

# The Construction of "Maritime English: Listening and Speaking" Course from the Perspective of Project Course

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## ABSTRACT

"Maritime English: Listening and Speaking" is a core professional course, which has an important influence on the future development of students from marine majors. Therefore, teachers need to pay attention to the teaching effect of the course "Maritime English: Listening and Speaking" in order to improve students' English listening, speaking, reading and writing abilities, and improve their professional ability and professional quality. This paper analyzes the basic meaning of the project course and briefly describes its meaning to embody student abilities, course structure, and market demand. It clearly points out that teachers need to analyze the relationship between the "Maritime English: Listening and Speaking" course and the major when formulating the course of maritime English listening and conversation, rationally selecting items, arranging class hours, and reforming assessment methods to improve teaching efficiency and effect. It takes the "Arranging Loading Preparation" project as an example, from the four links of formulating a learning holder, designing an assignment book, estimating the activity process and product display design, to introduce in detail the project activity plan design method, so as to provide some thoughts and help to the construction of "Maritime English: Listening and Speaking" course.

**Keywords:** project course, "Maritime English: Listening and Speaking", course construction

## I. INTRODUCTION

The course of "Maritime English: Listening and Speaking" is a professional and practical course, which brings certain challenges to teachers and students of marine majors [1]. With the globalization of the world economy, the economic, cultural, and political communication and cooperation of various countries in the world are increasing. Shipping is also developing rapidly, its demand for mariners is gradually increasing, and the requirements for mariners are also increasing. Compared with Western developed countries, China's marine application teaching level is not high enough. In this case, China needs to strictly follow the requirements of the STCW78/10 Convention to strengthen the teaching of "Maritime English: Listening and Speaking" to improve the English level of mariners.

## II. COURSE ABILITY OBJECTIVES OF "MARITIME ENGLISH: LISTENING AND SPEAKING"

The course "Maritime English: Listening and Speaking" is a professional course for marine majors, and it is also one of the subjects for sailors' examination.

By studying the course of "Maritime English: Listening and Speaking", students can improve their English listening and conversation skills, which is of great significance for improving the English proficiency of sailors. Therefore, the teaching of "Maritime English: Listening and Speaking" should pay attention to the principle of "leading in listening and speaking, keeping up with reading, writing and translating". By studying the course of "Maritime English: Listening and Speaking", students can understand the daily life of mariners, master the daily life words and sentence patterns of mariners, understand the mariners communication requirements, and lay the foundation for students to adapt to the mariners' work and pass the "Maritime English: Listening and Speaking" assessment test[2]. "Maritime English: Listening and Speaking" course ability mainly involves the following points:

- First, proficiency in English vocabulary and sentence patterns related to shopping, such as finding counters, talking about items, and bargaining and so on.

- Second, proficiency in English vocabulary and sentence patterns such as job handover and password for leaving the post.
- Third, proficiency in English vocabulary and sentence patterns related to navigation operations in BTS navigation areas.
- Fourth, proficiency in English vocabulary and sentence patterns in fire drills, life-saving drills, and emergencies.
- Fifth, proficiency in port inspection procedures, official question and answer language, and sailor handover procedures and language.

### III. PROJECT COURSE AND MEANING

#### A. Project course

Project course is based on work tasks and specific content of the project to carry out teaching activities, the purpose of which is to enable students to complete work tasks based on their own knowledge and skills. This teaching model doesn't emphasize skills over knowledge, but organizes teaching content according to the requirements of knowledge structure in the work process to improve students' knowledge and professional ability. In classroom teaching, teachers not only need to pay attention to the explanation of knowledge points, but also need to ensure the rationality of the knowledge structure. In order to improve students' professional quality and vocational ability, teachers need to explore what kind of vocational knowledge needs to be acquired by students before constructing courses, and what structure should be adopted for students to acquire vocational knowledge.

#### B. The significance of the project course

1) *Reflecting students' ability:* The teaching goal of the project course is to enhance students' comprehensive professional ability and lay a solid foundation for their future development [3]. The project course mainly involves individual skills and knowledge, as well as comprehensive skills and knowledge within the scope of business. Teachers need to build a teaching system where students can acquire new knowledge and skills based on actual projects. The project course can strengthen communication and cooperation among students, and improve students' awareness and ability of cooperation. At the same time, it can also improve students' thinking ability and ability to solve practical problems.

