

# The Design of Maritime English Courses Based on Career Identity Orientation and the Evaluation of Learning Outcomes

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**Abstract:** In the context of the promotion of the maritime power strategy and the standardized development of the international shipping industry, maritime English, as a core course for maritime majors, acts as a key link between professional learning and maritime related jobs. At present, maritime English teaching in colleges and universities has a common problem, that is, it focuses on imparting language knowledge but ignores the cultivation of students' professional identity. As a result, students lack enough internal learning motivation and have a weak sense of career belonging. Based on the core theories such as career identity theory and ecosystem theory, this study centers on the talent training needs of maritime majors, analyzes the internal connection between career identity and maritime English learning, builds a course design system oriented by career identity, and improves the diversified learning effect evaluation mechanism. This study aims to solve the disconnection between traditional teaching and career needs, strengthen students' cognition of maritime careers and their sense of career belonging, improve the quality of maritime English teaching, and cultivate high-quality and versatile maritime talents that meet the needs of the international shipping industry. It also provides theoretical reference and practical ideas for the reform of English courses of maritime majors in colleges and universities.

**Keywords:** Maritime English; Career Identity; Course Design; Learning Effect Evaluation

**DOI:**10.12417/3029-2344.25.12.006

## Introduction

As the global shipping industry moves toward globalization and smart transformation, colleges and universities pay more attention to cultivating maritime talents with both solid professional qualities and proficient professional language skills. The teaching quality of maritime English courses directly influences how well graduates fit into related jobs and their long-term career development potential. At present, most maritime English courses in colleges still stick to the traditional language teaching mode. They fail to take full account of the positive driving role that professional identity plays in students' learning behavior. Many students have unclear understanding of maritime careers and only pursue practical goals in learning, so their learning results are hard to meet the actual standards of the shipping industry. Starting from the relevant theories of professional identity, this paper sorts out the key ideas of course design, builds a targeted evaluation system for learning effects, and looks for practical ways to upgrade the quality and efficiency of maritime English teaching, so as to promote the coordinated development of professional qualities and abilities for maritime talents.

## 1. Professional Identity and the Theoretical Foundation of Maritime English Teaching

Professional identity is basically an individual's subjective recognition and emotional connection to their profession's value, significance, and future development. It's the key internal motivation that pushes someone to fully engage in their profession and carry out their professional duties. Several factors influence how it forms—things like personal understanding, the industry environment, educational guidance, and social opinions. From the angle of ecosystem theory, professional identity doesn't come from a single factor; instead, it depends on how three systems interact: micro education, mid-level industry, and macro society. As the main part of university curriculum teaching, it actually decides how well we can cultivate students' professional identity. When we focus on maritime students, there's a strong link between their professional maturity and their professional identity. The more

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mature they are, the clearer and deeper their understanding of the maritime profession becomes, and their enthusiasm for daily professional learning will also keep improving. If we look at existing research in university English teaching, we can see that professional identity has a two-way impact. It not only greatly affects students' learning attitudes and grades, but also directly influences teachers' teaching results and holds back teaching reforms. Different educational groups—those at different academic stages or with different professional backgrounds—have obvious differences in how their professional identity forms and what they need to cultivate it <sup>[1]</sup>. Right now, as curriculum ideological and political reform deepens, we've integrated professional identity cultivation into professional English courses. This can effectively close the gap between knowledge transfer, ability training, and value shaping, and also strengthen teachers' sense of teaching identity and students' sense of professional belonging. Maritime English has three key traits: professionalism, language, and occupational nature. If we ignore professional identity cultivation in teaching, we'll probably end up with a disconnect between the course and actual jobs, and even a problem where what students learn doesn't match their future employment. The only way to align with the core goal of training maritime-related talents is to optimize course design based on professional identity.

