

An Analysis of the Latest Progress in Maritime English Teaching

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Abstract: By analyzing the current situation and existing problems in the teaching of maritime English, this paper discusses the problems to be solved in the teaching of maritime English, and puts forward feasible methods and measures for the teaching of maritime English in Chinese colleges and universities. It shows that the traditional English teaching mode can no longer meet the needs of modern navigation, and puts forward feasible methods and measures on how to improve the professional English teaching of navigation in Chinese colleges and universities, with a view to cultivating high-quality senior sailors who meet the needs of modern navigation.

Keywords: Latest Progress; Maritime English Teaching

1. INTRODUCTION

The promulgation and implementation of the 97 Rules of the China Maritime Administration of the International Maritime Organization puts forward higher requirements for the English, especially the English listening and speaking ability of the crew. The ability of seamen to use professional English becomes a part of their profession as well as technology and skills. Even if a senior crew member is proficient in driving skills, if there is a barrier to English language, he is still considered unqualified and incompetent. English is an important part of seafarers' sailing life and is a necessary skill for senior sailors, which is a recognized fact in the navigation industry.

Modern navigation is developing rapidly. Many new ships are launched every year in the world, and many new laws and regulations come into force every year. However, at present, the content of English textbooks selected by most navigation colleges and universities is not closely related to ocean transportation, and the content is out of date. In view of the importance of English teaching for navigation majors, competent authorities, education and training departments and teaching staff at home and abroad have actively carried out research work in this field.

In order to promote the global teaching of professional English for navigation, according to the current teaching situation and needs of domestic colleges and universities, eliminate the influence of "exam-oriented teaching" which is eager for quick success and instant benefit. While doing a good job in the teaching and assessment of English at the national level 4 or other levels, we should fully consider the needs of professional English teaching for navigation students, actively take measures and methods, and scientifically combine the contents and objectives of these two different types of teaching. That is, while successfully completing the teaching and assessment of CET-4, we should ensure that these students' learning and ability of professional English meet the needs of future work.

As far as the teaching of English for navigation majors is concerned, the teachers who have graduated from English majors and those who have graduated from navigation majors have their own strengths and weaknesses in teaching: the

teachers who have graduated from English majors have solid professional knowledge of English, so they have obvious advantages in teaching and training students' basic English abilities such as listening, speaking, reading and writing. However, they are also suffering from the lack of professional knowledge in the teaching of professional English for navigation, which makes it difficult to deepen the teaching of professional English. Maritime English is a highly practical course, and students' ability to use English should be comprehensively improved in accordance with the three aspects of "listening, speaking and writing". The teaching of many maritime colleges and universities in China includes both degree education and vocational education.

Name	Badge issue	Criteria	Requests	Action
China and English major	Available to users	Approved by Teacher	70	🔍 🗑️ 🔄 📄
Competitive major	Available to users	Approved by AMT of Navigation Teacher	17	🔍 🗑️ 🔄 📄
Navigation major	Available to users	Approved by Teacher	30	🔍 🗑️ 🔄 📄
Port and English major	Available to users	Approved by AMT of Navigation Teacher	7	🔍 🗑️ 🔄 📄
Navigation major	Available to users	Approved by Teacher	0	🔍 🗑️ 🔄 📄
Port and English major	Available to users	Approved by AMT of Navigation Teacher	1	🔍 🗑️ 🔄 📄
Navigation major	Not available to users	Criteria for this badge have not been set up yet	0	

Figure. 1 Digital system of maritime badges

2. THE PROPOSED METHODOLOGY

2.1 The Current Situation and Problems of Maritime English Teaching

When arranging and implementing teaching plans, school leaders and teachers pay more attention to the teaching of degree courses. This phenomenon often causes degree courses to compress the teaching hours of professional courses, thus affecting the English teaching of navigation majors. To change the awkward situation of college English teaching for navigation majors following the "CET-4" baton as soon as possible, from comprehensively improving students' English language application ability, especially English listening and

speaking ability, to actively encourage teachers to improve and update teaching methods and enhance students' learning interest. Teachers should be encouraged to use group discussion, role performance, case analysis, simulation exercises and other teaching methods in class

Every language has its own characteristics and scope of application. After years of development, marine English has formed a complete system, producing many professional terms and abbreviations with specific meanings applicable to marine English. Therefore, targeted teaching should be taken according to the characteristics of marine English. It is worth noting that many students majoring in navigation have failed to pass CET-4 after the end of the second academic year, and still have to focus on CET-4 in the third or even fourth academic year when they begin to learn professional English. Many students who have passed CET-4 will continue to prepare for CET-6, which inevitably takes up the teaching time of professional English.

2.2 Some Suggestions on Improving Maritime English Teaching

The English teachers of navigation majors should be composed of an appropriate proportion of English teachers and navigation teachers, especially those who have returned from studying abroad. Teachers engaged in the teaching of basic English and professional English for students majoring in navigation should maintain regular exchanges and communication with each other. Adhere to the student-centered Yuanbei in teaching, provide more opportunities for students to participate in interactive learning, and help them improve their ability of English memory and expression in repeated use and practice. Teachers who teach maritime English need not only solid English professional knowledge, but also rich maritime knowledge.

Graduated teachers of English major have certain advantages in teaching and training of basic English application abilities such as listening, speaking, reading and writing, but they lack professional knowledge of navigation, which makes it difficult to deepen the teaching of professional English; Graduated teachers of navigation majors have certain maritime experience, are familiar with the professional knowledge of navigation, and have great advantages in helping students read professional English materials, documents and introduce relevant professional English knowledge. The main reason for the problems of the connection between basic English and professional English teaching in the above maritime professional English teaching is the lack of coordination mechanism and conditions.

3. CONCLUSION

To a large extent, the ability of using English determines the competence of the crew, and improving the teaching effect of maritime English is an important way to improve the English ability of the crew. Maritime colleges and universities should flexibly and appropriately use scientific and effective teaching methods and means according to their own teaching practice, and reform the current teaching mode to effectively improve the quality of maritime English teaching. With the in-depth development of the educational reform of navigation specialty in domestic colleges and universities, the teaching of navigation specialty English will certainly have greater improvement and development. Due to the limitation of conditions and time, this paper has made a summary of the

above situation after participating in the survey of the teaching of maritime English in many colleges and universities, and some suggestions for the current problems in the teaching of maritime English in colleges and universities must have many deficiencies.

4. REFERENCES

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