

A Study on the Reform of Maritime English Teaching in Higher Vocational Colleges from the Perspective of Linguistics

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Abstract: The important goal of college English teaching is to enrich students' language knowledge and cultural knowledge of English-speaking countries, and to carry out multi-angle intercultural communication activities such as listening, speaking, reading, writing and translation. College English teaching has interdisciplinary characteristics, which cannot be without the support of multiple disciplines. More importantly, college English is an integral part of the language system. In the actual teaching process, it is necessary to rely on linguistic theory, explore and build a professional curriculum teaching model based on the mixed teaching concept, highlight the practicality and pertinence of maritime English teaching in higher vocational colleges, and closely combine English teaching with professional learning. Pay attention to cultivating learners' ability to make English learning more practical.

Keywords: Reform; Maritime English Teaching; Higher Vocational Colleges; Linguistics

1. INTRODUCTION

Today's society also puts forward high requirements for college students' English quality, which indicates that China's demand for comprehensive and applied English talents is gradually increasing. How to find more scientific and efficient educational methods and scientific ways to improve the English communicative ability and language application quality of contemporary college students has become an urgent problem for experts and teachers. The academic community basically agrees that the theoretical basis of multimodality is systemic functional linguistics. According to systemic functional grammar, language system has three metafunctions: conceptual function, interpersonal function and textual function. Among them, conceptual function includes empirical function and logical function. The experiential function is the expression of language for various experiences

The logical function is the expression of the logical relationship between two or more meaning units by language. For example, Beijing University of Science and Technology has reconstructed "foreign language classroom teaching" on the basis of deconstruction of "traditional foreign language classroom teaching" based on the university's college English classroom teaching practice by integrating the emerging teaching resource mode "online open course" and the emerging teaching mode "flipped classroom" in the information era. They deconstructed the traditional teacher-based classroom into a flipped classroom teaching mode of "SPOC+small classroom". When applying this teaching method to maritime English teaching, we should pay attention to the following points: First of all, in the process of questioning, teachers need to carefully consider various problems, so as to achieve the combination of difficult and easy, first easy and then difficult, and consider the use of words.

For example, questions that require only yes and no can be put at the beginning of the class, because almost everyone knows the answer and can answer with confidence. Mobile

technology can create a real and natural language communication scene, enabling language learners to gain sufficient motivation to practice this language and gain direct experience through actual experience and feelings in the simulation scene. This kind of cognitive interaction can not only improve learners' language communication ability, but also promote language communication strategies.

2. THE PROPOSED METHODOLOGY

2.1 Analysis of the Ecological Environment of Maritime English Teaching in Higher Vocational Colleges

The meso-environment of college English teaching focuses on the English subject and English curriculum, specifically including teaching policy, value orientation, connotation, etc. The goal of college English teaching emphasizes the expansion of students' knowledge and the development of students' language application ability, that is, taking language communication as the fundamental purpose, improving students' language flexibility and application ability, so that students can smoothly communicate at the oral and written level in daily life and future career development. This study adopts the method of comparative teaching.

In the teaching of English reading in the experimental group, the preparation before class, the teaching process and the consolidation after class all reflect multimodality, with students as the main body; The control group still uses the traditional teaching method, that is, the classroom teaching is mainly based on the teacher's explanation.

Since September 2011, this study has carried out a one-year teaching practice, measuring students' English reading ability before and after the experiment, and making a comparative analysis. "Internet plus Education" has changed the traditional "teacher centered" teaching form, turned to "learner centered", and provided all-round, personalized and continuous learning services for learners. Teachers can make corresponding adjustments to the teaching plan according to the learning

situation of each learner, design and discuss problems more pertinently, and deal with problems in teaching in a timely manner.

Open the voice room and English autonomous learning room, encourage students to learn independently after class, and upload the learning content to the teaching platform and mobile phone client at any time, so that teachers can grasp the learning dynamics of students at any time. However, due to the limited time in the classroom, it is impossible for the teacher to list the main points to be discussed on the blackboard and let the students record them, which is not conducive to the discussion.

2.2 The Innovation of the Mixed Teaching Model of Maritime English

In this case, if you use cards or some notes to list the contents to be discussed, you can promote students' participation and save time. Whether mobile language learning can be deeply integrated with English smart classroom and achieve complementary advantages depends on exquisite teaching design.

If we only use mobile learning technology to push learning resources, assign assignments and release tests in one direction, but lack the organization, guidance and management of teachers, and neglect the learning process and ability development of learners, we will not meet the requirements of knowledge internalization, problem solving and thinking expansion, which deviates from the original intention of English smart classroom. The important starting point of linguistics is to reflect the sociality of language. Of course, among the many attributes, the most important is the social and cultural attributes. It is because of these two attributes that we have a more appropriate language.

In the process of English teaching, teachers should pay special attention to the semantics of students' expressions and guide students to make corresponding expressions in corresponding situations.

In addition, college English teachers should lead students to carry out scientific research on the culture contained in the language during the language guidance to improve students' understanding of the language. With the help of the complex process of transnational cultural communication, after one academic year of study, the English reading ability of the two groups of students has improved, but the improvement of the experimental group is more obvious (28.286). Although the performance of the control group has improved (24.237), the progress is very limited.

3. CONCLUSION

Linguistics is an abstract and complex discipline, and the exploration of language is very comprehensive and profound. In the process of language learning and development, we should break through the limitations and expand our thinking, and apply the cultural history and other contents related to language to language learning and teaching. Only in this way can we maximize the value of language. Internet-based language teaching is not an upgrade of "technical means", but a systematic transformation of the broad "knowledge industry" business model and restructuring of organizational processes. The online and offline mixed information teaching mode makes the navigation English teaching from knowledge transfer to cognitive construction, which not only enhances the cognitive input in the learning process, but also makes the

navigation English learning no longer a shallow level of behavior and feedback.

4. REFERENCES

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