

Utilization of Online and Offline Mixed Education Model in ESP Teaching—Taking Financial English Teaching as an Example

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Abstract: With the deepening of educational informatization, especially the emergence of Massive Open Online Course (MOOC), the blended online and offline teaching mode has brought profound impact on classroom teaching and greatly improved student learning efficiency. This article attempted to apply this new teaching model to financial English classrooms and organically combined the ESP (English for Specific Purposes) teaching method with online and offline blended teaching methods to improve students' English learning abilities. In order to obtain objective and accurate teaching experiment results, based on the principle of comparison, students from undergraduate English classes majoring in economics were selected as the statistical samples for the experiment, and they were compared and analyzed to minimize differences between samples. Before the experiment, a score test was used to determine the experimental subjects. In the comparison of grades using different teaching methods, online and offline teaching scored 75.3 points; ESP teaching scored 84.2 points; this article's teaching scored 93.7 points. This article helps to enhance students' interest in financial English classes.

1. Introduction

Many universities now offer financial English courses with the aim of enabling students to explore financial related work in English. However, currently in the teaching of financial English in universities, the combination of language and majors is not sufficient, and the teaching content is detached from reality, with a rigid and outdated teaching method that emphasizes theory rather than practice, which cannot meet the needs of society, enterprises and institutions for financial English professionals. This article combines online and offline with ESP teaching, which is of great significance for improving financial English teaching and improving the teaching environment.

This article first presents the application of a blended online and offline education model in ESP teaching, using the teaching of Financial English as an example. Then, the blended online and offline teaching mode is applied to teaching practice, stimulate students' learning enthusiasm, and exercise their practical abilities, thereby improving the quality of ESP teaching. Finally, the

application analysis of the blended online and offline education model in ESP teaching is explored. Students from undergraduate English classes majoring in economics are selected as the statistical samples for the experiment, and they are compared and analyzed.

2. Related Work

ESP English teaching is an important direction of college English teaching, which focuses on cultivating talents with both English proficiency and professional English proficiency. Meng Jing believed that "Internet Plus" has brought unprecedented opportunities for ESP teaching of English for specific purposes in universities. It can break the limitations of time and space, achieve the sharing of advantageous resources, and open up infinite possibilities for the development of blended English teaching [1]. Lai Guofang reviewed the current research status of specialized English education and analyzed the curriculum system, teacher allocation, and teaching resources of specialized English in higher education institutions [2]. Lin Yani first summarized and analyzed ESP English, then discussed the current situation of English teaching in higher medical colleges, and conducted in-depth discussions on how to carry out ESP English teaching in professional quality education [3]. Sun Yajing analyzed the current situation of English teaching in vocational colleges and explored the construction of professional English teaching models in vocational colleges. She also discussed how to improve the understanding of ESP English in vocational colleges and strengthen the practicality of professional English [4]. Kong Xinjian believed that with the continuous hosting of international sports competitions and the continuous development of the sports industry, it is inevitable to include ESP courses in university English courses [5]. However, their research is not ideal for enhancing students' interest in learning financial English.

3. Exploration Methods for Online and Offline Teaching and ESP Teaching

3.1 Characteristics of Blended Online and Offline Teaching

(1) Interactivity

Currently, in the online environment, educational models are gradually innovating, and the combination of online and offline teaching models has been widely adopted [6-7]. This online and offline education method is guided by teachers to deeply interpret textbooks and continuously innovate teaching methods using modern network technology to stimulate students' self-learning ability [8]. The combination of online and offline teaching methods can effectively improve the teaching efficiency of university classrooms and promote interaction and communication between teachers and students [9].

(2) Mobility

With the continuous development of network technology, various learning modes such as mobile micro classrooms and mobile exams are gradually unfolding. By utilizing mobile internet technology, students can adjust their learning time in a targeted manner, providing convenient learning channels for students and enabling them to communicate with each other in a stable environment.

