INTERNATIONAL MARITIME ENGLISH CONFERENCE 16

INTERNATIONAL MARITIME LECTURERS' ASSOCIATION

IMLA-IMEC @MAAP

AMOSUP · PTGWO · ITF

Theme : *"Safer Shipping and Cleaner Oceans Through Maritime English Proficiency"*

**Century Park Hotel, Manila &
MAAP-Kamaya Point, Mariveles, Bataan, Philippines**

October 26-29, 2004

INTERNATIONAL MARITIME ENGLISH CONFERENCE 16

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Century Park Hotel, Manila and MAAP-Kamaya Point,
Mariveles, Bataan, Philippines
26-29 October 2004

Organizer and host:

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PROCEEDINGS

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IMEC 16 AT MAAP, PHILIPPINES: TOWARDS ENSURING FULL PARTICIPATION AND SUPPORT BY LOCAL STAKEHOLDERS

By
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INTRODUCTION

A coherent function of Maritime Education Institutions (MEI"S) as mandated by the Philippine government through the Commission on Higher Education (CHED), is to encourage and make it a responsibility and a function of its faculty members and students to undertake research for the enhancement of maritime education and programs. Such mandate is anchored on *"the Call of the World Declaration on Higher Education for the 21st century: Vision and Action for HEI's and Framework for Priority Action for Change and Development In Higher Education"* which was adopted by the World Congress on Higher Education, held in France on 9 October 1998.

The vital role and importance of research in ensuring quality in maritime education and training (MET) is widely accepted in academic circles. It is a truism that the reputation of MET lecturers as well as his standing among his colleagues depend on a large extent on the quality of his research and its contribution not only to country's sources of knowledge but to the entire maritime industry as well, considering that the quality of MET has its basis on research. It is therefore necessary to place special emphasis on maritime research to enable MET institutions to face the challenges of a globally competitive world. To facilitate this appropriately, the MAAP formulated the Research Program and the same has been integrated to the educational program that would provide the guideposts and springboards for re-definition, for further exploration and development of innovative strategies towards ensuring that its MET mission is carried on successfully through research.

MAAP, operating barely for six years, under its visionary founder, the AMOSUP President and Chairman Capt. Gregorio S. Oca and the competent leadership of MAAP President VAdm Eduardo Ma. R. Santos, AFP (Ret), instituted and empowered its Department of Research and Extension Services (DRES) in 1999, to plan, develop, promote, coordinate and direct the research programs and activities in

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MAAP, that would complement or supplement instruction and extension services in line with the mandate of the Philippine Commission on Higher Education.

On the *institutional level*, the MAAP President was explicit in saying that an academic institution has a prevailing research culture if there is 100% implementation of the MAAP Research Program by both faculty and students and if the number of published faculty researches is about 20% of the total number of faculty.

On the *national level*, MAAP President spearheaded the Development of the Maritime Research Network (MARENET) in the Country during the workshop proper held in July 2002. On October 3, 2002, a follow-up meeting was held in MAAP. MAAP thru the DRES had validated the data generated in the initial workshop. It was confirmed that one of the constraints that prevent its compatriots in doing research is that research is too costly, time consuming and there is lack of incentives. Corresponding solutions to address or resolve the issues were also noted. MAAP President also inducted the officers of the Philippine Association of Maritime Researchers (PAMR), whose officers are also members of the MARENET.

On the *international level*, MAAP has been supportive to a number of international conferences and seminar – workshops by sending faculty and staff abroad and by contributing research and papers for presentation and publication. MAAP was a contributing member of Problem – Based Learning (PBL) In Maritime Education and Training (MET) Network which is initiated by the School of Maritime Business and Management , Dokuz Eylul University , Izmir Turkey . MAAP is also actively involved with EU- ASEAN Project for a collaborative research network, which is spearheaded by the Seafarers International Research Center, Cardiff University, Cardiff Wales, United Kingdom. On October 26-29, 2004, MAAP and the International Maritime Lecturers' Association (IMLA) co-hosted the 16th International Maritime English Conference or IMEC 16, the first to be held in the Philippines. Aware that international conference is a forum wherein intellectual exchange of ideas occur and which may pave the way for possible collaborative future researches may pave way, the MAAP President has appointed the DRES Director to chair the Local Papers and Program Committee for IMEC 16 with an instruction" *to inform and encourage local participants from all Maritime Training Centers, Maritime Schools, Call Centers and Maritime Research Network members to participate and submit papers to Prof. Clive Cole, the IMEC 16 Chairman of Paper and Activities Committee "*.

This paper presents the process how MAAP leadership has encouraged local participants in the country to support, attend and submit papers for **IMEC 16**. This paper also presents the milestone of MAAP in research at the Institutional level, National level and International level. Specifically, this paper answers the following questions:
1. What are the Research Programs in MAAP?
2. How many papers aside for Maritime English have been accomplished in MAAP in the past five years?
3. Aware of the constraints in doing research and more so participation to international conference, how did MAAP encourage its compatriots to submit papers?

4. How many and who among the local stakeholders have manifested prompt support either through submission of papers, commitment to attend and/or sponsorship or donations to MAAP's hosting of IMEC 16?

DISCUSSIONS

1. THE MAAP RESEARCH MILESTONES

ON INSTITUTIONAL LEVEL

In 2000, the **First MAAP Research Seminar–Workshop** with its theme *"Cultivating Responsive Research Culture in MAAP"* was conducted. The MAAP community was informed about the DRES researches on the Status of the Philippine Maritime Education and Seafaring Industry as well as the Global Trends and Development in MET. The said forum served as a backgrounder to the MAAP community that would intensify the field of the Academy's research initiatives. The Proposed MAAP Research Program, its Policies and Guidelines and Mechanics of Implementation was presented to the MAAP community and the same generated scholarly insights and inputs from them.

In **2001,** the Second Research Seminar–Workshop with the the**me** *"Towards a Dynamic Research Activity in MAAP"* was carried –out. The enriched **MAAP Research Program** and Its Mechanics of Implementation Blueprint was presented and gained acceptance for implementation by the academic community. SWOT analysis was also done, hence the strengths, weaknesses, opportunities and threats in conducting research in MAAP were identified .

The MAAP Research Agenda / Program consists of the following:
1.*Rationale* (General Policy Statements on MAAP Research, Goals of Research in MAAP, Objectives of MAAP Research)

2.*MAAP Research and Development Thrusts and Areas of Concern (*Maritime Education and Training, Institutional Research and, Development, Educational Research Socio-economic, Maritime Industry Political and Cultural Research and Marine Environmental Studies)

3.*MAAP R & D Priorities* (Basis is CHED mandate: quality and excellence, relevance and responsiveness, access and equity and efficiency and effectiveness)

4.*MAAP R & D Strategies*

5.*MAAP Research Framework* (a. MAAP Research System – the Department of Research and Extension Services and the College Faculty Research Committee) b. MAAP Research Management

6. *Mechanics of Research Implementation* (Research funding, Research Programs, Research Criteria , Preparation / Writing of Research proposals , Processing of Research proposals , Responsibilities and Obligations of Grantees , Implementation of Research Projects , Documentation, Publication and Utilization of Research Project)
7. *Annual Planning Cycle for R& D*

8. *The Academy, Guidelines for Classification, Selection, Qualification and Privileges of the Researcher*

9. *Strengths, Weaknesses, Opportunity and Threats in the Conduct of Research*

10. *Procedures in the Conduct of Research*

These outputs served as springboards and guideposts that stimulated deeper understanding and appreciation of the directions being set to revitalize MAAP and how it can meet the research demand of the future. The sixteen (16) researches accomplished by the Department of Research and Extension Services in **2000 and 2001** were mostly for MAAP decision-making.

In Year 2001, around 17 midshipmen under the supervision of their instructors, accomplished 8 research papers. The MAAP community accomplished a **total of 26 papers-** 24 institutional, 1 national and 1 international.

In Year 2002, MAAP conducted the **Third Research Seminar -Workshop on Action Research with the them**e *"Giving Action to Research Towards Competitive MET"*. The activity had certainly enhanced the research capability of the MAAP Community. Participants had accomplished twelve (12) papers consisting of 6 researches on institutional level, 7 researches on national level and 5 researches on the international level. The opportunity provided to the faculty and staff in presenting their research paper abroad like Shanghai China, Singapore, Bulgaria, St. Petersburg Russia etc gave them the break to link and network with colleagues in other maritime schools. There were two (**2**) accomplished researches by four midshipmen under the tutelage of their instructors. Hence for **the year 2002, the MAAP community did a total of 14 research papers.**

In Year 2003, a total of 32 research papers were accomplished by the MAAP Community – 15 researches by MAAP Faculty and Staff (10 institutional researches, 1 research on a national level and 4 researches on international and **17** research papers by 77 midshipmen.