2) *Reflecting the course structure:* The project course structure is different from other general education courses. General education courses are systematic courses with unique laws. The project course

is to construct the teaching structure based on the work project and work system. The project course is based on the project course structure developed by the work project, and the selection of teaching content and teaching methods is also based on the work project.

3) *Reflecting the market demand:* Project courses are the complement and improvement of general education courses. General education courses are the core of the entire course system, but its transformation is more difficult. In contrast, project courses are more flexible and more suitable for work. In today's increasingly fierce competition among industries and enterprises, the demand for talents has also changed. In order to train students into high-quality and high-level talents that meet market needs, it is necessary to actively reform the teaching model.

### IV. COURSE CONSTRUCTION OF "MARITIME ENGLISH: LISTENING AND SPEAKING"

The course of "Maritime English: Listening and Speaking" is a compulsory course for marine majors, which belongs to the branch of ESP. Schools and teachers need to correctly recognize the "Maritime English: Listening and Speaking" course, which is of great significance to improve the level of course construction and scientifically organize teaching activities. To achieve this goal, the following measures need to be taken:

#### A. Teachers need to clarify the relationship between the course of "Maritime English : Listening and Speaking" and the major

The teaching of "Maritime English: Listening and Speaking" is not simply using English to explain professional knowledge to students, nor is it merely using English to express professional knowledge. Students need to have the ability to use English correctly to solve problems or complete tasks in actual work.

#### B. Professional English is closely related to basic English

At this stage, some colleges and universities separate professional English teaching and basic English teaching in their teaching. Professional English teaching is only for students to explain professional English knowledge, and basic English teaching is only to explain basic application knowledge for students[4]. Some colleges and universities divide professional English teaching and basic English teaching into different teaching departments. Using this method to separate professional English teaching and basic English teaching can't guarantee that professional English and basic English teaching will be carried out together, which is not good for improving students'

English ability. For example, the basic English offered by the freshman year of colleges and universities involves soundmark. The professional English and the introductory stage of professional English also involve soundmark, which will cause a waste of class hour.

### C. Changing the teaching mode

1) *Choosing projects reasonably:* Teachers need to select suitable projects based on the future job positions of the major and require students to complete the tasks. By completing these tasks, students can enrich their professional knowledge, improve their vocational ability, independent learning ability, and practical problem-solving ability, and lay the foundation for their future learning and development. Teachers need to understand that the course of "Maritime English: Listening and Speaking" is one of the compulsory courses and is also a relatively test-oriented course. If the student fails to pass the maritime English listening and speaking ability assessment test organized by the Maritime Safety Administration, they will not be able to successfully board the ship for practice and work. When selecting specific items, teachers should make reasonable choices based on the teaching content. If the project doesn't match the teaching content, the project course will not be able to give full play to its due role. Teachers need to build a reasonable knowledge system based on actual job requirements and job responsibilities, and guide students to use a variety of teaching resources for learning. In particular, it is necessary for teachers to guide students to use Internet resources correctly and carry out learning activities to improve their knowledge and practical problem-solving ability. Teachers need to scientifically select items that are compatible with the teaching materials according to the teaching content [5]. At present, professional knowledge learning, professional skills training, and professional English teaching are carried out at the same time in some colleges and universities, so it is necessary to choose a relatively small project when choosing a project. At the same time, it is necessary to ensure that this project involves choosing a professional course that has just been studied or has been studied, and can't involve a professional course that the student has not studied.

2) *Arranging class hours reasonably:* Class hour is also an important factor that affects the teaching effect, so teachers need to ensure that the class hour is sufficient when determining. At present, some colleges and universities place too much emphasis on the improvement of students' professional knowledge and skills, and ignore students' learning and mastery of English. In order to ensure that students have

professional knowledge and professional ability, some colleges and universities choose to reduce English class hours. Before the exam, teachers will conduct assault training for students, which will not only increase the burden on students, but also do harm to the improvement of students' English level. Some students' English learning ability, autonomous learning ability, and self-management ability are not high enough. If students are only required to study after class, they can't achieve good learning results. In order to avoid this problem, it is necessary to ensure that the number of English class hours is sufficient to improve the teaching effect [6].

