

Research on Dilemmas and Strategies of Maritime English Teaching under the Concept of "Integration of Teaching, Learning and Assessment"

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Abstract: With the vigorous development of the international shipping industry, Maritime English, as a key tool for international communication in the maritime field, has attracted great attention to its teaching quality. In traditional Maritime English teaching, the links of teaching, learning and assessment are disconnected from each other, which seriously restricts the improvement of teaching effectiveness. The concept of "Integration of Teaching, Learning and Assessment" emphasizes the integration and synergy of teaching, learning and assessment, providing a new direction for the reform of Maritime English teaching. By explaining the theoretical basis and core value of this concept, this paper systematically analyzes the main dilemmas faced in Maritime English classroom teaching, and proposes implementation strategies based on goal orientation, process optimization and dynamic feedback. The purpose is to construct a teaching model for the coordinated development of teaching, learning and assessment, improve the teaching quality of Maritime English, and cultivate high-quality compound talents that meet the needs of the international shipping industry.

Keywords: Integration of Teaching, Learning and Assessment, Maritime English, Classroom Teaching Dilemmas, Implementation Strategies.

1. Introduction

Against the background of economic globalization and the in-depth advancement of the "Belt and Road" Initiative, the international shipping industry continues to prosper, leading to a growing demand for maritime professionals and higher requirements for their Maritime English proficiency. Maritime English not only requires practitioners to have a solid language foundation, but also to accurately and fluently use English for communication and operation in complex maritime scenarios. However, the current Maritime English teaching has three prominent problems: first, the single teaching method leads to the separation of language training from maritime professional scenarios; second, the learning assessment system is backward, and the summative assessment-dominated model cannot effectively feedback learning effects; third, the vague teaching objectives and insufficient learning initiative form a vicious circle. The concept of "Integration of Teaching, Learning and Assessment" establishes a collaborative mechanism led by teaching objectives, supported by teaching activities and driven by assessment feedback, making the three form an organic whole with consistent goals and mutual promotion. It provides a systematic solution to solve the above dilemmas and has important practical value for improving the quality of Maritime English classroom teaching.

2. Overview of the Concept of "Integration of Teaching, Learning and Assessment"

2.1. Connotation Explanation

The concept of "Integration of Teaching, Learning and Assessment" emphasizes that teaching, learning and assessment do not exist in isolation, but form an organic whole that is closely connected and mutually influential. The

integration of "teaching-learning-assessment" embeds assessment into teaching, making it an integral part of teaching. It is closely linked to teaching activities and interacts positively with the learning process, so as to achieve teaching objectives to the greatest extent and ensure the development of students' core discipline literacy [1]. Specifically, teaching is a process in which teachers systematically and organizedly impart knowledge and skills in accordance with teaching objectives and students' actual situations; learning is an active activity in which students actively construct knowledge and improve abilities under the guidance of teachers; assessment is a means to make value judgments on the process and results of teaching and learning. The synergy of the three is reflected in the following aspects: teaching activities are carried out around teaching objectives, and students' learning is guided through diversified teaching strategies; during the learning process, students conduct independent exploration based on teaching objectives; assessment runs through the entire process of teaching and learning, and promotes the adjustment of teaching and the improvement of learning through timely feedback, ultimately forming a closed-loop system of "goal guidance - activity implementation - assessment feedback".

2.2. Theoretical Basis

The formation and practice of the concept of "Integration of Teaching, Learning and Assessment" need to rely on a mature educational theory system. Combined with the dual curriculum attributes of Maritime English, i.e., "professionalism + language", the constructivist learning theory, Bloom's taxonomy of educational objectives and formative assessment theory together constitute the core theoretical framework for the application of this concept in Maritime English teaching. From the three dimensions of "essence of learning", "goal design" and "assessment implementation", they provide a scientific basis and practical

path for the collaborative integration of "teaching, learning and assessment".