3.2 Current Situation of Teaching Financial English Courses in Universities

To fully meet the current needs of university education, it is necessary to carry out teaching reforms on a large scale, adopt various methods of teaching, and establish effective classrooms. By combining online and offline teaching methods, students can create a good teaching atmosphere, optimize the entire classroom in all aspects, and successfully achieve their teaching objectives,

stimulate their learning enthusiasm, and express their opinions in communication and discussion. However, the current financial English teaching has encountered the following problems:

(1) Lack of timely innovation in teaching concepts

Currently, the traditional English teaching concept has been greatly influenced. It centers around the teacher and conducts a series of teaching, without providing students with opportunities to further explore knowledge. In teaching, simply imparting language knowledge to students demonstrates the authority of the teacher, without fully developing their application and self-learning abilities, thereby limiting their learning [10-11]. This "teacher centered" teaching model to some extent restricts the cultivation of financial and trade professionals.

(2) Insufficient diversification of teaching methods

In the past language teaching, teachers mainly used textbooks and blackboards as teaching methods, and there was little communication between teachers and students. They did not provide students with opportunities to participate in practical activities, which led to their inability to understand their learning goals well and thus lost interest in learning. From the relevant research results, it can be seen that only a few teachers know how to use multimedia courseware, and the teaching equipment purchased by schools is not effective enough to play its due role.

(3) Weak teaching staff

Financial English is a highly comprehensive course that requires higher requirements for teachers' professional quality, foreign language proficiency, teaching methods, etc. Only in this way can English teaching work proceed smoothly [12]. The teaching staff of university financial English is mainly composed of English major teachers, but there are very few "double qualified" teachers. At the same time, schools do not attach enough importance to the education of financial English, and investment in teacher training is relatively limited, which results in teachers not having good development opportunities and neglecting their own development.

3.3 Blended Online and Offline Teaching Mode

Through the analysis of the current situation of ESP English teaching in economics majors, it can be found that traditional offline courses have many shortcomings, while blended online and offline teaching can break through the limitations of offline courses. Through network technology, relevant ESP courses can be uploaded to online teaching platforms such as MOOC and micro courses, allowing students to learn independently [13-14]. The teacher explains the main knowledge in the offline classroom and then provides answers online. This not only makes full use of fragmented time, but also saves class time. In addition, the blended online and offline teaching model based on online teaching platforms can effectively track and analyze students' learning status, thereby achieving targeted online and offline evaluation systems. Therefore, this article explores the application of blended online and offline teaching mode in ESP teaching from the perspectives of learning situation analysis, pre class preparation, in class teaching, post class consolidation and expansion, and teaching evaluation [15].

(1) Analysis of learning situation

The ESP course in finance is designed for students majoring in economics, covering a wide range of topics. However, the ability to use specialized vocabulary, phrases, and usage related to financial and trade theory, policy, law, foreign trade correspondence, and applied literature is relatively weak, lacking practical application skills. Moreover, students also have different personalities.

(2) Preparation before class

Pre class preparation refers to the preparation work before the class, which is the preview work in the classroom. The teacher uploads the ESP course materials involved in offline chapters to the

online teaching platform in advance, and guides students to preview in advance on the online teaching platform, laying a solid foundation for better learning in the offline classroom. On online learning platforms, students can express their own questions and opinions in discussion areas. In this process, teachers should play a role of assistance and guidance, grasp the learning status of students in real-time, and summarize and organize their comments and feedback, so as to make timely adjustments to the teaching plan [16].

1) Dividing students into different groups and assigning them different topics. Each group has the same topic, and under the guidance of the teacher, everyone discusses it together. Information based on textbooks and the internet is collected and organized. Each group selects a representative to report on the project content they are responsible for.

2) Under the guidance of the teacher, students are also divided into different groups. Under the guidance of the teacher, each group member can upload videos on their own online teaching platform, giving them a sense of immersion. This can not only stimulate their learning enthusiasm, but also exercise their practical abilities, thereby improving the quality of ESP teaching.

The standard deviation of English grades is the square root of the mean square of the deviation between each value and its mean. The specific equation is:

$$b_z = \sigma(x_i - p_j) \quad (1)$$

Among them, x_i represents the i -th numerical value.

