

# Research on the Training Model of Maritime English Talents for Serving the Strategy of Building a Maritime Power

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**Abstract:** The strategy of becoming a maritime power is continuously advancing, and China's maritime industry is also undergoing transformation. It has gradually expanded from near-sea navigation to distant-sea routes, and the utilization of the ocean is transitioning from ocean exploitation to ocean governance. Maritime English is the universal language in the international maritime field and also the core link connecting China's maritime industry with the global ocean system. The quality of maritime English talents affects China's discourse power and competitiveness in related fields such as international maritime cooperation, ocean resource development, and maritime security. Based on the actual situation of the development of the maritime industry, this paper, in line with the core connotation and era requirements of the maritime power strategy, starts from different dimensions and constructs a maritime English talent training model to help universities precisely align with national strategies and cultivate high-quality maritime English talents.

**Keywords:** Maritime Power Strategy; Maritime English; Talent Training Model; Combinatorial Talent

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## 1. Introduction

The strategy of becoming a maritime power clearly states that it is necessary to enhance the capacity for marine resource development, strengthen marine environmental protection, safeguard national maritime rights and interests, and expand marine international cooperation. This strategic arrangement places higher and stricter requirements on the training of talents in the maritime field in our country. Maritime English is a tool for international maritime activities, covering aspects such as ship navigation, port operations, maritime negotiations, the implementation of international maritime rules, and marine cultural dissemination. It is not only a carrier for language communication but also an important support for transmitting China's maritime concepts, participating in global maritime governance, and ensuring maritime safety. The global shipping industry is currently in the stage of green and intelligent transformation, and international maritime rules are constantly being updated. In the process of participating in global maritime cooperation and promoting the "Maritime Silk Road" construction, the demand for maritime English talents in China has shifted from the traditional "language tool type" to "comprehensive, applied, and international". This requires relevant talents not only to have a solid foundation in English language skills, but also to master maritime professional knowledge, be familiar with international maritime rules, and possess cross-cultural communication skills and emergency response capabilities.

## 2. Current Situation and Challenges of Maritime English Talent Cultivation in Service of the Maritime Power Strategy

### 2.1 Ambiguous Training Orientation, Disconnected from National Strategy

The training orientation for maritime English talents in some universities is somewhat off-target. It fails to closely align with the maritime power strategy and the development needs of the maritime industry. It still remains at the level of language tool training. In teaching, excessive emphasis is placed on the explanation of English language knowledge, while neglecting the cultivation of maritime professional knowledge, international maritime regulations, and practical abilities. As a result, the trained talents "know English but not maritime", making it difficult for them to meet the actual job requirements of the maritime industry<sup>[1]</sup>. The training goals lack specificity and fail to formulate differentiated training plans based on the specialized fields of the maritime industry, leading to "one-size-fits-all"

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talent cultivation and making it difficult to meet the precise demands of the industry for different types of maritime English talents. Moreover, some universities have not integrated the concepts of maritime power, maritime culture, and maritime spirit into the entire process of talent cultivation, resulting in insufficient national consciousness and professional responsibility among students, making it difficult for them to undertake the mission of building a maritime power.

## **2.2 Inadequate Curriculum Design and Insufficient Integration of Disciplines**

The curriculum system is the core carrier for talent cultivation. Currently, the curriculum system for maritime English talent training has deficiencies and fails to achieve a deep integration of "language + profession + quality". The curriculum is mainly divided into two parts: English language courses and maritime professional courses. These two parts are independent of each other and lack connection. The English courses focus on general language knowledge and do not fully integrate the relevant scenarios and vocabulary of the maritime profession. The professional courses do not attach importance to the application of English language skills, making it difficult for students to combine language knowledge with professional practice. The curriculum content is lagging behind. The English courses lack the characteristics of the maritime industry, and the professional courses have not timely incorporated the latest changes in international maritime rules. Moreover, the course modules are too simplistic and lack courses related to cross-cultural communication, emergency response, and marine culture, which cannot meet the training needs of a comprehensive type of talent. For example, some universities' maritime English courses have not offered specialized courses such as maritime translation and maritime English emergency conversations, making it difficult to adapt to the actual needs of the industry.