2.2.1. Constructivist Learning Theory: Laying the Logical Starting Point of "Student-Centered"

The core view of constructivist learning theory is that learning is not a process of passively accepting knowledge transmission, but a personalized process in which learners actively construct the meaning of knowledge through interaction with the external environment (including learning content, teachers and peers) based on their existing knowledge and experience. This theory establishes the core logic of "student-centered" for the concept of "Integration of Teaching, Learning and Assessment". In Maritime English teaching, students do not simply memorize professional vocabulary and sentence patterns, but need to combine maritime practical experience (such as ship handling and port communication scenarios) to deeply integrate English language knowledge with professional scenarios, and form transferable language application abilities.

2.2.2. Bloom's Taxonomy of Educational Objectives: Clarifying the Consistent Framework of "Teaching, Learning and Assessment"

Bloom's taxonomy of educational objectives divides educational objectives into three domains: cognitive, affective and psychomotor. Among them, the cognitive domain is further refined into six levels: "remembering, understanding, applying, analyzing, evaluating and creating", forming a goal system from low-level to high-level [2]. This theory provides a key consistent design framework of "goal - activity - assessment" for the "Integration of Teaching, Learning and Assessment". In Maritime English teaching, the lack of clear goal hierarchy division may easily lead to the disconnection between teaching content and assessment methods (e.g., teaching only stays at the level of "memorizing vocabulary", but requires students to complete high-level tasks such as "creating communication plans").

2.2.3. Formative Assessment Theory: Constructing a "Process-Oriented" Dynamic Feedback Mechanism

The core essence of formative assessment theory is that the purpose of assessment is not only to make a summative judgment on learning results, but also to continuously collect students' learning data during the teaching process, timely feedback learning progress and problems, and provide a basis for teaching adjustment and students' improvement. This theory directly addresses the pain point of "dominance of summative assessment and delayed feedback" in traditional Maritime English teaching, and becomes a key support for the "Integration of Teaching, Learning and Assessment" to achieve "process integration".

2.3. Core Value of "Integration of Teaching, Learning and Assessment" in Maritime English Teaching

As an interdisciplinary course with both language instrumentality and maritime professionalism, the core goal of Maritime English teaching is to cultivate compound talents that meet the needs of the international shipping industry. By reconstructing the interactive relationship of "teaching, learning and assessment", the concept of "Integration of Teaching, Learning and Assessment" achieves teaching breakthroughs from four dimensions: first, optimizing teaching quality, solving problems such as vague traditional

teaching objectives and single methods through the establishment of a "goal - activity - assessment" collaborative mechanism; second, empowering students' learning, enhancing students' sense of learning direction with clear teaching objectives and assessment standards; third, cultivating comprehensive abilities, promoting the transformation of language abilities into professional abilities through contextualized teaching activities; fourth, adapting to industry needs, realizing dynamic alignment between teaching content and the standards of the International Maritime Organization (IMO) and the requirements of the STCW Convention.

3. Current Situation, Problems of Maritime English Classroom Teaching and Their Impact on Teaching Effectiveness

As a key course connecting maritime professional knowledge and international shipping practice, the teaching of Maritime English needs to take into account the dual attributes of "professionalism" and "language". However, in current teaching practice, there are many problems to be solved in both the configuration of teaching elements and the coordination of teaching links. These problems directly restrict the improvement of teaching effectiveness and cannot meet the needs of maritime talent cultivation.

3.1. Current Situation Characteristics of Maritime English Classroom Teaching

In terms of the three core elements of content, method and resources, the current Maritime English teaching presents the characteristics of "outstanding professionalism but insufficient adaptability, diversified methods but unbalanced application, and rich resources but insufficient integration".

From the perspective of teaching content, the teaching content of Maritime English has always been carried out around the dual structure of "maritime professional knowledge + English language skills". The professional knowledge dimension covers core fields such as ship handling, maritime meteorology, maritime communication and maritime regulations; the language skill dimension includes basic modules such as vocabulary, grammar, listening, speaking, reading and writing. Although this content setting can cover the basic English proficiency requirements of maritime positions, it also has significant shortcomings. On the one hand, the professionalism and difficulty of the content are relatively high, requiring students to have both a certain maritime professional foundation (e.g., understanding the basic process of ship handling) and English language ability (e.g., mastering basic grammar and vocabulary), which makes students with weak foundations prone to learning anxiety. On the other hand, some teaching content is disconnected from the actual development of the maritime industry. For example, the coverage of content such as English operation instructions for digital maritime equipment (e.g., electronic chart systems) and English expressions of new ship communication protocols is insufficient, which cannot match the latest industry needs.

