

# **Analysis of the Reform Path of Maritime English Teaching under the Context of "Job-Course-Competition-Certification" Integration**

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**Abstract:** Maritime English is the common language for international maritime communication and is also a core professional ability that maritime practitioners must possess. Maritime English is related to maritime safety at sea and also affects the normal operation of shipping businesses. It also relates to the competitiveness of Chinese maritime talents in the international arena. The core direction of vocational education reform is the integration of "job, course, competition, and certificate", which requires aligning with job requirements, accurately integrating course teaching, skills competitions, vocational certificates, and job capabilities. This will help maritime English teaching break free from traditional constraints and play an important guiding role in improving the quality of education. This paper, based on the professionalism, practicality, and international nature of maritime English, and in accordance with the core connotation and educational logic of "job, course, competition, and certificate", analyzes the current problems existing in teaching, and proposes corresponding teaching reform methods, to help integrate maritime English teaching with job requirements, industry standards, and career development.

**Keywords:** Job-Course-Competition-Certification; Maritime English; Teaching Reform; Job Requirements; Professional Ability

**DOI:**10.12417/3029-2344.25.12.012

## **1. Introduction**

Maritime English is not merely a simple language teaching; it also incorporates maritime professional knowledge, job operation skills, and international maritime regulations. It falls under specialized English for specific purposes. The quality of maritime English teaching is closely related to the professional fit of maritime talents. In recent years, China's vocational education has been vigorously promoting the reform of the "job, course, competition, certificate" integrated education model. The core of this reform is to break the barriers of separation among job, course, competition, and certificate. It aims to guide course settings based on job requirements, enhance capabilities through skill competitions, and connect vocational certificates with training goals to form a collaborative educational pattern. For maritime English teaching, the integration of "job, course, competition, certificate" is not only a necessary requirement to keep up with the trend of vocational education reform, but also a key solution to address traditional teaching problems and align with the demands of industry development. This article is based on the educational philosophy of "job, course, competition, certificate" integration, combined with the teaching characteristics of maritime English and industry actual needs, and deeply analyzes the current practical difficulties encountered in teaching reform, and explores a scientific and reasonable reform path that can be implemented. This can help improve the quality of maritime English teaching, optimize the training model for maritime talents, and assist China's maritime education in keeping pace with the development of the international shipping industry, achieving synchronization.

## **2. Major Problems in Maritime English Teaching under the Context of "Job-Course-Competition-Certification" Integration**

### **2.1 Severe disconnection between position and subject, and mismatch between teaching content and job requirements**

The alignment of position and subject is the foundation of the integration of "position, subject, competition, and certificate". However, in current maritime English teaching, the curriculum system is set up in an unreasonable

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manner. Most maritime English courses still adopt the model of "general English + professional vocabulary", mainly focusing on basic language knowledge such as English grammar, vocabulary, and reading, while neglecting the cultivation of English application ability in actual navigation operations. This results in a significant gap between the teaching content and the actual job requirements. The content of teaching does not keep up with the update, fails to keep pace with the development trend of the international shipping industry, and does not align with the changes in job requirements. [1] In the current era of continuous updates of international maritime regulations, maritime technology is also developing rapidly. The requirements for English proficiency in navigation positions should also continuously change. However, at present, some maritime English textbooks are relatively outdated, lacking integration of new maritime technologies, new international maritime norms, and new job scenarios. The teaching content lacks specificity and is not set based on the different needs of different navigation positions. Instead, it adopts a "one-size-fits-all" teaching method, ultimately leading to a significant disconnection between the teaching content and the precise job requirements.

### **2.2 Lack of integration between courses and competitions, and the educational value of competitions has not been fully realized**

There is a disconnection between competitions and daily teaching. Most maritime colleges regard skill competitions as a "phase task", usually only selecting a few outstanding students for concentrated training. The number of participants is limited, and the standards and contents of the competitions have not been integrated into every aspect of daily teaching. This has made the competitions a "game for the few", failing to achieve the goal of "promoting learning through competitions and promoting teaching through competitions". Some competition questions focus more on theoretical knowledge assessment and do not pay enough attention to the application ability of English in on-site practical operations. As a result, the competitions cannot truly reflect whether students are suitable for the job requirements, nor can they effectively guide the direction of teaching reform. Additionally, teachers do not attach enough importance to competitions and lack the ability to provide systematic guidance for competitions. They cannot transform the excellent cases and practical skills from competitions into teaching resources, and thus cannot optimize teaching content and methods through competitions.