Hence for the past five years (AY 1999 to 2003), MAAP has accomplished 76 **papers** consisting of: 57 papers for internal (27 by the MAAP students and 30 by its faculty and staff) and 19 papers for external (9 for national and 10 for international).**Table 1,** shows the total number of researches accomplished from 1999-2003. The title of the research papers can be found at the MAAP web site: www.maap.edu.ph.

Table 1 : Total Number of Papers per Institutional , National and International

Year	Students (Internal)	Management, Faculty and staff (Internal)	National (External)	International (External)	Total
2000 – 2001	8	16	1	1	26
2002	2	4	7	5	18

2003	17	10	·1	4	32
	27	**30**	**9**	**10**	**76**

In a nutshell, the MAAP R & D System is composed of 5 Research programs. These are:

- **Maritime Education and Training Research (MET) Program (METRP)–** This research program helps in the improvement of the different aspects of MET. The result of this study would serve as backgrounder guide and point of reference in MAAP's benchmarking
- **Institutional Development and Research Program (IDRP)-** This research program contributes to the academy's development in its entire sphere of operations. Usually a result of applied research many be utilized by the in its decision making and policy making
- **Educational Research Program (ERP)-** This research program analyzes curriculum and develops teaching strategies toward effective enhancement of learning. This includes development of modern educational instructional tools educational techniques or methods to improve student-trainees learning etc.
- **Socio-Economic, Maritime Industry and Policy Research Program (SEMIRP)** - This research program contributes to the development of strong socio-economic data –base as well as the improvement of instruments and technology in the maritime industry that would help the government to improve policies on all aspects pertaining to the maritime industry and profession in general. Researches along these fields will help determine the impact of development programs on people, institutions and social systems and provide useful information for policy formulation. Inclusive but not limited to the scientific analysis of the maritime sector relating to all aspects of seafarers life such as seafarers job performance, emotional, spiritual, psychological and other aspects of seafarers life onboard –ship, other management, team building and other factors that affect competence of seafarers in their job performance.
- **Marine Environmental Research Program (MERP)** - This research program helps improve and /or rehabilitate and protect or preserve our marine and coastal environment protection of marine life, protection of marine flora and fauna and the like.

Table 2 presents the papers accomplished in MAAP per research program. As shown, 39 or 66% of the papers were mostly for MAAP Institutional Development.

Table 2. Number of Papers Accomplished in MAAP per Research Program

MAAP Research Program	Accomplished Papers (1999-2004)			
	By Students	**By Management, Faculty and Staff** Inst'l Nat'l Int'l		**Total**
Maritime Education and Training Research Program **(METRP)**	5	0	4	10	19
Educational Research Program **(ERP)**	0	6	3	-	9

Institutional and Development Research Program **(IDRP)**	20	19	0	-	**39**
Socio–Economic, Maritime Industry **(SEMIRP)**	2	4	1	-	7
Marine Environmental Research Program **(MERP)**	0	1	1	0	2
TOTAL	27	**30 49**	9	**10 =**	**76**

Source: MAAP Research Milestones

In Year 2004, there are 35 ongoing pro-active research projects (17– by MAAP faculty and staff and 18 by MAAP midshipmen). The proponents are expected to accomplish their respective researches by Year 2004 –2005.

On **February 28, 2004**, MAAP President has officially inducted the pioneer officers of **the Maritime Research and Extension Services Circle or MRESC** with DRES Director as adviser. (*The Kamaya Point, 2004 p25*). MRESC is composed of volunteer students who belong to the top echelon of the various class levels, who are encouraged to conduct at least two research activities or projects a year that would involve the corps of midshipmen. To prepare them with this challenging and yet an exciting task, the Department of Research and Extension Services in cooperation with the Academics Department conducted a 2-day action research seminar-workshop (**March 6-12, 2004)** for the MRESC members. The members were taught basic statistics, simple action and research competency enhancement. The MRESC members were also informed about the call for papers and its mechanics for the IMEC 16 which MAAP will co-host with the International Maritime Lecturers Association (IMLA) on October 26-29, 2004. The members of the MRESC were given a week to present their group research proposals. One of the accomplished research paper prepared by the midshipmen under the tutelage of their English instructors (Ms. Capellan and MS Limson) of the Academics Department, was approved by the **IMEC Steering Group** for paper presentation. It is first in the history of **IMLA –IMEC** that a paper will be presented by midshipmen.   MRESC is the first Academic Club in MAAP whose officers were officially inducted to office by MAAP President. The MRESC members are highly motivated to do researches in line with VAdm Santos' call for maritime research networking. The members hope to link with other maritime schools for a research output that has a national impact for enhancement of maritime education and training (MET).

On **October 18, 2004**, MAAP President officiated the **second induction ceremonies of the MRESC** with its new set of officers and the officers /members of the newly established **Cadettes Club (Woman cadet Club).** This Cadette Club is headed by a woman cadet and is composed of all the female cadets in MAAP, as members. This new club was inspired by the EU- ASEAN project on the SIRC research led-workshop on women seafarers held in MAAP, which was attended by 5 selected MAAP faculty and staff or the WS team. The WS team, echoed the said seminar to interested faculty / staff with all MAAP woman cadets. At the end of the day, this new club was formed. As part of MRESC, one of its objectives is to come up with researches on women seafarers through collaboration among them or with other woman cadets from other maritime schools.

ON NATIONAL LEVEL

The MAAP President spearheaded the workshop on **Maritime Research Networking (MARENET)** during the 1st MET National Congress with the theme *"Towards a More Responsive and Effective Philippine Maritime Education and Training"* held at Manila Midtown Hotel on July 4-5, 2002. After the MAAP President had presented his paper entitled *"Development of Maritime Research Network in the 21st Century"*, the workshop participants were encouraged to review their role in assessing and/or disseminating MET information, identify and evaluate the usefulness of their resources, discuss their limitations and consider options for improvement for the success of this endeavor (*Santos, 2002*).

The MAAP President led a follow-up meeting on October 3, 2002 at the MAAP, which was actively participated in by the workshop members. The issues raised on Research Networking during the first MET Congress were validated. A number of issues, concerns, solutions and constraints on research capabilities of MET during the workshop, were discussed by the 17 maritime stakeholders that represent different sectors of the maritime industry. The principal issue in doing research in MET in the Philippines was again established - research *is too costly and time-consuming*. Maritime stakeholders suggested solutions, which include the following;

    (1) Identify the list of funding agencies both local and international
    (2) **Tap research funds from international organizations and agencies as well as local private sectors**, which have particular interest in MET Research and Development
    (3) Build –up resources through networking /linkages/complementation and consortia and
    (4) **Develop incentives or awards scheme for quality research undertakings**.

Other constraints were also noted such as **lack of fund**, and **lack of incentives and motivation** from concerned agencies for their human resources and indifference or existence of competition (*Baylon and Wakat 2003).*

Also on the same day, **October 3, 2003**, MAAP President inducted to office the officers of the Philippine Association of Maritime Researchers (PAMR)- an association spearheaded by JB Lacson in Iloilo City during the 3-day national Action Research seminar-workshop held at JBLacson Iloilo City. Most of the elected officers are MARENET workshop members. The PAMR officers conducted their first activity – a two-day action research seminar workshop in MAAP. The first day was intended for MAAP faculty/ staff. The 150 MAAP 4TH Class midshipman participated in the second day activity with all the PAMR officers as trainers.

On the national level, MAAP has accomplished 5 papers that were published and presented and the same are listed on **Table 3.**

Table 3. Papers Published and Presented on National Level

Title	Author	Date	Venue
Developing *of Maritime Research Network in the 21st Century*	VAdm. Eduardo Ma. R. Santos, AFP (Ret) MAAP President	July 4-5, 2002	Published and Presented at First MET Congress, Manila Midtown Hotel, Philippines
The Effect of Adverse and Favorable Frictional Force on Plane and Inclined Surfaces	Mr. Maximino Canlas CME Faculty	Nov 2002	Published and presented at 4th Samahang Pisika ng Visayas at Mindanao (SPVM), National Physics Workshop, Philippines
A Simple Method of Constructing a Motor and Generator kit as a Teaching Tool in Physics	Engr Severino Catabijan CME Faculty	Nov. 2002	Published and Presented at 4th SPVM National Physics Workshop, Philippines
A Device Which Can Measure Ullage: Application of Physics and Electronics"	Engr. Severino Catabijan CME Faculty	2003	Published and Presented at 5th SPVM National Physics Workshop, Philippines
An Overview of Solid Waste Management Vis-à-vis MAAP's Course of Action and Its Guiding Principles: Its Implications to the Solid Waste Management of the Municipality of Mariveles, Bataan	Dr. Angelica M. Baylon Research and Extension Services Director	August 17, 2001	Presented to the Officials and officers of Mariveles, Bataan as per invitation of Municipal Mayor Piazza Hotel, Mariveles Bataan

Source: MAAP Research Milestones

ON INTERNATIONAL LEVEL

From Year 2000 to date, MAAP has been supportive in a number of international conferences, seminar – workshops meetings and/or trainings held at Shanghai China, St. Petersburg Russia, Singapore, Wuhan China , Izmir Turkey, Cardiff Wales , UK , Belgium , USA , Japan ,Norway , Spain and the Philippines. MAAP sent its faculty and staff abroad and has contributed research and papers for presentation and publication.

