

Discussion on the Reform of Maritime English Teaching Management under the New Situation

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Abstract: With the increasing attention of maritime English teaching, various maritime colleges have taken measures to strengthen their maritime English teaching. This paper analyzes the current situation from curriculum setting, teaching division, maritime English teacher team construction, teaching methods and equipment. The problems of the maritime vocational and technical colleges in China in the management of maritime English teaching, and suggestions for improvement on the above issues.

1. Introduction

In most maritime colleges, English teaching can be divided into college English and nautical English. Through two years of college English study, most maritime college students can pass the CET-4 and CET-6 exams, which can basically communicate in English. This shows that our college English teaching is relatively successful. However, when they go on board or work, many students do not understand the maritime information. Only a very small number of students can use the VHF counterparts or the water intake station to communicate. This reflects that our maritime English teaching is still unable to meet the growing development. The needs of the ocean shipping industry. According to the current situation and new situation of maritime professional English teaching in Jiangsu Maritime Vocational and Technical College and the requirements of maritime professional English teaching for maritime professional teaching, the author starts from the analysis of the current situation of maritime English teaching management in vocational and technical colleges, and specializes in navigation according to the new objective situation. The requirements of talented English quality, put forward a comprehensive maritime English teaching management reform ideas and specific measures.

1.1. Problems in curriculum setting and teaching time management

1.1.1 Basic education, light professional education

The English teaching of many maritime vocational and technical colleges in China includes both college English and maritime English. When arranging and implementing the teaching plan, the school leaders and teachers pay more attention to the teaching of the basic course and pay attention to the pass rate of the fourth and sixth grade exams. This phenomenon often causes the basic course to compress the teaching time of the professional course, thus affecting the professional English teaching of navigation.

1.1.2 Teaching schedule

Most maritime vocational and technical colleges focus on maritime English teaching on professional reading courses and question bank explanations. Listening and conversation have not received the attention they deserve. Taking Jiangsu Maritime Vocational and Technical College as an example, the teaching time of a nautical English reading course in a semester is 108 hours, while the maritime English listening and conversation course is only 36 hours. Students spend too little time listening and speaking and practicing, not to mention the mastery of their content and the practical application on board.

1.2. Problems in the management of maritime English teaching division of labor

Most maritime vocational and technical colleges arrange the study of basic English courses in the first stage after the students enter the school, while the professional English courses are arranged in the latter stage. In view of the above actual teaching situation, there are two main methods of management and division of labor in English teaching:

(1) The English teacher of the Department of Foreign Languages is responsible for basic English teaching, and the teaching of nautical English is undertaken by teachers of the Department of Navigation.

(2) The Department of Foreign Languages has established the “Public English Teaching and Research Section” and the “Navigation English Teaching and Research Section”. The “Public English Teaching and Research Section” is fully responsible for basic English teaching, while the “Navigation English Teaching and Research Section” is responsible for professional English teaching.

1.3. Problems in the management of maritime English teachers

At present, the teaching of maritime English in most maritime colleges is directly arranged by the maritime profession (such as Dalian Maritime University and Shanghai Maritime University, etc.). The advantage of maritime teachers is that they have certain maritime experience and are familiar with nautical expertise, but they are English. The professional knowledge is not enough, and the English listening and speaking aspect is their weakness. There are also a few colleges and universities that are graduated from the English Department of Foreign Languages, responsible for the teaching of maritime English (such as Jiangsu Maritime Vocational and Technical College). They have solid English professional knowledge, so they have obvious advantages in listening, speaking, reading and writing. However, the lack of professional knowledge makes it difficult for them to deepen the teaching of nautical English. English-speaking teachers don't know much about professional knowledge. In teaching, they can only be limited to the textbook itself, and it is difficult to combine language points with maritime expertise. This brings certain limitations to teaching, that is, it is limited to the interpretation of teaching materials and language points, thereby reducing teaching efficiency and even misleading learners.