### **2.3 The connection between the course content and the vocational certificate assessment is loose, and the guiding role of the certificates has not been effectively highlighted.**

There is a significant disconnection between the teaching of the maritime English course and the assessment of vocational certificates. Some course contents fail to cover the relevant content and specific standards of the vocational certificate assessment. This results in students having to spend time preparing for the certificate exams after completing the courses, which not only increases their learning burden but also makes it difficult to improve the teaching efficiency. The connection between the certificate assessment results and the course evaluation and job capabilities is not tight enough. Some institutions only regard the certificate acquisition situation as a reference for students' graduation, but do not incorporate it into the course evaluation system, nor do they precisely match the abilities reflected by the certificates with the actual job requirements. As a result, the "certification value" of the certificates cannot be fully exerted. In addition, some teachers do not have a deep understanding of vocational certificates. In terms of students' preparation for the certificates, they lack systematic guidance, making it difficult to help students accurately grasp the assessment key points and thus difficult to improve the efficiency and quality of students' certificate acquisition.

## **3. Specific Paths for the Reform of Maritime English Teaching under the Context of "Job-Course-Competition-Certification" Integration**

### **3.1 Based on job requirements, optimize the curriculum system and teaching content, and achieve precise alignment between positions and courses**

Collaborate with shipping enterprises and maritime administrative departments to conduct in-depth research on

the core English ability requirements for various maritime positions such as captains, pilots, and engineers. Identify the common English scenarios, professional terms, and communication skills used in on-site operations of these positions, and clarify the core goal of maritime English teaching, which is to cultivate students' English application ability in on-site operation scenarios, enabling them to proficiently handle various English-related affairs in maritime positions [2]. On this basis, it is also necessary to combine the relevant conventions and industry standards of the International Maritime Organization (IMO), dynamically adjust the teaching objectives to ensure that the teaching objectives are in sync with industry demands and international standards.

Abandon the traditional "general English + specialized vocabulary" curriculum system and construct a "trinity" curriculum system centered on job capabilities, including basic modules, core modules, and expansion modules. The basic modules mainly focus on basic English language knowledge, covering grammar, vocabulary, basic reading and listening, laying a foundation for students' subsequent professional learning. The core modules focus on practical English for the job position, taking into account the differentiated needs of different positions, and setting course modules such as maritime communication English, maritime document writing, emergency response English, and port operation English, achieving precise alignment of course content with job requirements.

In line with industry development trends and changes in job requirements, update teaching content in a timely manner, delete outdated cases and vocabulary, and supplement relevant content on new navigation technologies, international maritime new norms, and new job scenarios. For example, incorporate English terms and communication scenarios related to intelligent navigation technology, including English for intelligent ship operation and remote monitoring; combine with new international maritime conventions, update the English interpretation of maritime regulations. Strengthen the practicality of teaching content, reduce pure theoretical knowledge explanations, and increase job practical case studies, simulated dialogues, and document writing content, integrating professional terms with job practical scenarios, so that students can master the application methods of terms in actual job positions while learning them. This is also a key point for improving practical skills.

### **3.2 Deepen the integration of courses and competitions, leverage the educational value of competitions, and promote the improvement of teaching quality**

Break the conventional model of "a few students participating while the majority watching", integrate skills competitions into every aspect of daily teaching, and establish a four-level competition system of "class-level competition - school-level competition - provincial-level competition - national-level competition". In daily teaching, in combination with each course module, regular small-scale competitions are held in classes, such as English conversations in job scenarios and maritime document writing competitions, ensuring that all students have the opportunity to participate; the school-level competition is responsible for selecting outstanding students and conducting concentrated training to prepare for higher-level competitions.