MAAP was invited to take part in a Seminar Workshop on Problem- Based Learning (PBL) in Maritime Education and Training (MET) on **June 1-3, 2003**, hosted by Dokuz Eylul University at Izmir Turkey. MAAP contributed its humble share in the preparation of the PBL Research Agenda as well as three papers on the application of problem-based learning in maritime education and training and the same were published in the Dokuz Eylul University research publications. MAAP is a member of the **PBL in MET Research Network**. **Tables 4, 5, 6 and 7** show the titles of the papers that were presented and published abroad for the years 2001, 2002, 2003 and 2004 respectively.

Table 4. Papers Contributions at the IMLA 12 Conference (2002)

Title	Author	Position	Date
The Dynamics of Developing Competency Based Upgrading Program for the Filipino Seafarers at the Management Level, Via Distance Learning	Engr. Felix Oca Dr. Amelia Lapira Mr. Michael Amon	Vice-President Guidance Counselor MIS supervisor	25-Oct-02 Shanghai, China

Development of Subject Manual for the Maritime Academy of Asia and the Pacific	C/E Cleto del Rosario Engr. Domingo Eugenio	Asst.Dean CME Faculty	25-Oct-02 Shanghai, China
Undertaking Extension Services Towards a More Efficient and Effective MET: The MAAP Experience	Dr. Angelica M. Baylon	Director, DRES	25-Oct-02 Shanghai, China

Table 5. Papers Contributions at the PBL in MET Proceedings (AY- 2003)

Title	Author	Position	Date
Application of PBL in Auxiliary Machinery Subject	Dr. Angelica M. Baylon C/E Rodolfo Paiso	Director, DRES CME Subject Area Chair	June 1-3, 2003 Izmir Turkey
The Use of Lecture Journal in Thermodynamics II Subject: A Move to PBL Project	Dr. Angelica M. Baylon Engr. Methodius Maslang	Director, DRES CME Faculty	June 1-3, 2003 Izmir Turkey
Lecture -Based Learning Journal (LBL) vis-à-vis Problem-Based Learning (PBL) in MET: The MAAP Instructors Viewpoints	Dr. Angelica M. Baylon Janice K. Wakat	Director, DRES DRES Staff	June 1-3,2003, Izmir Turkey

Table 6. Paper Contributions at International Maritime English Conference (IMEC)[1]
(AY- 2001,2002 and 2003)

Title	Author	Date /IMEC	Venue
Developing a Written Test For Standard Marine Communication Phrases in an ISO–Certified Work Setting	Dr. Jesus De La Rosa, Subject Area Chair (SAC)	October 5-10, 2003 (IMEC 15)	Admiral Makarov State Maritime Academy St. Petersburg, Russia
The Development of a Subject Module for Shipboard and Bridge Team Management: The MAAP Way	Dr. Jesus De La Rosa, SAC	Sept. 16-20, 2002 (IMEC 14)	Singapore Maritime Academy, Singapore
Implementing SMCP at MAAP: Its Problems and Prospects	Dr. Jesus De la Rosa, SAC	May 16-19, 2001(IMEC 13)	N.Y Vapt Sarov Naval Academy, Bulgaria

Table 7. Papers contributions at the IMLA 13 Conference (2004)

Title	Author	Position	Date
The Efficacy of Testing and Examination Procedures in Competency Assessment	Engr. Domingo Eugenio	Assessor, Academics Department	Sept 13-17, 2004, St. Petersburg, Russia
Relevance of Problem–Based	Dr. Angelica M. Baylon	Director, DRES	Sept 13-17,

Learning (PBL) in MET Studies: A Teaching and Learning Technique in MAAP for Quality Assurance in Action*			2004, St. Petersburg, Russia
Assessing the Competency Levels of Graduating MAAP Midshipmen in the Bachelor Of Science in Marine Engineering	VP Felix M. Oca	Vice- President	Sept 13-17, 2004, St. Petersburg, Russia
Assessment Result into a PBL Project Opportunity: Quality Assurance in Action*	Dr. Angelica M. Baylon	Director, DRES	Sept 13-17, 2004, St. Petersburg, Russia
The Use of Lecture Journal: A Move to PBL Project for Quality Assurance in Action *	Dr. Angelica M. Baylon	Director, DRES	Sept 13-17, 2004, St. Petersburg, Russia

Source: Proceedings of the 13th (International Maritime Lecturers Association) Conference (2004) with its theme " Quality Assurance for Safety of Life at Sea ", Admiral Makarov Maritime Academy, St Petersburg Russia. Note that the three papers on PBL, which were contributed with Dokuz Eylul University, Turkey were aligned to the theme of the IMLA 13 conference and were submitted for wider dissemination of information .On said papers, the MAAP faculty and staff who assisted or served as respondents were appropriately acknowledged at the Acknowledgement portion.

Table 8. Paper Contributions at ICERS 6 Conference (2004)

Title	Author	Position	Date
Developing Electronic Controller Tuning Abilities of MAAP Midshipmen Using Process Simulator	VP Felix M. Oca	Vice – president	Sept. 21-24 Wuhan China
Assessment of Cognitive Performances of MAAP 1/cl Engineering Midshipmen during a Simulator Exercise	Engr. Clark Howell Arenas	Faculty, Academics Department	Sept. 21-24 2004, Wuhan China

Source: *Proceedings of the 6' ICERS or International Conference on Engine Room Simulators (2004) . Wuhan University of Technology, PR China*

Moreover, MAAP has linked with the Seafarers International Research Centre (SIRC), Cardiff University in UK for research networking. MAAP is part of the **EU-ASEAN Research Networking Project 2004-2005** along with the other participating maritime schools namely: Philippine Merchant Marine Academy (PMMA), Polytechnic University of Catalunya (UPC), Barcelona Spain and Singapore Maritime Academy (SMA). The European Commission with the Cardiff University- SIRC as the grant holder is funding this project. The 10 MAAP faculty and staff who are part of the EU-ASEAN project had joined their ASEAN and European counterparts in training programs on research and teaching for curriculum development in MET. In line with this EU-ASEAN project, MAAP hosted the First International Research-Led Workshop on Women Seafarers and the First International Research Meeting for the action research output on computer-based training (CBT) required by the project.

The First International EU_ASEAN Research–led Workshop on Women Seafarers was hosted by MAAP on June 1-4, 2004. The activity has addressed one of the research areas that the SIRC has undertaken important and groundbreaking

work with the potential to inform curriculum development and over-all maritime strategy. MAAP provided one slot to John B. Lacson, Iloilo City, so as to provide a co-maritime school the opportunity of global research networking and therefore strengthen maritime research network in the country. Representatives from the PMMA, MAAP, UPC, SMA and JB Lacson have actively participated in the said research-led workshop with Dr. Helen Sampson, Director and Dr. Jaime Veiga Research Associate of SIRC, UK Wales as the facilitators. The MAAP Women Seafarers Research team (MS. Ethel Capellan , MS Janice Wakat, Ms. Susan Murillo and 2/M Zandro Nieto) and in collaboration with their foreign counterparts is currently working on two collaborative research papers with tentative titles: *"Level of Awareness of Cadets on Issues and Concerns of Women Seafarers"* and *"Employment Status of Women Seafarers as perceived by EU-ASEAN Women Cadets."* **On July 14, 2004**, the MAAP team conducted an **Institutional Research led- seminar workshop on Women Seafarers** thru an echo seminar –workshop to female cadets and interested maritime faculty. The participants were able to come up with list of activities for a year namely: research output, curriculum development and preparation of handbook on women seafarers. It is worth noting that after the research-led seminar workshop on women seafarers, a research output was accomplished through collaborative efforts among students and MAAP personnel. The paper is entitled: *"Problems Encountered by Women Seafarers on Board Ships as Perceived by MAAP Midshipwomen: Its Implications to Women Seafaring Career"* by Ms. Ethel Capellan, Ms. Janice K Wakat, 1/cl Maria Kristina B. Javellana and Dr. Angelica M. Baylon. The said paper will be submitted to the National Maritime Polytechnic (NMP) for possible publications at the Philippine Journal of Maritime Education and Training (PJMET). On **October 14**, MAAP hosted the **First National Research–Led Workshop on Women Seafarers** with women cadets from different maritime schools. Aside from having educated the women about various women's rights, benefits and life at sea and had provided them a venue in fostering camaraderie among women cadets, it is expected that a number of inter- maritime schools collaborative research outputs would be realized, thus strengthening maritime research networking in the country through the women cadets under the tutelage of their respective maritime instructors.