In terms of teaching methods, the current Maritime English teaching has formed a pattern of "lecture-based method as the mainstay, and diversified methods as supplements". As the mainstream teaching method, the lecture-based method is still the main means for teachers to convey vocabulary, grammar

and text knowledge. Through teachers' systematic explanation, students can quickly build a basic knowledge framework. However, this "teacher-led, student-passive acceptance" model easily makes the classroom atmosphere boring. Although the exercise method can help students consolidate knowledge through homework and phased tests, it is mostly based on written exercises, lacking practical training combined with maritime scenarios. Although the situational teaching method meets the contextual needs of Maritime English - by creating simulated scenarios such as ship berthing and unberthing, and maritime emergencies, students can improve their language application ability through interaction - it is limited by teaching equipment (e.g., insufficient simulated cockpit resources), class arrangement (situational drills take more time) and teacher capabilities (some teachers lack front-line maritime practical experience). As a result, its application scope in actual teaching is narrow and its depth is insufficient, failing to give full play to its role in cultivating language application ability.

From the perspective of teaching resource allocation, Maritime English teaching resources present the characteristics of "diverse types but uneven quality, and abundant total quantity but insufficient integration". As the core resource, textbooks can provide a systematic knowledge framework for teaching, but some textbooks have the problem of outdated content. For example, the integration of the latest revised content of the STCW Convention is not timely, and the cases still use traditional ship scenarios, which cannot reflect the new industry norms and practices. Although there is a certain accumulation of auxiliary resources such as courseware, audio and video, the quality varies greatly. Some audio materials have a speed and pronunciation that do not conform to the actual maritime communication scenarios (e.g., the standard speed of ship VTS communication), and most video materials are fragmented clips, lacking a complete situational logic. Although online resources are extremely rich (e.g., English materials on the official website of the International Maritime Organization and Maritime English learning platforms), due to the lack of systematic integration, it is difficult for students to quickly screen resources that match the teaching content and meet their own learning needs, resulting in a large number of high-quality resources being idle and unable to effectively support teaching.

3.2. Core Problems Existing in Maritime English Classroom Teaching

Based on the above teaching situation, it is not difficult to find that the core problems of current Maritime English teaching focus on two levels: "insufficient coordination of teaching links" and "weak implementation of teaching objectives". They are specifically manifested in the following four aspects, and there is a close internal connection between the problems.

3.2.1. Serious Disconnection between Teaching and Assessment

The disconnection between teaching and assessment is the most prominent problem in current Maritime English teaching. Cui Yunhuo and Lei Hao pointed out that the integration of "teaching-learning-assessment" should ensure the consistency of learning-teaching, teaching-assessment and assessment-learning [3]. However, in the traditional teaching model, "teaching" and "assessment" are divided into two independent links: teaching activities focus on knowledge transmission, and teachers pay more attention to

whether the teaching progress is completed (e.g., whether the vocabulary and text of a chapter are explained as planned), while ignoring the real-time monitoring of teaching effectiveness; assessment is mostly in the form of final written tests, and the assessment content focuses on testing knowledge memory (e.g., vocabulary spelling, grammar filling, text translation), which cannot fully reflect the development of students' abilities in oral expression, situational application and professional problem-solving. More importantly, the assessment results are usually fed back to students and teachers at the end of the semester. At this time, the teaching process has basically ended, so teachers cannot adjust teaching strategies in a timely manner based on the assessment results, and students also find it difficult to improve their learning according to the feedback. As a result, "teaching" and "assessment" are isolated from each other and cannot form a synergistic effect.