3) *Reforming the assessment method:* In the past, most colleges and universities used final exam results as the sole or main evaluation method, which is not reasonable. To adopt the project course teaching method, the assessment method needs to be changed, and the evaluation should be placed in the daily completion of each project. At the same time, the content and methods of the evaluation need to be refined. A scientific and reasonable evaluation method is beneficial to improving students' learning effects. In addition to teachers' evaluations of students, students' mutual evaluations can also be used. Students' mutual evaluation can stimulate students' interest in learning.

## V. PROJECT ACTIVITY DESIGN ANALYSIS OF "ARRANGING LOADING PREPARATION"

The following takes the "Arranging Loading Preparation" project as an example to analyze the design method of project activities.

### A. Developing a learning holder

For the learning holder part, there are two parts: situation import and resource library. Situation import is to provide students with the stowage plan of the last voyage of a dry bulk carrier and the stowage plan of this voyage. It mainly involves information on ships, cargo, and ports. It is imported based on the following questions:

- What parties are involved in for preparation of the loading work?
- What cargo documents has to be prepared?
- For the specific cargoes of this voyage, how to prepare the holds?
- What are expected to be focused on by the cargo surveyors?

The resource library will provide students with necessary Chinese and English materials and pictures, which mainly involve the following contents: (1) Pictures of cargo hold for loading. (2) Pictures of

loading and unloading facilities and their English names. (3) Crane operation manual (in English and explanatory chart). (4) Pictures of a dry bulk carrier (in English and explanatory chart). (5) Chinese regulations on the shipping standards for bulk cargo, ship and port related responsibilities.

#### B. Designing a task book

The task book mainly involves the title, guide text, questionnaire, task and conclusion.

1) *Title*: In this project activity, the title is "Arranging Loading Preparation", and the language structure of verb + noun is chosen to ensure that students can understand tasks they need to complete. In addition, the title contains the meaning of the content of the arrangement to ensure that students can link work tasks and language tasks.

2) *Guide text*: The guide text is aimed at a certain ship's voyage and loading plan, and puts forward questions that students need to think about based on the loading preparation work.

3) *Questionnaire*: The main purpose of the questionnaire is to check whether students have mastered the knowledge that they have learned and need to master. For example: What is the loading and unloading equipment of common dry bulk carriers? Do you understand the meaning of NOR? What is the meaning of S.W.L.? Through learning, students can basically master the above knowledge.

4) *Task*: The completion of the task will be displayed in the form of tables. The use of structured tables can show the systematicness of the project process, and tasks need to be effectively controlled according to course standards. To analyze and judge the above choices, students not only need to understand the meaning of project activities, but also need to analyze and research based on the project context and conditions. Students can cooperate with group members to complete tasks through communication and discussion.

5) *Conclusion*: Students can summarize and analyze the knowledge and feelings gained during the completion of the project.

#### C. Estimating the activity process

The project activity process mainly involves the following links: the first is the organization stage. It mainly involves: situation import, dividing study groups, explaining task books, and providing task resources for students. The second is the stage of conducting. The team members discuss the clear division of roles. Discussion, search for information, etc. can be used to complete the task objectives. In the process of students completing tasks, teachers need to

guide students to use materials and understand the task book correctly. The last is the results show stage. After the group discussion is passed, each group selects a representative to present his or her results to the class, and the class will evaluate it. Group members reflect on the last part of the task book based on the evaluation of other students.

#### D. Product display design

The students submit the "Arranging Loading Preparation Plan" to the teacher in the unit of a study group, which can be in the form of report, role playing or PPT. Other students and teachers will evaluate the "Arranging Loading Preparation Plan" submitted by them, and professional teachers will scientifically evaluate their design results.

## VI. CONCLUSION

Colleges and universities need to build maritime English listening and conversation courses based on the teaching rules of English courses. Using course items, students can obtain a variety of resources through the Internet, which can improve their independent learning ability and English proficiency while completing tasks, laying a solid foundation for their future development. Teachers need to select items and teaching methods reasonably based on the teaching content.

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