Still part of the EU- ASEAN project, the **First International EU- ASEAN Action Research Meeting** was hosted by MAAP on July 1-3 , 2004. The Action research team is composed of Dr. Baylon of MAAP Philippines, Capt Del Rosario of PMMA Philippines, Capt. Lim Yuon Fatt of SMA, Singapore, Dr. Juan Carlos Aguado of UPC Spain with Dr. Helen Sampson and Dr. Jaime Veiga of SIRC, UK. Prior to the meeting , the team members were trained on research and SPSS at Cardiff University in UK and each member was provided individual laptap with licensed SPSS program to equip them with the needed know-how and skills for the collaborative action research on CBT that the team is expected to accomplish for possible presentation at AMETIAP in Year 2005. The first meeting was productive as they were able to develop a questionnaire on CBT and have come up with timetable for the pilot testing of questionnaires. The second research action meeting was hosted by the University of Polytechnic Catalunya , Barcelona Spain on Sept 27 –30, 2004. The third and fourth meetings are slated in SMA, Singapore and PMMA Philippines respectively

It is assured that with this EU-ASEAN project, curriculum and instruction would be enhanced and there will be an increase in the number of institutional, national

and international collaborative research papers that will be produced by MAAP faculty and staff for possible publication and presentation. MAAP is certain that this exercise will pave a way for a continuous relevant and responsive research cooperation and linkage with other maritime schools locally and globally, towards a better Maritime Education and Training in Asia and beyond. **Table 9** presents the on–going collaborative researches and the same are expected to increase because of the EU- ASEAN Project.

Table 9. On- going International and National Collaborative Research Papers

Title	Author	Maritime Schools	Date	Remarks
A Collaborative Study on the Attitude of Serving Seafarers to the Introduction of Computer-based Training Abroad Merchant Ships	Dr.Helen Sampson Dr. Jaime Veiga, MM of SIRC, UK Dr. Angelica M. Baylon of MAAP Philippines, etc	SIRC, UK MAAP, Phil. PMMA, Phil.,SMA, Singapore And UPC, Spain	2004-2005	For possible presentation at AMETIAP in year 2005
Awareness of Women Cadets on Issues and Concerns of Women Seafarers	C/E Foo NanCho Dr. Xavier Martinez De Oces , Ms. Janice Wakat Ms. Ethel Capellan Ms. Susan Murillo 2/M Zandro Nieto Ms. Myra Alvarez	SMA, Singapore and UPC, Spain , MAAP, Phil and PMMA, Phil.	2004-2005	For possible publications
A Collaborative Study of the Attitude of UK Cadets and Filipino Cadets Before and After Shipboard Training: An Analysis	Dr. Colin Stevenson PhD, MM, Vadm. Eduardo MA. R. Santos and Dr. Angelica M. Baylon	Southampton Research Institute, UK and MAAP, Philippines	2004-2005	For possible presentation at LSM in year 2005
Behavior Patterns as Moderated by Locus Control Among Filipino Deck Officers – A collaborative Study by PAMR officers	Dr. Grace P Trompeta , Dr, Angelica M. Baylon Prof. Ma Luisa Ascue Dr. Marilizza Ampuan	JB Lacson Iloilo MAAP, Bataan Midway Maritime Midway, Cabanatuan, Mariners Polytechnic Colleges Foundation, Camarines Sur	2003-2005	For possible publication

Source: From the reports of Dr. Baylon with approval of MAAP President

On October 26-29, 2004, MAAP and the International Maritime Lecturers' Association (IMLA) in co-operation with the Department of Maritime Studies, Wismar University, Warnemünde, Germany Marlins UK, Rijeka University, Faculty of Maritime Studies,Croatia Shipping and Transport College, Rotterdam, The Netherlands , World Maritime University, Malmö, Sweden hosted the 16th International Maritime English Conference or IMEC 16, the first held in the Philippines. MAAP supported this activity through information dissemination of the call for papers, chaired by Dr. Prof Peter Trenkner and Prof. Clive Cole of the World Maritime University, respectively. MAAP had sent invitations both via mail and e-mail to both local and foreign participants. In the Philippines, invitations were sent to all maritime schools; maritime training centers; selected call centers and maritime

research network (MARENET) members in the country and had encouraged them to participate and submit papers for this IMEC 16 meeting.

For the Year 2004, there are **thirteen papers** contributed for international proceedings – 5 for IMLA 13, 2 for ICERS and 6 for IMEC 16. Considering the enormous cost of sending participants to international conferences outside the Philippines, MAAP limited the number of attendees per conference.

2. ON MAAP's WAY of ENSURING FULL SUPPORT AND PARTICIPATION BY LOCAL STAKEHOLDERS FOR IMEC 16

IMEC 16 is a no-border forum, round table discussions on sea related communication problems concerning a universally accepted language Maritime English. MAAP as the local organizer had encouraged local participants in the country to participate in this IMEC 16. For MAAP, IMEC 16 was a big and important event in the Philippines and in a week, the MAAP became the center for global MET in Maritime English. MAAP hosted this IMEC 16 to provide compatriots the opportunity to meet colleagues' from all over the world, to exchange knowledge, experiences and views and to interact, learn and forge cooperative links with foreign counterparts for possible research networking in MET. It is expected that old friendships and acquaintances will be established and new ones to be formed.

As early as February 27, 2004, MAAP had sent 112 personal invitation to all heads of Maritime Schools, Maritime Training Centers, Call Centers and Maritime Research Network (MARENET) members in the country *(Paper and Program Committee Report, Local Organizer).* A total of 220 invitation letters were sent via – mail to local participants and a total of 496 were successfully sent via e-mail to both local and international participants. In April 2004, MAAP sent the second announcement for invitation and call for papers. MAAP has also utilized a number of media for information dissemination. (*Publications and Promotions Committee Report, Local Organizer)*

Aware that cost, lack of fund and lack of incentives or motivation will constraint the good and deserving Filipino authors to participate in IMEC 16, MAAP is encouraging local participations by providing incentives in the form of possible sponsorship or funding and /or subsidized registration fee. With MAAP President at the helm, being nationalistic so to speak, he provided Filipino participants a venue and an opportunity to freely present their achievements, share experiences and exchange ideas by encouraging them to submit papers or workshop activity proposals. MAAP expects that old friendships and acquaintances to be established and new ones to be formed.

Although MAAP is a non- stock, non- profit organization, and relies solely on the donations, and grants from AMOSUP , and shipping companies and the like, the incentives that MAAP provided to local authors came from a number of local Maritime friends. The MAAP sponsors and donors with their kind support to MAAP leadership, had pave way in the realization of the MAAP objectives of providing a venue for local participants to interact, learn and forge cooperative links with foreign counterparts for possible research networking in MET which would certainly enhance Maritime Research Networking not only in the Philippines but also in the Asia Pacific and beyond.

Table 10 shows the title of papers submitted by local participants to IMEC 16, whereas **tables 11 and 12** present the list of MAAP sponsors and donors for IMEC 16.

