

# Application of ESP Teaching Concept in Maritime English Teaching

Qiang Lulu

Tianjin Maritime College, Tianjin, Tianjin, 300350, China

**Keywords:** ESP Teaching; Navigation English; Teaching Ability

**Abstract:** Ordinary English teachers serve as English for Specific Purposes (ESP), which have their advantages and disadvantages. How to make use of its own advantages to make up for the shortcomings, and successfully become a marine ESP English teacher, it is worth exploring. ESP is applied to college English teaching and puts higher demands on teachers' ability. We should uphold the principle of capacity-based promotion, expand the horizons of teachers, and enhance teachers' teaching ability and professionalism. The importance of ESP lies in its goal of teaching people how to use English as a tool or means to learn new knowledge. Although general English and ESP English have different learning emphases, some of them are interrelated. This paper introduces ESP as a teaching concept, and specifically analyses how to use ESP to guide the practice of maritime English teaching.

## 1. Introduction

The progress of science and technology has promoted the development of the world economy and society. The development of all walks of life is inseparable from the environment of economic globalization [1]. There are more and more discussions on ESP teaching in College English teaching system, which emphasizes the combination of professional content and language learning, and cultivates students' professional English communicative competence [2]. ESP is generally divided into academic English and work English. Economic globalization needs more compound talents with stronger adaptability and considerable application ability [3]. ESP English teachers face more challenges than basic English or general English teachers. The importance of ESP is reflected in its goal of teaching people how to use English as a tool or means to learn new knowledge [4]. To achieve their clear academic and professional goals, more targeted.

Nautical English is a specialized language for maritime work for maritime professionals, with academic nautical English and working nautical English [5]. Whether it is economic interaction or the learning of advanced technologies between countries, the common language of English is used [6]. Before becoming a qualified ESP English teacher, you must be able to take on curriculum design, maritime expertise research, and course assessment tasks [7]. Although general English and ESP English have different learning emphases, some of them are interrelated. There is no natural absolute boundary between academic English and working English [8]. There is an increasing demand for compound technical talents who can communicate in English skillfully and have certain professional skills.

## 2. ESP Teaching Concept

ESP is in the final analysis a kind of teaching concept, which is the nature of ESP. The aim of English teaching in higher vocational colleges is to cultivate students' ability to use English and its communicative strategies in daily and business communication concerning foreign affairs. ESP theory holds that with the development of learners' language proficiency and the change of their needs, the complete English language teaching is a continuum of continuous refinement and sustainable development from beginners' English to a specific English for specific purposes. In the teaching of communicative law, the mastery of language forms is not the emphasis of emphasis, and the communicative process is the focus of learning [9]. ESP is not a course, but a complete teaching system. There is a set of teaching programs, guiding principles and methods for course

implementation, and at the same time, it has its own unique teaching philosophy.

The rapid development of the new economy has put forward higher requirements and updated requirements for the skills of high-quality skilled talents in the language field. An important aspect of ESP emphasis is to explore a combination of English and professionalism based on professional needs. Applying the ESP concept to college English teaching is not a complete replacement of existing college English teaching with ESP. Instead, we should follow the ESP concept and put students' needs first. In communicative approach, such activities as role-playing and group discussion reflect its internal learning theory. Improve ESP English teachers' understanding of English teaching theory, clarify teaching objectives and deeply understand the special requirements of ESP teaching evaluation elements. Only when students master the habits and characteristics of maritime English in listening, speaking, reading and writing, can they complete their work better.

### **3. Analysis of Teaching Objectives of Maritime English**

The professionalism of nautical English reading is very strong, and it does not necessarily require readers to have a strong language skills. More is the ability to combine English reading skills with their professional knowledge. The current vocational colleges continue to strengthen the construction of teachers and create more professional training opportunities for teachers. In the entire teaching process, the most prominent is the teacher problem [10]. Consciousness and activity are interdependent and interactive, activities are inseparable from consciousness, and consciousness must also exist in the context of activities. Because of their unfamiliarity with language teaching, teachers of navigation specialty often inculcate more knowledge of navigation specialty. Maritime English writing skills are quite different from ordinary English. It is a practical writing with its own grammar system and professional habits. Teachers should be able to demonstrate the practical operation skillfully while teaching theory.