Linear regression equation: It represents the linear relationship between the dependent variable and the independent variable. The specific equation is:

$$y = a + bx \quad (2)$$

Among them, y is the dependent variable; x is the independent variable; and a and b are regression coefficients. The equation for calculating the regression coefficient is:

$$b = a(n - x_i - px)(y_i - x_i) \quad (3)$$

Among them, n represents the number of data points.

Logistic regression equation: It is an equation that represents the probability of classification results. The specific equation is:

$$p_m = \delta(1 + e^{-z})/(1 - p) \quad (4)$$

Among them, p_m is the probability of an event occurring, and z is the predicted value of the linear regression equation.

(3) Consolidate and expand after class

In the online environment, professional English teachers need to have good information technology skills, learn how to use online teaching platforms, effectively integrate offline and online education, and achieve mutual complementarity between the two. Traditional online teaching has limited class hours, and teachers usually do not have much time for individual tutoring. At the same time, due to class time constraints, students may not have enough knowledge internalization. Firstly, teachers can upload courseware or record videos used in online classrooms through online teaching platforms; Secondly, teachers can communicate with each student through online teaching platforms and answer their questions online. In addition, on this platform, teachers can set post class test questions based on the course content and urge students to answer questions. The test results can reflect the mastery status of students in a sense. Teachers should pay special attention to students whose learning outcomes are not well translated and communicate with them in a timely manner. In addition, teachers can also use this platform to arrange some extracurricular assignments, such as writing a financial letter and uploading it to online teaching platforms, so that students can

better consolidate and absorb the knowledge they have learned.

(4) Teaching evaluation

Based on the above analysis, it is pointed out that there are some problems in the current teaching of English in economics majors, namely: the evaluation system for English major teaching mostly adopts general evaluation methods and lacks a complete and targeted evaluation system. In this context, the establishment of a teaching evaluation system for specialized English should highlight its professionalism and practicality, which is in line with the purpose of teaching specialized English for economic majors. In the mixed online and offline education mode, the evaluation content needs to be integrated online and offline in order to achieve better results. In summary, the classroom attendance of teachers, the completion of online and offline tasks, online and offline tests, the learning attitude and enthusiasm of online and offline students, the professional practical application ability of students, and the completion of group tasks form multiple dimensions of evaluation indicators to ensure the diversity of teaching evaluation. Offline, both teachers and students are the main objects of evaluation, and use this as the basis for evaluation to obtain a scientific and objective evaluation, avoiding a single evaluation subject.

4. Results and Discussion of Financial English Teaching

4.1 Arrangement of Online and Offline Teaching Content

The arrangement of online teaching content is shown in Table 1. The teaching method for basic financial knowledge is online video lectures, with a duration of 2 hours per week.

Table 1: Arrangement of online teaching content

Teaching content	Teaching method	Duration (hours/week)
Fundamentals of finance	Online video lectures	2
Reading comprehension training	Online text materials+discussion area interaction	1
Listening training	Online audio materials+listening exercises	1
Oral training	Online simulation dialogue practice+voice homework submission	1
Writing training	Online writing practice+sample essay analysis	1

The arrangement of offline teaching content is shown in Table 2. The teaching method for financial case analysis is group discussion+classroom presentation, with a duration of 2 hours per week.

Table 2: Arrangement of offline teaching content

Teaching content	Teaching method	Duration (hours/week)
Financial case study	Group discussion + class presentation	2
Financial practice operation simulation drill	Teacher guidance + student practical exercise	2
Learn to share experiences and answer questions	Student interaction + teacher comments and guidance	1

4.2 Student Engagement in Online Learning

The statistics of online learning participation of some students are shown in Table 3. The

attendance rate for student number 1 in class is 80%. The duration of online learning is 10 hours per week.

Table 3: Statistics on online learning participation of some students

Student serial number	Attendance rate in class (%)	Online learning duration (hours/week)	Online homework completion status (score/week)	Participation in online discussions (frequency/week)
1	80	10	90	5
2	95	8	95	3
3	70	6	80	2

4.3 Grades of Different Teaching Methods

In order to obtain objective and accurate teaching experiment results, based on the principle of comparison, students from undergraduate English classes majoring in economics are selected as the statistical samples for the experiment, and they are compared and analyzed to minimize differences between samples. Before the experiment, a score test is used to determine the experimental subjects.