Table 10. Full Papers For IMEC 16 Submitted by Local Authors

Title	Author (s)	Local Institutions
1 IMEC 16 at MAAP Philippines: Towards Ensuring Full Participation and Support by Local Stakeholders	Vadm Eduardo Ma. R. Santos, AFP (Ret), President and Dr. Angelica M. Baylon (Director, Research & Extension Services)	MAAP, Philippines
2. The Library Resources for Maritime English in Selected Maritime Academies of the Philippines	Ms. Ethel Capellan (Librarian and English faculty)	MAAP, Philippines
3. A Proposed "*Marination*" For Filipino Non-Seafarers and Other Interested Nationalities Teaching Maritime English	Dr. Jesus De La Rosa (English Subject Area Chairman)	MAAP, Philippines
4. A Proposed Curriculum Of Standard Marine Communication Phrases (SMCP) For Philippine Maritime Education and Training Institutions	Ms. Gladys Aurea Limson, (English Faculty) and Dr. Jess De La Rosa	MAAP, Philippines
5. Teaching SMCP: The MAAP Way	Ms. Jane D. Japitana (English Faculty)	MAAP, Philippines
6. The Relevance of the SMCP to the Marine Transportation and Marine Engineering Cadets of MAAP	2/cl A. Z. Tolentino & 2/Cl M. K. Javellana (MAAP students)	MAAP, Philippines
7. Integrating Maritime Terminologies in English Instructions: DCSP Experience	Librada Laroya (Dean, College of Education and Instructional Development Officer)	DMMA College of Southern Philippines Davao City
8. Maritime Communication in Mixed Nationality Crews: The Filipino Seafarers' Experience	Ma. Nissa C. Espiritu (Research Specialist)	National Maritime Polytechnic, Tacloban City, Leyte
9. Towards the Development of A Stakeholder-Friendly Evaluation Model For Training and Education Programmes	Dr. Jesus A. Ochave (VP for Planning, Research, Extension and Testing)	Philippine Normal University, Taft Manila
10. Integration Of Linguistic Understanding and Cross-Cultural Communication in the Delivery of Maritime English	Capt Celso De Guzman (President)	Maritime Technological & Allied Services (MARITAS) Sta. Cruz, Manila
11. The Motivation: Its Relationship to the Maritime Vocabulary Competence	Johnna D. De La Torre (Assistant Professor)	University of Iloilo, Iloilo City
12. Trainer Training Program: A Call To Improve Maritime English in Lyceum International Maritime Academy (LIMA)	Joselito Gutierrez (Director, Local & Foreign Cooperation & Total Productive Maintenance)	Lyceum of Batangas, Batangas City
13. Restrictions and Gaps in Cross-Culture Communication Addressed in Linguistic Philosophy	Wilhelmina A. De Guzman (VP for Business Development and Quality Assurance Manager)	MARITAS , Philippines
14. English Communicative Competence of Maritime Students of Central Visayas Polytechnic College	Ralph A. Cardeno (Instructor)	Central Visayas Polytechnic College Dumaguete City
15. Linguistic Competence and Grade Point Average (GPA) in Major Maritime Courses: Their Relationship to the Reading Performance In Marine Engineering and Marine Transportation Texts and Non- Academic Texts	Dr. Jaime G. Jalon (Chair, Languages Department)	Zamboanga State College of Marine Sciences and Technology Fort Pilar, Zamboanga City,

TOTAL: 15 Papers	18 authors	8 institutions

Source: Paper and Program Committee Report (2004), IMEC 16 local organizer

Table 11: List of MAAP Sponsors for IMEC 16

List of Maritime Sponsors	List of other Business Sponsors
1. Philippine Maritime Foundation	1. ATEC Petroleum
2. Associated Marine Officers and Seamen's Union of the Philippines	2. Kamaya Multipurpose Cooperative
3. KGJS Fleet Management	3. Insular General Insurance
4. Marine Training Center of the Philippines	4. Dive Industries Phils. Inc.
5. Fair Shipping	5. Total Philippines
6. Bridge Marine Corporation	6. Magnate Laundry House
7. NFD International Manning Agents	7. Behavioral Dynamics Inc.
8. P & O Nedlloyd	8. Unitor
9. Apostleship of theSea	9. A. M. Cleofe
10. Gallant Maritime Services	10 PENELCO
11. Hanseatic Shipping Phils.	11. Metrocolor Corporation
12. Parola Maritime Agency	12. Rotary Club of Mariveles Ecozone
13. Crystal Shipping Phils.	
14. Trans Orient Maritime Agencies Inc.	
15. Anglo Eastern Crew Management Phils. Inc	
16. Sealanes Marine Services	

Source: Ways and Means Committee Report (2004), IMEC 16 local organizer

Table 12: List of other Donors

List of other Donors	
1. Balanga Printing Press	4. DBL Aircon and Ref
2. Oman Lumber and hardware	5. ICMC Hospital
3. Jonis	6. Hundreds of undisclosed donors

Source: Ways and Means Committee Report (2004), IMEC 16 local organizer

CONCLUSIONS

From the foregoing discussions, MAAP has a Research Program in place and the MAAP community is encouraged by MAAP leadership to implement the same. For the past five years, MAAP has accomplished a total of seventy six **(76) papers:** forty one (41) papers by MAAP students and personnel for institutional use, nine (9) papers for presentation and publications locally and ten (10) papers for presentation and publications abroad, three of which is on maritime English. The papers fall under any of the MAAP approved five research programs namely: Educational Research Program (ERP), Maritime Education and Training or MET Research Program (METRP), Socio – Economic, Maritime Industry Research Program (SEMIRP), Marine Environmental Research Program (MERP). Institutional and Development Research Program (IDRP)

All these papers were critiqued within the MAAP system. External experts in addition to the usual internal MAAP evaluation of papers critiqued those papers that were presented abroad. A MAAP Refereed Research Journal is in place for wider

information dissemination and exchange publications with other schools interested on maritime education and training.

MAAP led the seminar – workshop for the development of maritime research networking in the country during the First Philippine National MET Congress in Year 2002. Having led the development of maritime research network in the Philippines, MAAP had identified the concerns and issues of compatriots in doing research. Aware that the primary reason is cost and lack of incentives, MAAP has provided incentives to Filipino participants to participate or submit research papers or workshop activities proposals. The incentives were made possible because of the kind donations and contributions provided by friends who supported MAAP in its noble endeavors of encouraging local participants to join IMEC 16 as paper presenters or as active participants. There are 26 major sponsors and hundreds of undisclosed donors who provided MAAP the needed support. Their generosity allowed MAAP to provide incentives to 18 local authors and subsidized registration fee to a number of confirmed local participants that would ensure unprecedented success of IMEC 16, the first to be held in the Philippines. For this 16th IMEC, the MAAP community composed of students, faculty and staff has contributed six papers. It is also first in IMEC 16 history that a paper on maritime English is prepared and will be presented by midshipmen.

MAAP is part of two global research networking. One is on Problem – Based learning (PBL) in MET Research Network spearheaded by School of Maritime Business Management, Dokuz Eylul University, Izmir Turkey and the other one is the EU-ASEAN project for curriculum, human resource development and collaborative research networking, led by the Seafarers International Research Center (SIRC), Cardiff University, Cardiff Wales, UK. For IMEC 16, MAAP takes pride in hosting the 16th International Maritime English Conference (IMEC) in collaboration with the International Maritime Lecturers Association (IMLA). It is hoped that this conference would pave way to more productive alliances and research networking now and in the future.

RECOMMENDATIONS

In formulating strategies for encouraging submission of research papers for IMEC 16, the first and foremost step should be to articulate clear set of goals and objectives. The key and central consideration should be that authors whose papers are accepted for presentation in the conference must be provided incentives as a means of motivation.

In developing countries like the Philippines, there is a need to provide incentives to local participants to motivate them to attend and contribute ideas for the success of the conference. The local organizer in its objectives of encouraging attendance of many participants and enhancing maritime research networking in the country may solicit support from private sectors that share and support the same concern. With the involvement of the private sectors like shipping companies and business establishments in providing the needed support, this would aid the local organizer to provide possible sponsorship to local authors whose papers are accepted for presentation and if possible to subsidize the fee of local attendees. This incentive would therefore encourage more local participants to attend the conference for possible research networking and enhancement of MET educational programs. Further, the local organizer would also in one or the other assists in assuring the

IMEC Steering leadership of more participants who could possibly be contributors of independent perspective on the multi-faceted and complicated issues and problems on Maritime English that needs to be addressed or is being addressed by its leadership.

IMLA, led by well-respected personalities in MET like Gunther Zaide, Kenji Ishida , Peter Trenkner and the like is such a great association wherein all distinguished maritime lecturers all over the world, meets every two years to network and exchange ideas with colleagues for a better MET. It would be prudent for the IMEC Steering leadership or the succeeding hosts belonging to well-develop countries to consider coming up with a scheme of providing sponsorships or subsidies to participants belonging to developing countries like the Philippines, India and the like.

The conference is a venue wherein there data/ information generated could be shared and viewpoints could be expressed that could probably be policy relevant and may meet the needs and demands of all MET stakeholders - government, private sectors, researchers and the maritime industry at large. The conference is recommended to be cost- effective, relevant and responsive to changing circumstances and needs and yet enjoyable as well. These are believed to be the hallmarks of a well- functioning, efficient and effective IMLA- IMEC conference in the 21st century.

