

Research on the Teaching Mode of Maritime English in Colleges Empowered by Educational Digitalization

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Abstract

Educational digitalization is crucial for advancing modern education and improving instructional quality and efficiency. This paper explores strategies for implementing a maritime English teaching model within this digital framework, aiming to enhance the teaching process and outcomes. It starts by discussing the importance of digitalization for maritime English education at higher education institutions, then outlines key implementation steps. Through case studies and practical insights, the paper provides valuable experiences and strategies for reforming maritime English education, with the goal of producing professionals with an international perspective and specialized skills.

Keywords

Educational digitalization; Maritime English in colleges; Teaching mode; Implementation methods; Teaching resources.

1. Introduction

In today's era, marked by the swift expansion of the global shipping sector and its escalating international integration, maritime English stands as a crucial conduit for international maritime communication. The caliber of maritime English instruction has a direct impact on the proficiency of maritime professionals being trained. Nonetheless, the conventional pedagogical approach to maritime English within higher education institutions often encounters numerous challenges, including constrained teaching resources, monotonous instructional techniques, and an incomplete assessment framework, which complicates the cultivation of high-quality maritime English experts as demanded by the shipping industry. Consequently, investigating the pedagogical methodologies for maritime English within the academy, bolstered by the capabilities of educational digitization, has emerged as a pivotal endeavor in the ongoing reform of educational practices.

2. The Importance of the Teaching Mode of Maritime English in colleges Empowered by Educational Digitalization

Educational digitalization has introduced a wealth of vibrant teaching resources to the instruction of maritime English in higher education institutions. Under the conventional teaching paradigm, students typically depend on a blend of printed textbooks and in-class lectures from instructors, where resources are often constrained and updated at a sluggish pace. Digitalization in education, however, has shattered these barriers. Leveraging modern information technology tools such as the Internet, big data, and cloud computing, it has become effortless to access a vast array of maritime English teaching materials. These encompass the most recent international maritime regulations, advancements in maritime technology, and industry case studies. Such resources not only expand students' knowledge base but also bring the curriculum closer to real-world applications and ensure it stays current, thereby fostering greater student interest and motivation in their studies.[1].

Educational digitalization is advancing the innovation of maritime English teaching methodologies in higher education institutions. Traditionally, maritime English instruction has been conducted through rote learning techniques, where students absorb knowledge passively and often lack motivation and creativity. However, with the advent of educational digitalization, instructors are now adopting novel pedagogical approaches such as blended learning, flipped classrooms, and project-based learning. These methods effectively merge online and offline instruction, offering students more adaptable learning strategies and personalized educational experiences. The transformation of these teaching practices not only enhances students' enthusiasm and engagement in learning but also fosters their self-directed learning skills, collaborative abilities, and capacity for innovative thinking. Consequently, this paves a robust groundwork for their professional growth and career prospects.

3. The Implementation Approaches of the Teaching Mode of Maritime English in colleges Empowered by Educational Digitalization

(1) Construction of digital teaching resources

The reform of the teaching mode of maritime English in colleges under the background of educational digitalization is first manifested in the overall construction of digital teaching resources. This link is the foundation for realizing the modernization of teaching content, promoting students' learning experience, and broadening their knowledge horizons.

Each college and university should make full use of Internet resources to collect and integrate teaching materials for maritime English in the world. For example, cooperate with the International Maritime Organization (IMO) to obtain the latest international maritime laws, standard terms, and case studies, so as to ensure that the teaching content is authoritative and up-to-date [2]. At the same time, it can also cooperate with famous shipping enterprises at home and abroad to introduce enterprise training materials, share practical experience, etc., making teaching closer to the industry reality.

Colleges and universities should independently or jointly develop a series of high-quality digital teaching resources, including but not limited to electronic textbooks, online courses, and virtual simulation experiments. Taking electronic textbooks as an example, multimedia textbooks integrating pictures, texts, audio, and video can be designed to intuitively present the complex concepts and operation processes of maritime English with animations and videos, enhancing students' learning interest and understanding ability. The design of online courses breaks the constraints of time and space, allowing students to study at any time and any place. At the same time, it also utilizes big data and artificial intelligence technologies to provide students with personalized learning paths and resource recommendations.

Colleges and universities should also attach importance to the interactivity and customizability of teaching resources. For example, an online interactive Q&A platform can be developed to encourage students to ask questions and share views, creating a positive learning atmosphere. At the same time, providing resource customization services enables students to select appropriate learning materials and difficulty levels according to their learning needs and interests for personalized learning.