## **2. Curriculum Design Strategies for Maritime English Oriented by Professional Identity**

### **2.1 Hierarchical Design of Curriculum Objectives to Consolidate the Cognitive Foundation of Professional Identity**

This design centers on the theory of hierarchical construction of professional identity, following the progressive logic of "cognition-identification-practice". It divides curriculum objectives into three levels: language knowledge objectives, professional competence objectives, and professional literacy objectives, breaking the limitation of the single language knowledge objective in traditional teaching <sup>[2]</sup>. Based on the theory of career maturity, and in line with the career cognitive rules of maritime majors, only by aligning with the actual needs of international shipping positions can we refine the evaluation criteria and training ideas for each level of objectives. It is the dual advancement of professional identity shaping and professional competence improvement that makes the teaching orientation closely fit the post standards of the industry frontline. At the initial stage of the course, we should lay a solid foundation for basic language knowledge and focus on mastering maritime professional terms and basic sentence patterns; the focus gradually shifts to the middle stage, delving into the practical use of language in professional communication and business operation; in the later stage, we pay more attention to the implementation of professional norms and international shipping regulations, step by step meeting the actual needs of post growth. Imperceptibly, students can clarify the core connotation of the maritime profession, understand the internal connection between professional learning and their own career development, consolidate their language application skills, build a solid professional cognitive framework, acquire the ability to independently plan their career paths, and establish a correct maritime professional values.

### **2.2 Professional Reconstruction of Curriculum Content to Meet the Actual Needs of Shipping Positions**

Supported by the theory of English for Specific Purposes and the theory of professional adaptation, it abandons the content arrangement mode of traditional English courses that emphasizes literature over practice, focuses on core contents such as international maritime conventions, maritime post operation procedures, and foreign-related shipping business processes, and selects teaching materials suitable for maritime professional scenarios <sup>[3]</sup>. At the same time, keeping up with the tide of industrial technological iteration, we integrate cutting-edge contents such as intelligent shipping and new international shipping regulations into the teaching link, meeting the practical requirements of industrial iteration and post operation, and fostering students' value identification with the maritime profession through immersive professional scenario infiltration. The selection of curriculum content does not only focus on professionalism, but also pays equal attention to practicality. Even literacy contents such as maritime professional ethics and industrial craftsmanship need to be interspersed and integrated, deeply binding language knowledge acquisition with professional identity shaping. Selecting English materials for practical workplace

scenarios such as ship navigation, freight scheduling, emergency contact, and maritime law interpretation to replace the conventional reading and writing texts in general English can accurately meet the English practical needs of core positions in the deck department and engine department. It is this kind of position-oriented content arrangement that enables students to proficiently master the necessary English application skills for their positions, truly perceive the work essence and industrial value of maritime positions, improve the pertinence of professional learning, cultivate a rigorous and down-to-earth work style, and gradually strengthen their identification with and sense of belonging to the maritime profession.

### **2.3 Optimization and Innovation of Teaching Modes to Stimulate the Internal Motivation of Professional Identity**

Based on the ecosystem theory and the self-efficacy theory, it breaks the traditional one-way indoctrination teaching mode in classrooms, adopts a diversified mode combining online-offline blended teaching, scenario-based teaching, and task-driven teaching, and builds an interactive teaching scenario that integrates knowledge and practice [4]. Integrating frontline shipping scenes into classroom teaching, students can truly perceive the core value of their positions through practical drills, and their self-efficacy in English application will be consolidated, and their professional identity will be gradually deepened. What's more, classroom teaching can never be a one-size-fits-all approach. Students' professional cognitive foundations are inherently uneven. By taking into account the learning needs of students at different levels and relying on the infiltration of diversified teaching links, we can gradually guide students to discover the unique value of the maritime profession, eliminate inherent prejudices against this profession, and fully stimulate their internal motivation for learning. Only by building a simulation scenario for maritime communication and foreign-related business negotiation, setting up English training tasks suitable for post operation, and urging students to complete the training as quasi-professional sailors can we truly clarify the whole process of post performance. It can not only temper solid English practical skills, but also steadily strengthen learning confidence and self-efficacy, clarify their own career positioning, polish the core professional literacy of collaborative performance and emergency response, and their emotional belonging to the maritime profession will become increasingly strong.

### **2.4 In-depth Integration of Curriculum Ideology and Politics to Sublimate the Value Identification of Maritime Profession**

According to the coupling theory of curriculum ideology and politics reform and professional identity cultivation, it integrates ideological and political elements such as maritime family and country feelings, industrial craftsmanship, and international professional ethics into the whole process of curriculum teaching, which is in line with the reform requirements of curriculum ideology and politics in college foreign languages [5]. Sorting out and exploring the evolution of the maritime industry, the performance of frontline practitioners, and the professional responsibility of international shipping, we refine the ideological and political education points in the curriculum one by one. Through value guidance, we urge students to sincerely recognize the social value and industrial mission of the maritime profession. It can not only sublimate professional identity from emotional identification to value identification and mission identification, but also synchronously improve the professional sense of belonging and teaching confidence of teachers. It is in the teaching of English passages such as the history of the maritime industry and international shipping rights and responsibilities that we can integrate the development achievements of China's shipping industry and the advanced deeds of frontline maritime practitioners, carrying out ideological and political guidance and value edification in a subtle way. Only then can family and country feelings be deeply rooted in the heart, the professional principle of dedication be established, the social responsibility and era mission of the maritime profession be deeply understood, the professional value identification be continuously sublimated, and the professional character of dedication and courage to take responsibility be gradually shaped.