3.2.2. Vague Learning Objectives

The vagueness of learning objectives further exacerbates the blindness of teaching. As the starting point and destination of teaching activities, the clarity and operability of teaching objectives directly affect the teaching effect. However, in actual teaching, some teachers set overly general teaching objectives, lacking specific requirements corresponding to "knowledge, ability and literacy". For example, they only set the objective of "mastering vocabulary and sentence patterns related to maritime communication", without clarifying how many core vocabulary students need to master, in what scenarios they can use the sentence patterns, and what level of expression accuracy they need to achieve, nor formulating corresponding assessment standards. This vague goal setting is transmitted to students, making them unclear about the key points and progressive paths of learning, unable to clarify their own learning tasks and requirements, and thus generating learning blindness. It is difficult for them to actively plan the learning process, and their learning enthusiasm is naturally inhibited.

3.2.3. Single Teaching Method

The single teaching method is a key factor restricting students' participation and ability improvement. Although there are various teaching methods in current Maritime English teaching, the dominant position of the lecture-based method has not changed. The model of "teachers speak and students listen" dominates the classroom teaching, and students lack opportunities for active thinking, interactive communication and practical operation. Methods that can better cultivate students' language application ability, such as situational teaching method and project-based learning method, cannot be widely applied due to resource and teacher capability constraints. As a result, students find it difficult to combine the learned language knowledge with actual maritime scenarios. For example, although students can memorize vocabulary related to "ship collision avoidance", they still cannot clearly express collision avoidance intentions and operation instructions in English in simulated collision avoidance scenarios, resulting in an obvious gap between language knowledge and practical application.

3.2.4. Imperfect Assessment System

The imperfect assessment system fundamentally limits the feedback role of assessment on teaching. The current Maritime English assessment system has the problem of "three singleness": single assessment subject, with teachers mainly leading the assessment process, and students'

participation in self-assessment and peer assessment is extremely low, making it difficult for students to achieve self-reflection and improvement through assessment; single assessment content, overemphasizing the assessment of language knowledge and professional knowledge memory, while ignoring the assessment of students' professional literacy such as oral expression ability, situational application ability and teamwork ability; single assessment method, mainly based on written tests, lacking the application of methods such as oral tests, practical operation assessment and portfolio assessment, which cannot fully capture students' learning process and ability development [4]. In addition, the feedback of assessment results also has the problem of "untimely and unspecific". Teachers mostly only give scores or simple comments (e.g., "insufficient vocabulary mastery"), without pointing out specific problems (e.g., "wrong application of ship communication terms") and improvement suggestions (e.g., "focus on memorizing high-frequency VTS communication terms"), resulting in the failure of assessment to effectively guide students' learning and teachers' teaching adjustment.

The above teaching problems do not exist in isolation, but interact with each other, forming a chain impact on teaching effectiveness, and ultimately leading to the dilemma of "insufficient student learning motivation, limited ability development and difficult improvement of teaching quality".

4. Implementation Strategies of the Concept of "Integration of Teaching, Learning and Assessment" in Maritime English Classroom Teaching

4.1. Clarifying Teaching Objectives and Assessment Standards

Formulating teaching objectives based on curriculum standards and industry needs: Teachers should conduct in-depth research on the Maritime English curriculum standards, clarify the curriculum teaching objectives and requirements. At the same time, they should pay attention to the development trends of the maritime industry, understand the industry's requirements for talents' English proficiency, and formulate practical teaching objectives by combining the curriculum standards and industry needs. The teaching objectives should be specific, clear, operable and assessable, covering the three dimensions of knowledge and skills, process and methods, and emotional attitudes and values.

Refining teaching objectives into assessable learning objectives: To ensure the effective implementation of teaching objectives, teachers need to refine the teaching objectives into specific, observable and measurable learning objectives. For example, in Maritime English listening teaching, the teaching objective of "students can understand common English vocabulary, phrases and sentences in ship communication and comprehend the communication content" can be refined into learning objectives such as "students can accurately identify and speak 10 common English vocabulary in ship communication", "students can correctly understand the meaning of 5 common phrases in ship communication" and "students can understand and retell the content of 3 simple sentences in ship communication". By refining the learning objectives, students can clearly understand the learning tasks and requirements, and it is convenient for teachers to carry

out teaching and assessment.