1.4. Problems in maritime English teaching methods and material equipment management

At present, the teaching of maritime English in most colleges is still a method of explaining the full house in the classroom. On the one hand, because of the professionalism of nautical English, the content of the test questions is more difficult, and on the other hand, it is completed as soon as possible within a limited learning time. Teaching tasks to prepare for the Maritime Bureau assessment and the major examination. This type of teaching often makes students feel that nautical English is monotonous and boring, affecting their enthusiasm and interest in learning.

Another problem is the lack of corresponding teaching materials and teaching software for maritime professional English textbooks, especially the reference materials for extracurricular learning and audio and video materials such as tapes and CDs for self-study. It is also difficult to mobilize students' enthusiasm for learning. In recent years, many schools have added new types of teaching audio-visual equipment, established some language labs and multimedia classrooms, and purchased some multimedia teaching courseware and other materials. However, due to the expansion of enrollment in colleges and universities in recent years, the school's existing language labs, multimedia classrooms and audio-visual equipment are difficult to meet the needs of professional English teaching in navigation.

2. Suggestions for the reform of maritime English teaching management

In view of the above problems in the management of maritime English teaching, in order to improve the effectiveness of maritime English teaching, the following aspects should be reformed:

2.1. Adjusting the voyage English teaching class

When maritime colleges formulate teaching plans, they should arrange maritime English teaching time scientifically and reasonably. Especially in the allocation of class time for reading and listening, more time should be allocated for listening and speaking teaching. First of all, professional teachers can explain certain subjects or chapters in English appropriately, thus reducing the pressure of nautical English reading. Secondly, the teaching content can be arranged according to the position of the student on the ship after graduation. Taking Jiangsu Maritime Vocational and Technical College as an example, the students trained in the school are eligible for three pairs of qualifications. They only need to master the contents of the STCW78/95 Convention. As for the three unrelated knowledge, they can wait for them to board the ship. In practice, the theory is combined with the study so that the teacher can complete the reading lesson in the shortest possible time, thus leaving more time for the students to practice speaking and listening.

2.2. Realizing the smooth connection between basic English and nautical English

The maritime English teaching reform should consider the integration of basic English teaching and professional English teaching. The two-stage English teaching lacks mutual cooperation: basic English teaching is mainly aimed at the national English A, B, and 4, and 6 exams, which pays insufficient attention to the students' oral English ability training; professional English teaching mainly teaches professional vocabulary and professional language points. Basic English is the foundation of professional English, and professional English is the deepening of basic English.

2.3. Paying attention to the construction of maritime English teachers

The professional teachers of the navigation department and the English teachers of the foreign language department can communicate more and carry out complementary teaching discussions. For example, co-authoring teaching materials, preparing lessons in class, and listening to each other to make up for their own deficiencies, can also ensure the quality of maritime English teaching. It is necessary to actively create opportunities for maritime English teachers to learn, and often arrange teachers to participate in IMO-recommended training courses to obtain the latest information. Teachers should be encouraged to carry out teaching and research work, and actively participate in exchange learning activities of various maritime colleges and universities, and provide opportunities for them to reach more experienced crew members such as captains and chief officers.

2.4. Encourage the diversification of maritime English teaching methods and update teaching equipment

The purpose of maritime English teaching is to enable maritime students to truly master the "listening, speaking and writing" in maritime English. Different students have different English foundations. Therefore, in daily teaching, multiple teaching modes should be adopted, such as multimedia teaching. On-site simulation teaching, practical teaching on board, etc. Teachers should explain the maritime English in combination with shipping knowledge, and with the teaching materials of pictures and texts, to enhance students' interest in learning, and at the same time increase the investment of modern teaching equipment, and comprehensively improve the teaching conditions, including video and audio, Internet, multimedia teaching platform. Teaching equipment such as navigation simulators.

3. The conclusion

In summary, there are many problems in the management of maritime English teaching in most maritime colleges in China. Of course, there are many ways to solve these problems. The author believes that through the efforts and cooperation of all maritime colleges and shipping parties, our maritime English teaching will be more effective, which will inevitably improve the quality of maritime education and training in China, and will greatly promote the improvement of the English level of the crew. So that it better meets the needs of the shipping market.

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