(2) Construction of teaching platforms

As an important medium for realizing digital teaching, the design and functions of teaching platforms have a direct impact on teaching effects and learning experiences. Therefore, in the implementation of the teaching mode of maritime English courses in colleges under the empowerment of educational digitalization, attention must be paid to the construction of teaching platforms [3].

Teaching platforms should have a stable and reliable technical foundation, including high-performance servers, a secure network environment, and a user-friendly interface. Only by ensuring the stable operation of the platform and the secure transmission of data can a smooth learning experience be brought to teachers and students.

Teaching platforms should integrate rich teaching functions. For example, the online learning function allows students to watch video courses, read electronic textbooks, and the interactive communication function aims to promote the instant communication and in-depth discussion among students and between teachers and students. The evaluation and feedback function can automatically collect students' learning data, thus providing teachers with accurate teaching feedback and decision support. In addition, the teaching platform can integrate advanced functions such as virtual simulation experiments and online tests, bringing students a more comprehensive and profound learning experience. Taking the maritime English teaching platform of a certain university as an example, it not only integrates the above functions but also pays special attention to combining with maritime practice. By introducing virtual simulation technology, students can simulate real maritime scenes on this platform and conduct language practice and communication. At the same time, the platform cooperates with enterprises and helps students to have a deep understanding and application of the learned content by importing real shipping cases and data analysis tools. This teaching mode that combines theory with practice has greatly improved students' comprehensive quality and employment competitiveness.

(3) Innovation of online and offline teaching methods

The innovation of the teaching mode of maritime English in colleges under the empowerment of educational digitalization is manifested not only in the construction of teaching resources and teaching platforms but also in the transformation of teaching methods. The teaching method combining online and offline brings new vitality and possibilities to the teaching of maritime English.

Online teaching breaks through the limitations of time and space, providing students with more flexible learning methods. For example, students can use fragmented time to watch video courses, complete online assignments and exams, and at the same time communicate and discuss with teachers and other students through social media and online forums. This learning method not only enhances students' autonomous learning ability and teamwork ability but also cultivates their ability to obtain and process information. However, online teaching also has its limitations, such as the lack of face-to-face interaction and instant feedback, so offline teaching is still an indispensable link. During offline teaching, teachers can communicate and interact with students face to face in the forms of classroom lectures, group discussions, and role-playing, and can also organize field trips and simulation exercises to make students personally experience the application of maritime English in practice. This teaching method combining online and offline not only gives play to the advantages of online teaching such as flexibility and convenience but also retains the characteristics of offline teaching such as interactivity and practicality. Taking the blended teaching of maritime English in a certain university as an example, this teaching mode combines online self-study and offline discussion. In the online stage, students' ways of autonomous learning are to watch video courses and read electronic textbooks, and at the same time use online tests and interactive Q&A platforms to achieve self-testing and feedback. In the next offline stage, teachers organize students to carry out group discussions and role-playing to deeply explore and answer the difficulties and doubts in online learning. This teaching mode not only improves students' learning efficiency and interest but also develops their critical thinking and problem-solving abilities.

(4) Improvement of the evaluation system

The evaluation system of the teaching mode of maritime English in colleges under the empowerment of educational digitalization needs to be improved accordingly. A diversified and all-round evaluation mechanism should be constructed, which should not only focus on the evaluation of students' learning achievements but also pay attention to the evaluation of learning processes, learning attitudes, and innovative abilities. Through the introduction of big data analysis and artificial intelligence technologies, real-time tracking of students' learning data is carried out, and personalized learning reports and feedback are provided to each student, which is conducive to teachers and students accurately locating problems and adjusting teaching strategies and learning paths in a timely manner. At the same time, students are encouraged to participate in self-evaluation, mutual evaluation and other activities to develop students' abilities such as self-reflection and critical thinking and create a benign interactive learning atmosphere.

4. Conclusion

In conclusion, the implementation approaches of the teaching mode of maritime English in colleges empowered by educational digitalization cover several aspects, including the construction of digital teaching resources, the construction of teaching platforms, the innovation of online and offline teaching methods, and the improvement of the evaluation system. By implementing these measures, the improvement of the teaching quality and teaching efficiency of maritime English can be effectively promoted, and maritime English talents with an international perspective and professional skills can be cultivated.

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