Carefully study the standards, contents and forms of various skills competitions in the field of navigation, integrate the practical operation requirements and assessment priorities of the competitions into the teaching content of the courses, adjust the teaching priorities and progress, and ensure that the teaching content and competition standards are consistent [3]. For example, the national skills competition for students majoring in navigation has a question type called "English Dialogue in Ship Emergency Scenarios". In the emergency response English course module, more simulation training related to such scenarios should be added to enable students to master the English communication skills and adaptability in emergency scenarios. Refer to the practical operation form of the competition, optimize the teaching methods, and use methods such as scenario simulation, group competitions, and case analysis to help students improve their English application ability in a similar competitive atmosphere [4].

Enhance the training of teachers' competition guidance capabilities, regularly organize teachers to participate in competition guidance training, industry exchange activities, and invite competition experts and outstanding guidance teachers to hold special lectures to improve teachers' competition guidance skills. Establish a professional

competition guidance team consisting of maritime English teachers, front-line seafarers from shipping enterprises, and maritime experts, providing students with comprehensive competition guidance covering practical operation skills, answering methods, and adaptability abilities. Establish a competition resource sharing mechanism, organizing and compiling excellent cases from competitions, practical operation videos, and mock tests into teaching resources, and applying them to daily teaching to help more students [5].

### **3.3 Strengthen the connection between courses and certificates, highlight the guiding role of certificates, and enhance students' career competitiveness**

In-depth research has been conducted on the assessment contents, standards, and forms of the vocational certificates required by maritime professionals. All the contents of the certificate assessment have been integrated into the course teaching, ensuring that the course content and certificate assessment are precisely matched. For instance, the assessment content of maritime English listening and conversation in the crew competency certificate can be incorporated into the modules of ship communication English, emergency response English, etc. The assessment content related to the interpretation of maritime regulations in the certificate can also be integrated into the international maritime regulations English course module. Based on the certificate assessment standards, the focus of course teaching has been adjusted, with emphasis on explaining and training the core contents of the certificate assessment, helping students carry out career certificate preparation while studying the courses, and improving the efficiency of certificate acquisition [6].

Establish a diversified evaluation system combining "course evaluation" and "certificate assessment". The acquisition of professional certificates will be used as an important basis for evaluating students' course grades and graduation assessments, thereby encouraging students to actively obtain professional certificates. For example, if a student acquires the "nautical English" subject of the "seafarer competency certificate", they can apply for exemption from related course modules or receive bonus points for the corresponding course grades. Link the certificate assessment results with students' merit awards, employment recommendations, and enhance their initiative in obtaining professional certificates. Establish a certificate preparation guidance mechanism, offer specialized courses for certificate preparation, and arrange professional teachers to provide systematic guidance for students, helping them accurately grasp the assessment priorities and improving the quality of certificate acquisition [7].

Jointly, the shipping enterprises and maritime administrative departments should ensure that the content of vocational certificate examinations precisely aligns with the actual job requirements, optimize the examination format, increase the proportion of practical English application ability assessment in the certificate examinations, and prevent the separation of certificate examinations from actual job requirements. For example, in the examination of seafarer competency certificates, add practical types such as simulated dialogues in job scenarios and maritime document writing to ensure that passing the certificate examination can truly reflect students' job compatibility ability. Guide students to correctly understand the value of certificates, avoid the tendency of "only valuing certificates", and focus on converting the abilities reflected by the certificates into actual job practical abilities, achieving the goal of "certificates being worth and applicable".

## **4. Conclusion**

The integration of "jobs, courses, competitions, and certificates" is the core direction of vocational education reform. It helps maritime English teaching break through traditional limitations and improve the quality of education. It is also a necessary choice to adapt to the development of the international shipping industry and cultivate high-quality maritime talents. The reform of maritime English teaching should be based on the core connotation of the integration of "jobs, courses, competitions, and certificates", with job requirements as the direction, optimize the curriculum system and teaching content, achieve precise alignment between jobs and courses, deepen the integration of courses and competitions, utilize the educational role of competitions to promote the improvement of teaching quality, strengthen the connection between courses and certificates, highlight the guiding effect of certificates,

enhance students' career competitiveness, and also strengthen the construction of the teaching staff and improve the teachers' ability to integrate teaching, laying the foundation for the reform.

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