

The Application of Scene Design in Maritime English Listening and Speaking Teaching

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Abstract: Maritime English listening and speaking is a specialized course in navigation technology major. It is one of the assessment subjects carried out by MSA. At present, the teacher-centered teaching method is used in this course, which causes a difficult situation that the teacher lectures arduously while the students are busy reciting for the exam. It is boring and ineffective. This paper tries to find out a new teaching model by creating a simulation working scene with pictures, audios and videos etc., and building a good atmosphere where learning processes and working processes are combined. Thus, the students' Maritime English listening and speaking abilities will be improved and enhanced.

1. Introduction

The 21st of some opinions of the State Council of the Central Committee of the CPC on deepening the reform of institutional mechanism and speeding up the implementation of innovation-driven development strategy in 2015 points out that the construction of innovative talents training mode aims at improving the quality of undergraduate education and speeding up the transformation of some ordinary undergraduate colleges to applied technology universities.

In May 2013, Shandong Jiaotong University launched the reform work of applied talents training. At the end of 2015, the second phase of the assessment of Shandong Jiaotong University comprehensively promoting the reform of applied talents training mode was successfully concluded.

Maritime English Listening and Speaking is a specialized course in navigation technology major. It is one of the assessment subjects carried out by MSA. The Manila Amendments to STCW Convention put emphasis on effective communication, pay a lot of attention to crew's English using ability under the working circumstances.

Therefore, the importance of Maritime English Listening and Speaking is self-evident. By learning this course, students get familiar with crew's daily English conversation, master professional English required in duty, pass the assessment exam conducted by MSA. And then a good foundation is laid for students to participate in the ship owner's interview and to engage in sailing work in future.

2. The Existing Problems in Maritime English Listening and Speaking in Colleges and Universities

At present, the teacher-centered teaching method is used in Maritime English Listening and Speaking. Due to fewer hours and heavy tasks, preparation for the assessment of Maritime English Listening and Speaking is highly test-oriented. Some students even choose to recite the listening answers directly. In the spoken language teaching, the teacher usually gives explanations on the reference answers to the questions in the textbook. Homework to memorize these answers is assigned by the teacher. Then next class the spot check will be conducted by the teacher to see if the students have recited these answers. The teacher-centered teaching method causes a difficult situation that the teacher lectures arduously and the students are busy reciting for the exam. It is boring and ineffective. The course of Maritime English Listening and Speaking is divided into three semesters, only a few hours per semester. The effect of this kind of traditional teaching mode is not

ideal. The pass rate of Maritime English Listening and Speaking is relatively low in recent years. It is the oral section of the exam that the students who didn't pass the exam failed. The students' listening and speaking ability needs to be improved. The knowledge in the books is not internalized into students' ability to solve practical problems.

Now the maritime colleges and universities are also fully aware of the drawbacks of the traditional teaching mode and try to explore a new teaching mode for this course. For example, the experiential teaching model by Tian Haiying in Zhejiang Ocean University [1]; The reverse teaching model proposed by associate professor Meng Yufang in Qingdao Ocean Shipping Mariners College [2]; The situational approach by Jiang Mingxia in Jiangsu Maritime Vocational Institute [3]; The task teaching method by Lu Qing in Zhejiang Institute of Communications [4]; The situational teaching model proposed by Wang Lijun, Maritime College of Guangdong Ocean University [5].

3. Scene Design in Maritime English Listening and Speaking Teaching

The author summarizes the three stages of the application of scene design in the course of Maritime English Listening and Speaking: background knowledge collection before class and design of scene; multi-scene simulation in the classroom to arouse students' knowledge interest and exploration desire; application of scene knowledge in classroom and after-school.

3.1 Background knowledge collection before class and design of scene

At this stage, teachers should first make it clear the theme of classroom teaching, then collect the corpus material, situational material and audiovisual material related to the subject by teachers and students through various channels respectively. The teacher makes the relevant PPT according to the materials collected; the students preview the knowledge before class according to the collected materials.