Formulating assessment standards matching the teaching objectives: Assessment standards are the basis for evaluating students' learning achievements, and should be closely combined with teaching objectives. According to the teaching objectives and learning objectives, teachers formulate detailed and specific assessment standards, clarifying the levels that students should reach in terms of knowledge, skills, abilities and literacy. The assessment standards should be operable and distinguishable, and can accurately reflect students' learning situation. For example, in the Maritime English oral assessment standards, assessment can be conducted from aspects such as pronunciation and intonation, vocabulary application, grammar correctness, expression fluency and content integrity. Specific assessment indicators and grade standards are set for each aspect. For instance, in terms of pronunciation and intonation, it is divided into grades such as "accurate pronunciation and natural intonation", "basically accurate pronunciation and slightly unnatural intonation" and "many pronunciation errors and unnatural intonation".

4.2. Designing Integrated Teaching Activities and Assessment Tasks

Driving the design of teaching activities with assessment tasks: Under the concept of "Integration of Teaching, Learning and Assessment", assessment tasks are not only a means to test learning achievements, but also a driving force for organizing teaching activities. Teachers design targeted, thought-provoking and engaging assessment tasks based on teaching objectives and assessment criteria, integrate teaching content into these tasks, and guide students to acquire knowledge and skills through completing the tasks. For example, in Maritime English reading teaching, an assessment task could be designed as: "Read an English article on maritime safety, summarize its main content, analyze the maritime safety measures proposed in the article, and elaborate with practical cases." During the process of completing this task, students need to read the article, understand the content, analyze problems and organize language for expression—thus achieving the learning and application of reading knowledge and skills.

Adopting diversified teaching methods and tools: To improve teaching effectiveness and stimulate students' learning interest, teachers should adopt a variety of teaching methods and tools based on the teaching content and students' actual conditions. Beyond lecture-based teaching and practice-based learning, they should actively apply innovative methods such as situational teaching, project-based learning and cooperative learning. For instance, using situational teaching to create real or simulated scenarios (e.g., ship navigation, port operations, maritime rescue) where students apply English for communication and operations, thereby enhancing their language application ability; adopting project-based learning to design Maritime English-related projects (e.g., "Design an English introduction plan for a new-type maritime ship" or "Compile a Maritime English communication manual"), allowing students to comprehensively apply their knowledge and skills to develop innovation and teamwork abilities; implementing cooperative learning by dividing students into groups to complete learning tasks together, promoting communication and collaboration among students and fostering their sense of teamwork. Meanwhile, teachers should make full use of modern

educational technologies, such as multimedia teaching, online teaching platforms and online learning resources, to enrich the content and form of teaching and improve teaching efficiency and quality.

Integrating assessment into the entire process of teaching activities: Assessment is not an additional link after the end of teaching activities, but runs through the entire process of teaching. Teachers continuously collect students' learning information through classroom observation, questioning, group discussions, homework checks and quizzes, and evaluate students' learning processes and performance. For example, during classroom teaching, teachers observe students' participation, responses to questions and performance in group discussions to understand their learning status and knowledge mastery, and provide timely feedback and guidance; when correcting homework, teachers evaluate students' completion of tasks, point out problems and shortcomings, and put forward improvement suggestions; through phased quizzes, they comprehensively assess students' mastery and application of knowledge, providing a basis for adjusting teaching strategies. By integrating assessment into the whole process of teaching activities, teaching and assessment are organically combined, enabling timely identification and resolution of problems and promoting the improvement of students' learning effects.

4.3. Selecting Appropriate Assessment Methods and Tools

Combining formative assessment with summative assessment: Formative assessment focuses on the learning process—it evaluates students' performance and progress during learning, provides timely feedback on results, and serves as a basis for adjusting teaching and improving students' learning. Summative assessment focuses on learning outcomes—it comprehensively evaluates students' academic achievements over a certain period through final exams or graduation exams. In Maritime English teaching, formative assessment should be combined with summative assessment, with formative assessment as the main focus and summative assessment as a supplement [5]. For example, during the semester, formative assessment methods (e.g., classroom performance evaluation, homework assessment, phased quizzes) are used to understand students' learning conditions in real time and adjust teaching strategies; at the end of the semester, summative assessment (e.g., final exams) is used to comprehensively evaluate students' learning achievements of the whole semester.