Online and offline teaching scores 75.3 points; ESP teaching scores 84.2 points; this article's teaching scores 93.7 points. The grades of different teaching methods are shown in Figure 1.

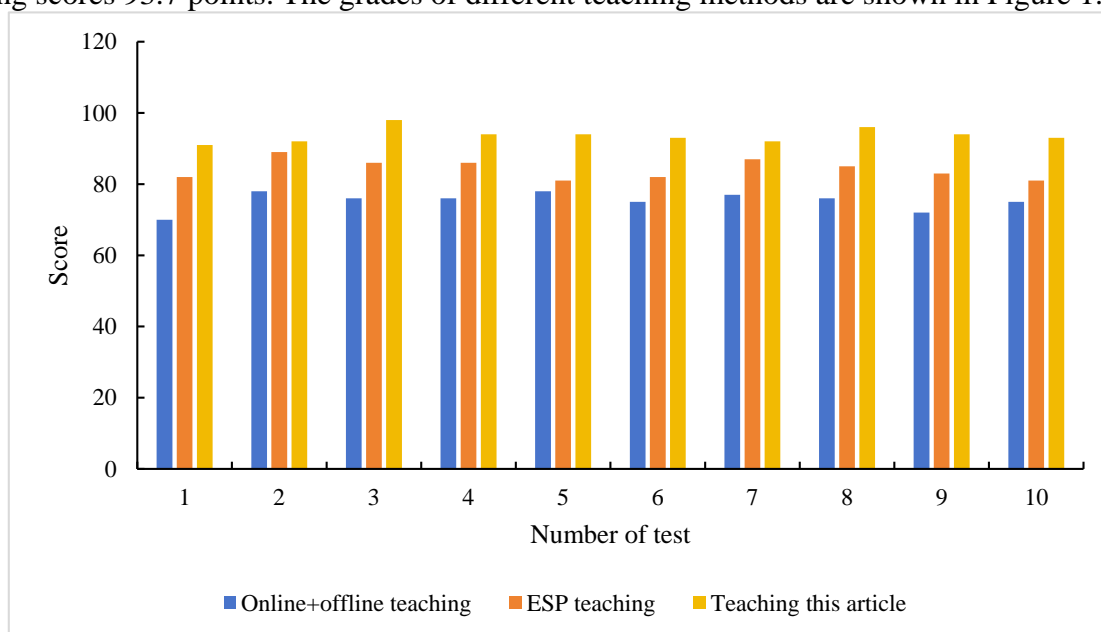


Figure 1: Grades of different teaching methods

4.4 Interest and Ability

The statistics of students' interest in the teaching method of this article are shown in Figure 2. Very interested accounts for 87.6%, generally 8.6%, and not interested accounts for 3.8%.