ACKNOWLEDGEMENT

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Dr. Baylon joined MAAP on May 3, 1999 as Acting Dean for Maritime Education and Dean for General Education. **With the creation of the Department of Research and Extension Services, she assumed the position -** Research and Extension Services Director **on October 23, 1999 up to this date. Prior to her post in MAAP, she was Research Director for two years at the Philippine Merchant Marine Academy (PMMA). An educator for 15 years, she taught math, chemistry and physics both in the undergraduate and graduate level in a number of well-known local universities namely; Far Eastern University (FEU, Manila), University of the Philippines (UP, Manila), Philippine Women's University (PWU, Manila) and Philippine Merchant Marine Academy (PMMA, Fort Bonifacio Makati and Zambales). She authored research papers on Chemistry and Biochemistry that were presented in both national and international conferences. . In 1997, she attained the rank of Professor 4 at PWU Graduate School, prior to her Directorship positions at PMMA and MAAP.**

She graduated various post-graduate degrees in the field of Chemistry (BS and MS), **Management (MBA), Educational Administration (PhD) and Shipping Business Management (MSBM) with honors and with grants from local and international funding agencies. She also completed the academic requirements and passed the comprehensive examinations for the** EdD (Doctor in Education) and PhD in Chemistry and on the dissertation stage. **Last year, the RI District 3790 of the Rotary International (RI) awarded her a five (5)- week all expense paid study tour to different educational and maritime institutions at RI 9670 New Castle, New South Wales Australia. Recently, she was trained on Research and SPSS Course at Cardiff University, South Wales UK for a collaborative research project spearheaded by the Seafarers International Research Centre (SIRC), Wales UK. She is the elected Region 3 Board of Director of the Philippine Association of Extension Program Implementers or PAEPI and National Secretary of PAEPI. She is also the elected Vice- president of the Philippine Association of Maritime Researchers (PAMR)**

Concise Biography of the presenter " Dr. Angelica M. Baylon" Our presenter graduated various post- graduate degrees namely: Chemistry (BS and MS), Management (MBA), Educational Administration (PhD) and Shipping Business Management (MSBM) with honors and with grants from local and international funding agencies, that certainly provided her the confidence to accept any tasks that may be assigned to her. For IMEC 16 for instance, she is assigned as the Chairman of Local Paper and Program Committee in MAAP, the local organizer and host. She joined MAAP as its pioneer Acting Executive Dean for Maritime Education and Dean

for General Education. She later assumed the position – Director for Research and Extension Services on October 23, 1999 up to this date. *Ladies and gentlemen, it is my pleasure to present to you* **Dr. Angelica M. Baylon** *with their paper entitled* ***"IMEC 16 at MAAP: Towards Ensuring Full Participation and Support by Local Stakeholders ".***

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Vadm. Eduardo Ma R. Santos is a man with class of his own, with strong expertise and proven innovative leadership in the areas of human resource development and management, organizational development, public administration/governance, military intelligence and strategic leadership, built on previous experiences, education and prestigious and sensitive positions he held.

Vadm Santos, is a graduate of the Philippine Maritime Academy. He finished his Ms Computer Systems Management at the US Naval Postgraduate School Monterey, California, and USA. He is an alumnus of Ateneo De Manila, having finished both his secondary education and graduated with his Master of Business Administration. With regard to his continuing military education, Vadm Santos had his Naval Command Course at the US Naval War College, Newport Rhode Isle, USA.

Worth mentioning are some of his prominent and top positions he held:
1. Manager, Port of Manila
2. Commander, 5th Coast Guard District
3. Chief of Staff , Philippine Fleet
4. Chief, Naval Intelligence, Philippine Navy
5. Flag Officer in Command, Philippine Navy
6. Acting Vice Chief of Staff, AFP.

He has with him a string of awards and decorations as a proof of being a military man of substance. He is the pioneer President of the Maritime Academy of Asia and the Pacific.

INTERNATIONAL MARITIME ENGLISH CONFERENCE
(IMEC16)
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WHITHER MARITIME ENGLISH? – *In Retrospect and Prospect*

To appreciate the present, and anticipate the future, we have to have some understanding of the past.

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A Maritime English lecturer will always have in mind the well being of his students, and, if he will admit it, the well being of his own society. Part of that well being is based on the concept that everyone should be educated to his maximum potential, so that, through his success, society will benefit. Training, however, as opposed to education, fits a person to do one job (that for which he gets paid) and not, necessarily, any other. Society wants educated persons, ship owners want trained officers and crew; and wants them to stay. Another consideration is that the 'upper echelons' of the maritime world must be provided with suitably educated persons. So the Maritime English Lecturer has yet another decision. Should he equip his students with the English language armoury that will enable him to prosper after what, in many cases, is a short sea career, or should he not? When I was a young Apprentice, both my company and my Lecturers made the right choice, giving me both the training and the broad education which opened every door in the maritime hierarchy. Then it was up to me.

Capt Fred Weeks (1997)

INTRODUCTION

In his last presentation as an active member of IMLA, (WOME 9, Malmö, 1997), Captain Fred Weeks, a founding father of our Association and the first chair of its Maritime English sub-committee, asked the question "Whither Maritime English?" The authors of this paper, the current Chair and Vice Chair of what is now called the IMLA International Maritime English Conference (IMEC), pick up this thread anew, as a result of the remarkable developments that have occurred in the meantime, and take this important issue forward into the future.

This paper has three parts. To appreciate the present, and anticipate the future, we have to have some understanding of the past. Thus Part One briefly maps the history of Maritime English and revisits the predictions and recommendations of Weeks in 1997. Part Two, is an update, an account of what has actually happened over the last seven years and includes the general trends, areas of interest and issues encountered. In particular, the impact of IMO (STCW 1978/95, SOLAS, the SMCP, MEITC and national projects) is recognised, international research projects (MARCOM, METNET, IAMU) are commented upon, the encouraging application of new teaching methods (twinning, content-based instruction) is presented, the development of new materials are noted and the expansion of IMLA-IMEC (in size and into Asia and, not least, in quality) is explained. Finally, Part Three looks to the future by once again seeking an answer to the question "Maritime English – *What Course to Steer?*" A road map for IMEC is presented with the intention of promoting enhanced standards of teaching and learning through the co-operative efforts of IMLA-IMEC members while at the same time establishing a more comprehensive Maritime English Framework or Conception. Within this topic, the authors consider the professional profile of Maritime English instructors, suggesting what should be rendered and how this should be acquired.

PART 1 – A brief history of Maritime English.

It is estimated that at the end of the reign of Elizabeth I (1588) there were around 6 million native speakers of English, most living within the British Isles. By the time Elizabeth II acceded to the throne in 1952 this figure had increased to around 250 million of which four-fifths were living outside the British Isles, mostly in North America. This significant development paved the way for English to evolve into its current position as *a*, maybe *the*, world language.

Today it is estimated that 341 million people use English as a first language, that around 300 million use it as a second language, and that in 105 countries, around 50% of the world total, it has official or special status (www.ethnologue.com latest update February 1999). Further, Crystal (1995) calculates that one in five of the world's population use English "competently" and that one in three are exposed to it daily.

Clearly a major contributory factor in the spread of English throughout the world was through the military expansion and trading desires of the island nation, Great Britain, which involved transversing the globe by sea. Thus, where Britain ruled the waves, or at least the adjacent *terra firma*, crews and passengers would be

deposited together with their cultural/linguistic, baggage. As the dominating partner, they would then expect the local inhabitants to communicate in English if they wished to do business with British vessels. As Weeks (1997) suggests, "this probably formed the basis of the pre-eminent usage of English language Bills of Lading and Charter Parties."

For British seafarers on British ships their "Maritime English" was for specific, i.e. nautical purposes and consisted of knowing and understanding special terms, the use of which would identify them as belonging to the mariners "club". Until only a few decades ago this would be much the same for seafarers from other countries who would largely serve on 'own flag,' and consequently monolingual vessels where the working language would be their own: Greek ship, Greek crew, Greek spoken; Russian ship, Russian crew, Russian spoken and so on. However, as Weeks (1997) observes, in the vast majority of ports of the 18th and 19th centuries English became the shore language and the non-native speaking mariner "would *have* to speak maritime business English to conduct the ship's affairs". Naturally, any crossing over of officers or crews to other nations' vessels would usually require the acquisition of the new "club" language.