### **3. Construction of the Evaluation System for Maritime English Learning Based on Professional Identity**

#### **3.1 Evaluation Design Principles**

This evaluation system sticks to four core principles: professionalism, comprehensiveness, development, and diversity. It gets rid of the old single test assessment model, and directly puts students' professional identity level into the core assessment scope. It also takes three key aspects into account: how well they've mastered language knowledge, how well they can apply professional abilities, and how well they've developed professional qualities. This fits perfectly with the core design idea of the course centered on professional identity [6]. In actual evaluation, we combine process evaluation with terminal evaluation—we don't just look at students' academic scores, but also keep track of how their professional identity changes over time. This matches the rules of how maritime students' professional maturity develops, and it makes sure the evaluation results can truly show how effective the course teaching is and how well students' professional qualities have been cultivated.

#### **3.2 Dimensional Division of Evaluation**

When it comes to language application, we mainly check how well students have mastered maritime English vocabulary, sentence structures and text composition. Even the practical listening, speaking, reading, writing and translation skills they'll need in real work are all included in this assessment. It's a perfect fit for the basic teaching goals of the course. For professional ability, we focus more on how well students can carry out shipping business processes and follow maritime regulations, as well as how adaptable they are in on-site English practice and emergency communication. These are the key assessment points, and they match the course's professional ability training goals perfectly. On the other hand, for professional identity, we need to focus on four main aspects: professional cognition, professional emotion, professional value and professional planning. This lets us accurately measure how much students recognize the maritime profession and how strong their sense of belonging is, which stays true to the course's career literacy training goals. This part is also what makes it different from the traditional assessment system—it's the core feature that sets them apart.

#### **3.3 Implementation of Evaluation Methods**

We need to flexibly use a variety of evaluation methods. Process-based assessment, practical operation assessment, questionnaires, and outcome presentations should all be carried out at the same time. For the process-based assessment throughout the whole teaching process, we have to record students' classroom performance, how well they finish tasks, and their learning attitude in detail—this way, we can accurately reflect their learning situation. The only way to accurately test students' practical ability to use workplace English is to carry out practical operation assessment based on simulated training scenarios. When doing questionnaires, we should use standardized scales to accurately assess different indicators of professional identity, like career cognition, career emotions, and career planning. The final assessment focuses on the practical application of comprehensive knowledge and skills, which can fully check the overall learning effect. At the same time, we need to set up a complete evaluation feedback mechanism. Based on the assessment data, we should adjust the course arrangement dynamically and gradually build a closed-loop system of teaching, evaluation, and rectification.

#### **3.4 Application of Evaluation Results**

The evaluation results don't just measure how well students have learned—they're also the key basis for adjusting course arrangements and updating teaching methods. For students who have a weak sense of career identity and struggle with using English in practice, we need to make personalized tutoring plans to help them catch up on what they're missing. Any course modules that don't line up with job needs, or that don't put enough focus on cultivating professional qualities, should be revised quickly, and we should tweak the teaching methods too. At the same time, by looking at teaching results through the evaluation data, teachers can make their teaching reforms more targeted. That way, maritime English teaching stays in step with industry changes and talent training needs, and both

teaching quality and students' professional qualities can improve together.

#### 4. Summary and Outlook

For navigation majors, professional identity is the key internal motivation that drives them to master professional English and fully engage in the maritime industry. Optimizing maritime English course design based on professional identity is a practical way to fix the shortcomings of traditional teaching and improve the quality of talent training. Based on relevant theories, this research has built a hierarchical and progressive course design system, along with a diverse assessment mechanism for learning outcomes. This system takes both language ability development and professional identity cultivation into account, and it's tailored to meet the needs of university maritime talent training and the development of the international shipping industry. In the future, universities should keep optimizing the course content and assessment system, further strengthen the cultivation of professional identity, push for better and more efficient maritime English teaching, and train more high-quality, versatile maritime talents.

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