critical thinking, enhance their ideological and political literacy, and cultivate their professional ethics and abilities. After class, the teacher assigns homework, practices, and expands on what is learned in the second classroom, elevates ideological and political literacy, and embodies the educational goal of "curriculum ideological and political education". For example, students can design various practical exercises after class, such as how to smoothly pass PSC inspections at foreign ports. Guide young college students to showcase the style of a strong country, remember the mission of youth, continuously improve their professional skills in activities, spread positive energy, and achieve the transformation from "knowledge" to "action". Through the above practice, the ideological and political education of the course can be effectively integrated into the online and offline blended teaching of maritime English courses, improving students' ideological and political education level and comprehensive quality.

## 6. Conclusion

After recent years of teaching reform and practice, the online and offline blended teaching of maritime English courses suitable for social students has fully utilized information technology to improve teaching effectiveness, and the rich and diverse teaching methods have stimulated students' learning interest and enthusiasm. This teaching mode provides teachers with more teaching methods and strategies, which helps them innovate teaching and improve teaching quality. In short, with the development of computer network technology, the online and offline hybrid teaching

mode has promoted the improvement of education and teaching quality, met the learning needs of different students, cultivated the self-learning and practical abilities of social students, and promoted educational reform and equity. In the context of the continuous development of information technology, the online and offline hybrid teaching of maritime English courses will continue to be optimized and innovated, Provide strong support for the development of education.

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