It is worth noting, however, that on board Imperial German men-of-war of the period, at a time when relationships with the British Royal Navy were far from congenial, amazingly English was the command language up until 1905, and was frequently the medium of understanding among German navy men on shipboard, too. The crews for on board service were not drafted from conscripts but recruited from volunteers of the German merchant marine where English had already widely been accepted as sort of working language. From the last quarter of the 19th century until the 1920s and 30s so-called mixed crews were anything else but isolated cases, and ship owners or senior officers simply expected their ratings and junior officers to have sufficient English language skills to enable them to properly do their work on board – in fact, an insufficient command of English was regarded as "bad seamanship."

As for ship-to-ship and ship-to-shore communications this was carried out using flags up until around 1900 when the development of wireless radio for navigation purposes was gradually introduced. Just like today, this technical development at once both facilitated communication and set new challenging parameters, not the least of which at a later stage involved oral and aural language skills.

It is worth noting at this point that at the turn of 19th to the 20th century English, while dominating in certain fields, was still only one of several important languages being used for communicating across borders. French, for example, was the language of diplomacy and, for the first three decades also the language of aviation. Indeed, the situation did not change much until after the Second World War, when as a result of the dramatic increase in British-American trade and commerce, (supported and facilitated by these countries' dominant military and merchant fleets), along with extraordinary American scientific/technological progress, and the impact of American lifestyle/culture upon several post-war generations, the use of English internationally eventually became consolidated, not only at sea and in the air, but also in many, maybe most, other walks of life.

At first this all had little affect on the teaching of Maritime English. As Weeks (1997) points out, "until about 1960 there was little if any need to teach the difficult linguistic skills necessary for ship-to-ship and ship-to-shore oral communication, because VHF was still a novelty." In fact, in maritime academies where English was taught as a foreign language the (Maritime) English lecturer would "confidently base his lessons on *Standard English* with the additions of 'belonging' language and the language of the ship's business," (Weeks, 1997). However, in 1961 VHF was officially admitted for voice communication within port/VTS areas and as a consequence the development of Maritime English as we know it today was initiated.

At this stage, some four or so decades ago, it would still have been difficult to forecast the massive impact English would have on the maritime industry. While, as described above, history reveals that there were several indicators it may, in fact, be argued that five significant developments have since contributed to the domination of English, and consequently the evolution of the subject that today is called Maritime English (with a capital "M"!). These are:

- flagging out
- cheap multinational labour
- rapid advances in user-friendly communication technology permitting a practically unrestricted and undisturbed voice communication to and from any point in the world
- the globalisation of the maritime industry, and
- the fact that a *seafaring career* has now become a *maritime career* where the sea experience component consists of just 5-10 years

The result of these developments has been a dramatic and consistent widening of the field that the Maritime English lecturer is expected to cover. In this respect it is both remarkable and honorable that the founding fathers of the International Maritime Lecturers Association (IMLA), which had come into being at Plymouth (UK) in 1977, recognized what was afoot and held its first IMLA *Workshop On Maritime English* in Hamburg, Germany on the 11th and 12th of June 1981[2] under the guiding hand of its Chairman, the veritable Captain Fred Weeks himself[3].

English had, in fact, been an examinable subject in European nautical colleges for many years, it has even been among the first subjects taught and examined at navigation schools in European non-English speaking countries since about 1850, but as the first conference report from 21 years ago informs us "it is only since the formal adoption by IMCO (today's IMO) of English as the international language of the sea, and the introduction of the Standard Marine Navigational Vocabulary (1978), that the lecturers have had the opportunity to meet each other." The report goes on to say "many of the lecturers are graduates in English and well equipped to teach general

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[2] Fifteen international meetings have been held to date in Hamburg, Germany, 1981; St. Malo, France, 1983; La Spezia, Italy, 1985; Plymouth, UK, 1987; Cadiz, Spain, 1989; Lisbon, Portugal, 1991; Amsterdam, Netherlands, 1993; Gdynia, Poland, 1995; Malmö, Sweden, 1997; Shanghai, China 1998, Rijeka, Croatia, 1999, Dalian, China 2000; Varna, Bulgaria, 2001; Qingdao, China 2002; St Petersburg 2003.

[3] IMEC/WOME has had three Chairpersons: Fred Weeks (UK) 1981-1987, James Kelly (Canada) 1987-1992, Fred Weeks (UK) 1992-1995, Peter Trenkner (Germany) 1995-today.

English at various levels, but they have found themselves ill prepared for working to the technical idiom which the new emphasis demands."

Thus, given that they rarely came from a seafaring background, it is important to remember the admirable concern that these pioneers of our Association had for the maritime context of their subject. Indeed, the 1980s was a productive decade as evidenced at the IMLA Maritime English Workshops of the time. Apart from the many creative and conscientious individual teachers who were preparing tailor-made materials for their classes, such international classics as Tim Blakey's *Maritime English* (1983) and Fred Week's *Wavelength* (1986) appeared along with a plethora of other specialised materials, often bound into books and used locally. Two major projects also got underway. At Plymouth, the *Seaspeak* project, led by Fred Weeks (WOME's first Chairperson), was destined to have a major impact on global maritime communications, while in Canada, the *Anglosea* project, directed by James Kelly (WOME's second chairperson), used the rather new technology of video to enliven Maritime English acquisition. This project, an IMLA production, was initiated at WOME 3 held in La Spezia in 1985 and developed with input from the WOMEs that followed in 1987, 1989 and 1991.

At the beginning of the new decade there was considerable unrest in the world. The 1991 WOME, due to be held in Rijeka, was swiftly moved when the Croatian organisers pronounced that they could no longer guarantee the safety of the participants. Instead, the Workshop was moved to Lisbon, Portugal where the events surrounding the "Scandinavian Star" disaster, when communication deficiencies between the officers, crew and passengers had significantly contributed to the fatality rate, were very much in focus, and IMO eventually felt to take corresponding action.

It was this and similar events that brought home to the general public, through media attention, the simple failings and natural limitations or restrictions of individuals - the human factor. Perhaps this is why, in 1993, that Peter Trenkner (WOME's third and current chairman) was invited to chair another illustrious grouping at IMO to begin work on updating the Standard Marine Navigational Vocabulary. The result, the Standard Marine Communication Phrases (SMCP) took seven years to complete and was eventually adopted in 2001 and published in 2002.

As the nineties progressed, the rapid development of technologies and the respective updates in requirements concerning safer shipping, along with the increasing number of multilingual and multicultural crews, imposed new criteria on communications at sea worldwide. At the same time the fact that a seafaring career was becoming more of a maritime career, where the sea experience component consists of just 5-10 years, was confounding the maritime educational and training systems in many countries. Perhaps this is why in 1997 Fred Weeks was so concerned about what to teach in class in the small number of teaching hours assigned to Maritime English[4]. Perhaps this is why he chided IMO for its failure to guide and establish "a precise, common, attainable and professionally acceptable standard"[5].

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[4]Weeks lists seven ESP choices: 1. Standard English; 2. Standard English with "Belonging" English; 3. Survival English for shipboard use; 4. Maritime business English; 5. Technical English; 6. Communication English, specifically for use over voice radio; 7. Standard communication phrases, as exemplified by the IMO Standard Phrases.

[5] See quotation on the cover page

Perhaps this is why he called for IMLA/WOME to "produce a really comprehensive, detailed minimum requirements syllabus for submission to IMO". Let us thus see was has happened in the seven intervening years.

PART 2 – An update

In the seven years that have passed since Captain Weeks asked the question "Whither Maritime English?" it may be argued that a flood of water has passed under the Maritime English bridge. During this period, Maritime English has attained the status of a "hot topic of life, damage to property and environmental pollution, the legal requirements (i.a.," where, mostly as a result of misdemeanours at sea causing loss STCW/SOLAS) regarding communicative competency have been considerably sharpened to specifically promote safety at sea and contribute to cleaner oceans. To further heighten attention, as noted above, the Standard Marine Communication Phrases (SMCP) were adopted in 2001 and published in 2002.

Apart from its role as a regulatory body, the IMO has reacted to Weeks criticism of its previous lack of practical guidance and technical assistance by producing the Maritime English Model Course 3.17[6] (1999), and the Maritime English Instructors Training Course (MEITC, 2002) which has, to date, been delivered by IMO consultants in three locations: China (2002), Bulgaria (2003) and Vietnam (2004). Moreover, as a result of Chinese concerns regarding the effectiveness of Maritime English teaching in its numerous MET institutions, the IMO provided for a team of experts to visit, examine and recommend improvements in 2001[7]. The authors applaud the Chinese initiative and IMO's support but wonder why such surveys have yet to materialise in other parts of the world where clearly they would be of great benefit in the effort to raise standards. It is, nonetheless, encouraging to see MEITC teacher training courses being delivered on a regular, if not intensive, basis. The Maritime English Model Course 3.17, much like its predecessor 1.24, seems to have met limited acceptance.