## **2.3 Monotonous teaching mode and insufficient practical effectiveness**

At present, the teaching of maritime English still mainly adopts the traditional teaching mode. The teaching methods are monotonous and dull. The teaching is mostly centered around the teacher, using "lecture-based" teaching. The teacher focuses on explaining language knowledge and grammar rules, while students passively receive the information. There is no opportunity for active thinking and practical application. Students' abilities in oral expression and written translation are relatively weak. Moreover, the teaching scenarios are mostly virtual, lacking real maritime work scenarios as support. The classroom teaching and the actual situation of the maritime industry are far apart. The knowledge learned by students is difficult to apply in actual work, resulting in the situation of "talking about theory but doing nothing" [2]. Some universities also have relatively backward teaching methods, not making full use of modern information technology, and failing to build a virtual simulation teaching platform. It is difficult to simulate complex scenarios such as ship navigation, maritime emergencies, and maritime negotiations. Therefore, immersive and interactive teaching is difficult to be carried out. The practical teaching also has a formalistic phenomenon. The construction of off-campus internship bases is not perfect, and internships are mostly just visits and observations. Students have difficulty truly participating in maritime practical work, and the actual effect of practical teaching is also much worse.

# **3. Construction of the Maritime English Talent Training Model to Serve the Strategy of Building a Maritime Power**

## **3.1 Clearly define the training positioning, and align with national strategies and industry demands**

The training positioning determines the direction of talent cultivation. It must be in line with the development needs of the maritime power strategy and the maritime industry, and clearly define the training goals for comprehensive, applied, and international maritime English talents, emphasizing the integrated cultivation of "language + profession + quality". Establish core training goals, guided by the orientation of "serving the maritime power strategy and adapting to industry demands", to cultivate comprehensive maritime English talents with solid English language skills, systematic maritime professional knowledge, proficient practical application abilities, broad international perspectives, strong national sentiments and professional responsibility, and capable of undertaking

related tasks such as international maritime cooperation, ship navigation, maritime management, and marine translation.

Develop differentiated training plans, dividing them according to the sub-sectors of the maritime industry, such as ship navigation, maritime management, marine translation, and international maritime cooperation. Based on the demands of different directions, optimize the curriculum and teaching priorities, achieving precise talent cultivation. At the same time, integrate the concept of a maritime power, incorporating elements like the maritime power strategy, maritime culture, maritime spirit, and protection of national maritime rights and interests into the entire process of talent cultivation. Through various forms such as classroom teaching, practical activities, and campus culture construction, strengthen students' sense of national identity and professional responsibility, guiding them to establish the ideals and beliefs of "strengthening the country through me, heading towards the sea".

### **3.2 Reconstruct the curriculum system and achieve the deep integration of language and professional studies**

The basic module strengthens the foundation of language and culture, helping students lay a solid foundation in English language and cross-cultural communication. During the course setup, basic courses such as English listening, speaking, reading, writing, and translation are offered, along with some basic vocabulary, common sentence patterns, and pragmatic norms of maritime English. These are designed to pave the way for students' subsequent professional studies. Courses like cross-cultural communication, introduction to marine culture, and international maritime etiquette are added, aiming to enable students to understand the marine cultures and maritime traditions of different countries, thereby enhancing their cross-cultural communication skills and cultivating good etiquette qualities [3].

The professional modules focus on cultivating students' maritime professional knowledge and their ability to apply international maritime regulations. They break down the barriers between English courses and maritime professional courses, integrating maritime professional knowledge into English teaching. Specialized courses such as Maritime English Reading, Maritime English Listening and Conversation, Maritime Document Translation, English Interpretation of International Maritime Conventions, English for Ship Operation, and English for Port Management are offered. According to different training directions, corresponding elective courses are added, such as adding Maritime Meteorological English for the direction of ship navigation and Maritime Collision Avoidance English [4]. The course content is updated in a timely manner, incorporating the latest changes in international maritime regulations, as well as the new requirements for the transformation of the shipping industry towards green and intelligent development, to ensure that the course content does not fall out of step with the actual industry [5]. Teachers are organized to compile distinctive textbooks that meet the needs of the industry, including maritime culture, maritime practice, and international conventions, so as to make the courses more targeted and practical.