3.2 Multi-scene simulation in the classroom to arouse students' knowledge interest and exploration desire

The teacher shows the relevant multimedia materials for the topic in the classroom while the students discuss and participate in the simulation scene. By role playing and other forms, the students can deeply realize the concrete application of language knowledge under the actual scene, and at the same time arouse the students' knowledge interest and exploration desire.

3.3 Application of scene knowledge in classroom and after-school

By playing audio and video materials, the teacher puts forward the problems related to the teaching topics. The students can internalize the knowledge learned and improve their communicative competence by dictating, writing dialogues, simulating the scene, role playing and so on in different ways in the classroom and after class.

In the whole process of listening and speaking teaching, the teacher manages to provide the students with the opportunities of viewing, listening and speaking as many as possible, meanwhile, reduce the original dull knowledge into concrete and vivid nautical practice, so that the students can practice in learning and improve the ability of listening and speaking in practice.

4. A Case of the Application of Scene Design in Maritime English Listening and Speaking Teaching

At present, the textbooks used by Shandong Jiaotong University are divided into 13 chapters. The content includes ordinary English, common orders, inbound and outbound business, berthing operations, loading and unloading operations, sailing, sea calls, accident handling, marine life saving and survival, ship repair and ship maintenance, port state control, ship security and reading aloud. The content of each unit includes two parts: the objective training (listening) and subjective training (speaking). The objective training divides into sentence, dialogue and passage. The subjective training consists of dictating and answering questions.

The author chooses the eighth chapter (fire accident handling) from the teaching material as an example, demonstrating how the scene design to be used in Maritime English Listening and Speaking Teaching.

(1) Background knowledge collection before class

Teachers prepare fire-related materials. a) background knowledge, e.g. various types of fire extinguishers and their scope of application; b) fire-related professional vocabulary, such as hose, nozzle, fire detector, hydrant, breathing apparatus; c) terms explanation, e.g. reignition, fire patrol, starving a fire, artificial respiration, etc. d) prepare pictures, audio-visual materials for different risk situations, e.g. If there is a fire on board, what measures will you take? What are the procedures in handling fire on board? What's your position and functions during fire-fighting? What appliance should be used to put out the fire?

(2) Multi-scene simulation in the classroom to arouse students' knowledge interest and exploration desire

By the multimedia equipment, the teacher introduces fire control knowledge with words, pictures, audios and videos. A variety of ways like watching, listening and speaking adopted to enable students to experience different scenes. Then students' interest and exploration desire are aroused and stimulated and students' new knowledge building is enhanced.

(3) Application of scene knowledge in classroom and after-school

The classroom scene knowledge is concluded. At this stage, Students internalize and build the new language knowledge based on how to put out a fire, which is the key to achieve the whole classroom teaching goal. The teacher raises fire-fighting related problems by playing audio and video data. Students can improve their communicative competence by dictating, writing dialogues, simulating scenes, role-playing and so on in different ways in the classroom and after class. For instance, according to the actual classroom, the teacher can ask students to play the role of captain, chief officer, second officer, third officer, chief engineer, bosun, A/B etc and make students to think what they have to do or say under specific circumstances.

5. Reflection on Scene Design in Maritime English Listening and Speaking Teaching

In order to know the students' specific views on the new teaching mode, the author investigated the students and interviewed them in detail. 95.2% of the students have a positive attitude towards the new teaching model.

In the teaching practice of maritime English listening and speaking, with the help of modern multimedia technology and network resources, the scene design is used to provide students with visual, listening, and speaking sensory experience as far as possible to restore the abstract knowledge into the shipping practice. The new teaching model can effectively stimulate students' enthusiasm and initiative. The purpose of maritime English listening and speaking teaching can be achieved. However, with this new teaching model, there are some problems existed in the practical teaching. For example, higher requirements for the teacher are put forward.

In addition to the preparation of a large number of teaching materials, the teacher has to fully master the teaching experience process; the test-oriented concept is deeply rooted in a minority of students, whose dependency learning habits are hard to change. They showed no interest in the new learning model. We need to carry on the thorough exploration and the unremitting attempt to this new teaching model.

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