Applying a combination of diversified assessment methods: To comprehensively and accurately evaluate students' learning conditions, a variety of assessment methods should be integrated. In addition to traditional written tests, teachers should actively adopt oral tests, practical operation assessments, project portfolio assessments and other methods. For instance, using oral tests to evaluate students' oral English expression ability; conducting practical operation assessments to examine students' ability to use English to solve problems in real maritime scenarios; implementing project portfolio assessments to evaluate students' comprehensive English application ability by reviewing their English essays, project reports and translation works; and using portfolio assessments to collect students' learning materials (e.g., works, homework, test scores, self-evaluations, teacher evaluations) throughout the learning process, fully demonstrating their learning journey and

growth, and promoting students' self-reflection and development [6].

Using information-based assessment tools to improve efficiency and accuracy: With the development of information technology, information-based assessment tools are widely used in teaching evaluation. Teachers can use online learning platforms, teaching management software and intelligent evaluation systems to conduct real-time monitoring of students' learning, data analysis and feedback on evaluation results. For example, online learning platforms can record data such as students' learning time, progress, homework completion and test scores—teachers analyze this data to understand students' learning behaviors and effects, and identify problems in their learning in a timely manner; intelligent evaluation systems can automatically correct and evaluate students' homework and essays, improving assessment efficiency and accuracy while providing personalized learning suggestions for students.

4.4. Providing Timely Feedback on Assessment Results and Adjusting Teaching Strategies

Providing timely feedback on assessment results to students: Feedback on assessment results is a key part of the assessment process. Timely and effective feedback helps students understand their learning progress and shortcomings, adjust their learning strategies and improve learning effects. Teachers should provide feedback to students immediately after assessment—the feedback content should be specific and clear, not only pointing out students' problems and shortcomings, but also giving recognition and encouragement, as well as improvement suggestions. Diverse feedback methods can be adopted, such as written comments, oral feedback, individual tutoring and group discussions. For example, when correcting homework, teachers not only give scores but also write detailed comments, pointing out the strengths and mistakes in students' work and proposing improvement methods; during classroom teaching, they provide immediate oral feedback on students' responses to questions and performance in group discussions, affirming correct views, correcting errors and guiding students to think in depth.

Adjusting teaching strategies based on assessment results: Assessment results not only reflect students' learning conditions but also serve as an important basis for teachers to adjust teaching strategies. Teachers should carefully analyze assessment results, summarize problems and shortcomings in the teaching process, and adjust teaching objectives, content, methods and progress in a timely manner according to these problems. For example, if assessment results show that students have a poor grasp of a certain knowledge point, teachers can adjust the teaching content by adding relevant exercises or supplementary explanations; if a teaching method is found to be ineffective, they can try other methods; if students' learning progress varies greatly, they can implement hierarchical teaching or provide individual tutoring based on students' actual situations. By adjusting teaching strategies in time according to assessment results, the teaching process is dynamically optimized and teaching quality is improved.

Guiding students to conduct self-reflection and improvement based on assessment results: The ultimate goal of assessment is to promote students' self-development. Teachers should guide students to reflect on themselves based on assessment results, help them recognize their learning

strengths and weaknesses, formulate personalized learning plans, adjust learning strategies and enhance their autonomous learning ability. For example, teachers can organize students to conduct self-evaluation and peer evaluation, enabling them to learn to reflect on their learning processes and methods; they can also guide students to develop learning improvement plans based on assessment results, clarify learning objectives and tasks, and regularly check the implementation of these plans.

5. Conclusion

The concept of "Integration of Teaching, Learning and Assessment" responds to the practical needs of Maritime English teaching amid the digital transformation of international shipping and the update of the STCW Convention. Supported by constructivism, Bloom's Taxonomy of Educational Objectives and formative assessment theory, it addresses the core pain points of traditional teaching—such as the disconnection between "teaching, learning and assessment" and the mismatch between content and industry needs. The proposed four-dimensional strategy of "goal - activity - assessment - feedback" constructs a practical teaching closed loop. This concept not only provides an actionable solution for improving the quality of Maritime English teaching and cultivating compound talents that meet industry demands but also offers theoretical reference and practical models for the reform of "professional + language" courses in vocational education, promoting in-depth integration between education

and industry needs.

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