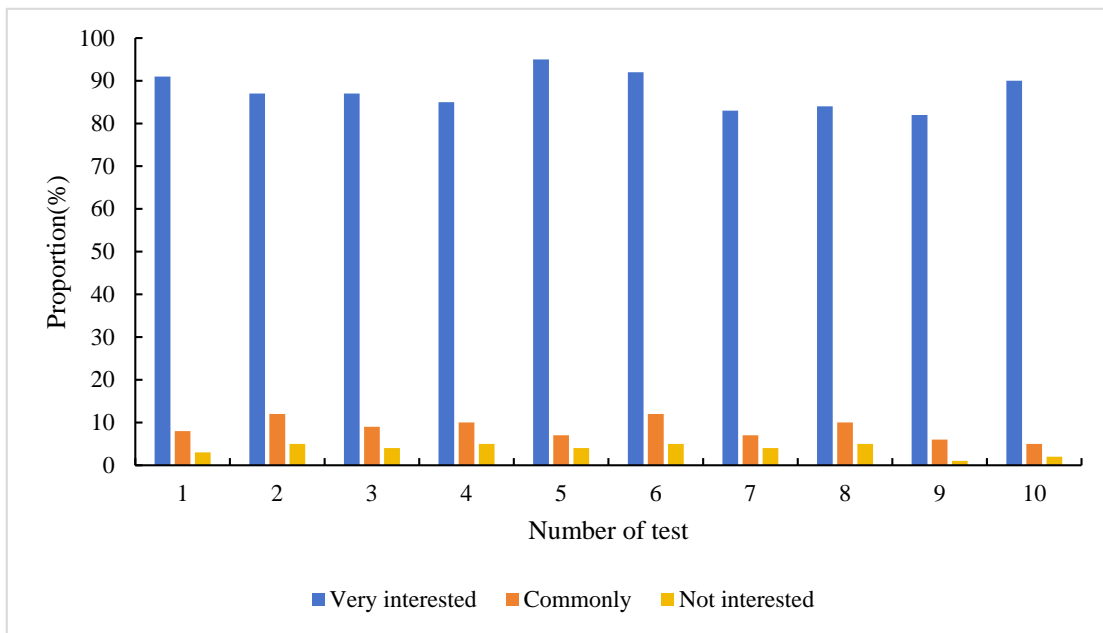


Figure 2: Statistical analysis of students' interest in the teaching method presented in this article

The ability improvement score is shown in Figure 3. Reading comprehension ability improves by 11 points, and writing expression ability improves by 8.125 points.

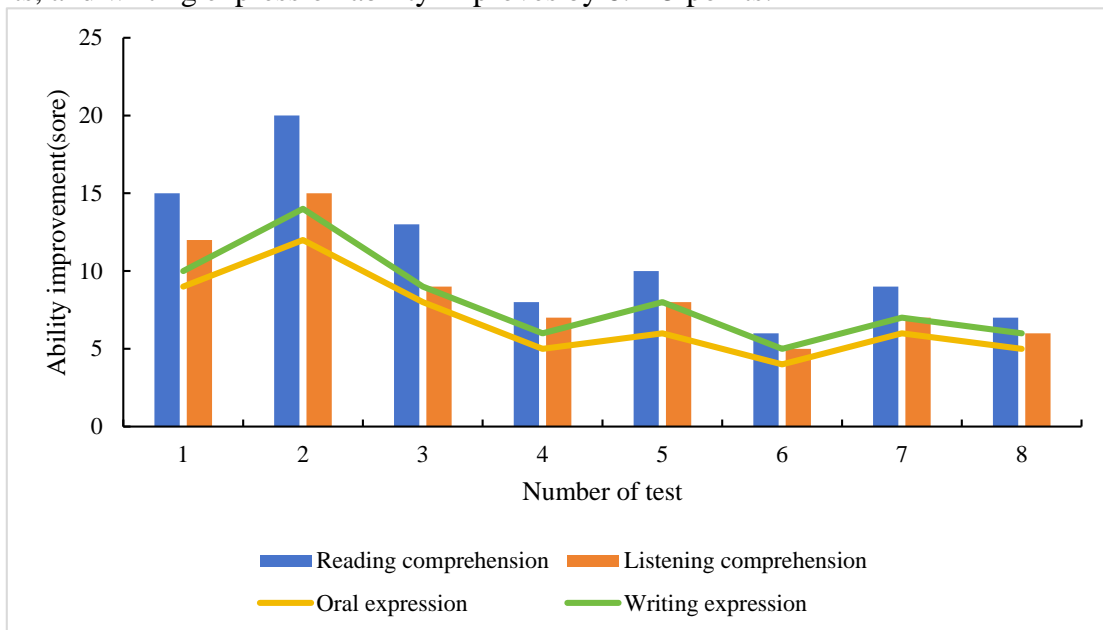


Figure 3: Ability improvement score

5. Conclusions

On the basis of ESP teaching, a teaching method that integrates online and offline can fully utilize the advantages of personalized and autonomous learning of students in online education, while also maintaining the convenience of interaction and communication between teachers and students in traditional offline classrooms, thereby ensuring the quality of teaching and the efficiency of learning. At the same time, it also proposes a new approach for teachers to transform traditional teaching methods. In the future, more teaching methods can be explored to make financial English

teaching more convenient.

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