Due to objective reasons and teachers' own knowledge structure problems, ESP teaching tasks are allocated between English teachers and professional teachers. ESP can integrate language teaching with real life. Maritime English requires standardized and concise language, emphasizing the accurate understanding of each other's meaning, and not emphasizing the elegance and grace of the language. ESP teaching can expand the linguistic teaching background of teachers, and encourage teachers to be more responsible and change their role identity. The ESP concept emphasizes the organic integration of language teaching and professional content learning to cultivate students' comprehensive English skills and professional English. The cooperative teaching method based on the concept of communicative law, task-based teaching method, content-based teaching method and other teaching methods are more suitable for ESP teaching.

ESP is an English teaching method centered on practical ability training. The specific implementation should follow the three principles of demand analysis, authenticity and student-centered. Educational evaluation is an activity that judges the extent to which educational activities meet the needs of society and individuals. It is a judgment of the actual or potential value of educational activities. The design of problem-oriented teaching activities in College English teaching requires students to complete a task with teaching pertinence and real communicative value, and to develop their ability of autonomous learning. ESP teaching pays attention to process teaching, cultivates students' basic academic language skills and the ability to solve practical problems in various target contexts. ESP has different teaching objectives for different learners, so it is necessary to determine the corresponding teaching objectives according to the actual needs of learners.

### **4. Conclusions**

The application of ESP teaching concept in maritime English teaching will inevitably break the traditional teaching mode, which is a challenge for both teachers and students. The application of ESP in College English teaching puts forward higher requirements for teachers' competence. We should adhere to the principle of capacity improvement, strengthen the construction of teachers,

expand teachers' horizons, and improve teachers' teaching ability and professional quality. On this basis, after years of teaching practice, teachers with independent ESP knowledge structure and teaching ability can be trained by integrating the advantages of language teachers and professional teachers. After the study, the teacher will comment on the practice and find out the advantages and disadvantages. If it is repeated on the basis of the summary, the effect will be better. Although the development of ESP teaching concept is relatively mature, it is widely used in many professional English teaching, but its application in maritime English teaching is relatively backward, and it is worth further improvement in research and practice.

## **Acknowledgements**

The Application of ESP in the Maritime English Teaching.

## **References**

- [1] Norton M. Classification and Coercion: The Destruction of Piracy in the English Maritime System 1. *American Journal of Sociology*, 2014, 119(6):1537-1575.
- [2] Norton M. Temporality, Isolation, and Violence in the Early Modern English Maritime World. *Eighteenth-Century Studies*, 2014, 48(1):37-66.
- [3] Bocanegra-Valle, Ana. The Constructing of Shipping Forecasts in English: A Pilot Study. *Procedia - Social and Behavioral Sciences*, 2015, 212:278-282.
- [4] Fan L, Fei J, Schriever U, et al. A critical examination of the seafaring English education and training in China. *Marine Policy*, 2017, 86:56-63.
- [5] John P, Noble A, Bj?Rkroth P. Low-fi simulation of bridge team communication. *WMU Journal of Maritime Affairs*, 2016, 15(2):337-351.
- [6] Plaza, Molina S. Teaching Performative Verbs and Nouns in EU Maritime Regulations. *Procedia - Social and Behavioral Sciences*, 2014, 141:90-95.
- [7] Losey-León, Mar á Araceli. Corpus Design and Compilation Process for the Preparation of a Bilingual Glossary (English-Spanish) in the Logistics and Maritime Transport Field: LogisTRANS. *Procedia - Social and Behavioral Sciences*, 2015, 173:293-299.
- [8] John P, Brooks B, Schriever U. Profiling maritime communication by non-native speakers: A quantitative comparison between the baseline and standard marine communication phraseology. *English for Specific Purposes*, 2017, 47:1-14.
- [9] Rommelse, Gijs. Privateering as a language of international politics: English and French privateering against the Dutch Republic, 1655-1665. *Journal for Maritime Research*, 2015, 17(2):183-194.
- [10] Elleman B A. The Sea and Civilization: A Maritime History of the World by Lincoln Paine. *Journal of World History*, 2017, 28(2):306-309.