The practical module is mainly designed to cultivate students' practical application skills and emergency handling capabilities. The proportion of practical courses can be appropriately increased to establish a multi-level practical course system that combines classroom simulation, virtual simulation, off-campus internships, and practical exercises. The courses include simulated training in maritime English, translation training for maritime documents, and emergency English drills for maritime emergencies. Through classroom simulations and scenario dialogues, students' practical application skills can be enhanced. The school can build a virtual simulation teaching platform, using 3D modeling and multimedia technologies to simulate complex scenarios such as ship navigation, maritime rescue, and maritime negotiations, and conduct immersive practical teaching in virtual environments, allowing students to exercise their emergency response and language application skills in virtual scenarios. Collaborate with maritime enterprises, maritime departments, and port units to establish internship and practice bases, and arrange students to participate in real maritime practical work, maritime activities, and translation projects, thereby enhancing their practical abilities [6].

### **3.3 Innovate teaching methods and enhance the effectiveness of practical teaching**

We adopt case-based teaching, task-driven approaches, and group collaboration to carry out diversified teaching.

Specifically, in the teaching process, we use maritime case studies to guide students to think independently and conduct collaborative exploration, thereby improving their language application skills and problem-solving abilities. We also set up realistic maritime work scenarios, such as English communication during ship navigation, English negotiation in maritime disputes, and English coordination in port operations, allowing students to carry out language practice in these scenarios [7].

We should make greater use of modern information technology to build a virtual simulation teaching platform for maritime English. We should integrate teaching resources such as virtual ships, ports, and maritime scenarios, and simulate complex scenarios such as ship operation, maritime collision avoidance, maritime emergency response, and international maritime conferences. This will enable immersive and interactive teaching. Students can use this virtual platform to play different professional roles and complete practical work and emergency handling tasks related to maritime English, thereby improving their practical application skills and emergency response capabilities. We should apply AI technology to create an intelligent teaching system, build a maritime multilingual corpus, combine speech recognition and virtual reality technology, so that learning data can be visually presented and personalized maritime English learning resources can be pushed based on students' situations, making the learning experience better [8].

Invite maritime experts, experienced sailors and maritime translators from enterprises to give lectures in the classroom, explaining the actual job requirements, frontline work experience and the latest industry trends in the maritime sector, and guiding students in practical training. Also, arrange university teachers to work in enterprises for a period of time, participating in ship navigation, maritime management, translation and other tasks, bringing the practical experience from the industry to the classroom, so that teaching and practice are synchronized, and the classroom is in line with the industry. Collaborate with enterprises to carry out project-based teaching, relying on the actual maritime projects and translation tasks of the enterprises, guiding students to participate in the project implementation, and improving their practical abilities [9].

Strengthen international exchanges and cooperation, establish cooperative relationships with foreign maritime colleges and maritime institutions, carry out joint training, exchange student programs, and international maritime English training activities, so that students can be exposed to advanced maritime technologies and international maritime rules from abroad, broaden their international horizons, and enhance their cross-cultural communication skills. Invite foreign maritime experts and English teachers to give lectures and conduct academic exchanges in China, introduce high-quality maritime English teaching resources from abroad, and make the teaching content and form more diverse [10].

#### **4. Conclusion**

The continuous advancement of the maritime power strategy has brought new opportunities and challenges for the cultivation of maritime English talents. Maritime English talents are the core force for China's maritime industry to integrate into the global maritime system, participate in global maritime governance, and safeguard national maritime rights and interests. The quality of their cultivation affects the effectiveness of the construction of a maritime power. In the future, the maritime power strategy will continue to advance, and the shipping industry will also continue to develop. The demand for maritime English talents will become more diversified and high-end. Universities should continuously deepen the reform of the training model for maritime English talents, pay close attention to the development trends of the industry and changes in international maritime rules, and constantly optimize the training plan, improve the curriculum system, and innovate teaching models to provide solid support for the high-quality development of China's maritime industry and the construction of a maritime power.

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