From the European point of view, the most significant recent event in the field was the European Commission's 2-year research project entitled *The impact of multicultural and multilingual crews on maritime communication* (MARCOM, 1998). The MARCOM Project was concerned specifically with the problems and practices of

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[6] There are two sections in the model course for Maritime English: Core Sections 1 and 2, both of which contain a separate syllabus. This system allows trainees to enter the course at a point which suits their level of English. It is recommended that instructors carry out a pre-course appraisal in order to assess the existing language level of each trainee. The syllabus in Core Section 1 is designed for trainees who have an elementary or lower intermediate level of English while the syllabus in Core Section 2 is designed for trainees who have lower intermediate or intermediate level of English. The definitions of these language levels and the basic entry requirements for the trainee target groups are given in Part A of both sections of the course. Core Section 1 is intended to prepare trainees for entry to Core Section 2. However, it is possible for trainees to enter directly to Core Section 2 without following Core Section 1, provided that they can satisfy the entry requirements.

[7] This IMO mission went under the title of *Technical Assistance for the implementation of STCW95 – upgrading and revision of the training programmes and syllabi in Maritime English*

Maritime English usage and the training procedures in use and as such its stated aim was to contribute to the enhancement of ship safety, environmental protection and stress-free social interaction. More specifically, its main objectives were:

- to provide an understanding of the significance of communication in the multicultural and linguistically diverse ships of today, and
- to provide English language instructors of Maritime English with detailed information on the nature of on board and ship-to-shore use and misuse of language and the types of accidents which can result.

MARCOM's 22 deliverables provide a unique body of information essential to take into consideration whenever aspects of communication are being discussed. Sadly, acquiring copies of these from the Commission has been notoriously difficult.

MARCOM revealed that English language teachers at MET institutions often do not have sufficient subject knowledge to teach Maritime English with credibility. It therefore recommended that subject teachers and English teachers work in tandem to produce and deliver materials that would facilitate the teaching and learning of subjects in English. This, it suggested, would guarantee the vital element of credibility while ensuring that the quality of Maritime English teaching improves; an issue that has been hotly discussed at many a professional gathering since.

As a result, this new approach in methodology was presented in the European Commissions *The Thematic Network on Maritime Education, Training and Mobility of Seafarers* (2003) where, in a small corner (workpackage 7) Maritime English was represented. Here Content-Based Instruction[8] (CBI) was introduced in the Communicative Language Teaching/Learning context via Maritime English back-up materials written to facilitate the teaching of the three extension/enrichment courses.

In this respect, it is encouraging to note that during the last seven years new methods in language teaching based on modern research into language acquisition are gradually making in-roads into Maritime English classes. One reason for this is undoubtedly the burning desire of many students, particularly in Asia, to equip themselves with a *lingua franca* that will see them good for lifetime career purposes. Indeed, as the percentage of seafarers in the shipping industry shrinks and the number of internationally employed shore-based personnel increases, Maritime English has become an essential career tool, permitting mobility, flexibility and competitiveness. Thus, demanding students require effective and efficient methods, and this along with the demands of the regulators, whose prime concern is the promotion of safety at sea and in ports, and of the industry at large is tending to force the arm of MET managers

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[8] While many English language programmes at maritime education and training institutions have changed little over the last seven years, seemingly content with the comfort and security of the status quo, the trend outside this niche area has been away from discrete-skills instruction and towards new approaches to meet the learners' content learning and language skills needs. One such approach is referred to as content-based instruction. Although there is no single template for content-based instruction, content-based programmes uniformly use extended content as a foundation for curriculum development; in such settings, content is not selected solely and specifically for the purpose of language-skill instruction and practice. Thus, the content-based approach is particularly appropriate when the language learner has a need to prepare for the content-learning demands of a specific course of study. For this reason it is well suited to the requirements of many Maritime English programmes.

to at least be aware of the new requirements when considering the suitability of the qualifications of new staff to the job in hand – teaching Maritime English in the 21st century.

Nonetheless, teaching staff, however good they may be, will rarely blossom out if they work with poor materials or in isolation.

As for materials, even though Maritime English is a niche market, there are still authors willing to write and publishers willing to print that Fred Weeks, who himself authored two famous texts still found in use in various parts of the world[9], would be proud of. One example of this is Peter van Kluijven's *The International Maritime English Language Programme* (2003). While this is in traditional book form, but with an accompanying CD, there is a trend today to concentrate on advanced computer-only productions, something that was in its infancy seven years ago when video was still the dominating visual medium. One such production is MarineSoft's *Bridging the difference: marine language training in compliance with IMO Maritime English model course 3.17* (2004). These and a host of other relevant materials are catalogued and reviewed in Boris Pritchard's *A survey of Maritime English teaching materials* (2003) produced as a research project funded by the International Association of Maritime Universities (IAMU).

As for working in isolation, this is no longer necessary in a world of instantaneous communication. The launching of the IMLA-IMEC website[10] site four years ago, having registered thousands of "hits" from many different countries to date, proves that there is a demand for a means to efficiently exchange information, views, methods and tools regarding the teaching of Maritime English. Where, seven years ago the only opportunity to maintain contact was at the biennial meetings of what was then called IMLA's Workshop on Maritime English (WOME), today it is possible to do this on a daily basis. As a result, in 2002 it was decided to change the name to the International Maritime English Conference (IMEC) to reflect a special interest group promoting cooperation and interaction among its members year round, and thus, by doing so come into line with the other IMLA sub-groups.

Furthermore, with the shift in crewing, shipping and trading patterns, IMLA had recognised already in 1998 that the Maritime English Sub-Committee needed to embrace significant growth regions outside Europe. Thus, Asia was targeted and ever since IMECs have alternated on an annual basis between the two continents.

Perhaps one might have expected a decrease in attendance at such gatherings due to their regularity and the ease of otherwise keeping in touch. However, it would appear that the IMEC website has stimulated interest and considerably facilitated the dissemination of information of upcoming events. Whereas IMLA's WOMEs in the days of Captian Weeks were relatively small, regional affairs, for better or for worse today's IMECs are major international events attracting as many as 100 participants and with programmes bursting at the seams.

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[9] Wavelength (1986) and Seaspeak (1988)

[10] www.imla-imec.com The site includes articles and information on Maritime English, with links to "nautical" pages and sites. There are also pages on engineering and grammar as well as presentations (VHF, SMCP + tests, weather, fuel system and grammar) that can be downloaded and saved.

Back in 1997 much of the above would have been difficult to envisage. Thus while it is no easy task to chart the road ahead in this paper there are certain signs that can make an attempt possible.

PART 3 – The road ahead

Among certain groups of technicians in the shipping industry, namely ships officers/engineers and VTS personnel, there is a belief, maybe wishful thinking, that technology will take over communication and widely replace the restricted and limited human being. Two examples briefly illustrate this.

The introduction of GMDSS in the 1990s, a revolutionary innovation, indeed, also regarding Maritime English communication processes, should have set these "optimists" right. Almost all the officers and students who fail GMDSS examinations do so due to their substandard level in Maritime English and not because they do not know which key to hit, control to press, or frequency to select. They simply get trapped by a light-minded trustfulness in the do-all equipment and assume that the GMDSS will perform all their communications, failing to realise that Maritime English competency will be required to gain the benefits the GMDSS has been designed for. Consequently, it is primarily the Maritime English lecturers' task and challenge to change this attitude through enlightenment.

In addition, the present introduction and application of the Automatic Identification System (AIS) should not lead to premature conclusions, despite IALA (2002) arguing that "AIS is found to reduce VHF voice messages and improve safety thus minimising language problems and reducing the chances of misunderstanding messages from VTS centres and vice versa." While this system is of enormous help as long as standard information has to be given, such as name/identification, draft, size, position, course, change of heading, destination and similar data, it will reach its limitations if extraordinary situations, for example, cases of emergency or distress arise when conditions, situations or processes have to be precisely described, controlled and handled communicatively – this applies to other technological innovations, too.

In short, the authors feel that internationally much brainwork will continue to be spent on the development of communication technology to a very high level, while insufficient effort will be spent on improving the language communication proficiency of the people expected to handle such sophisticated equipment created to protect the crew, ship and environment and in the wider perspective the efficiency of the maritime industry. The authors of this paper, furthermore, feel that as long as human beings operate vessels and take them via the seas and oceans to their destinations, and this will be the case for the foreseeable future, the development of technology and of the respective faculties of the ships' officers should be paid equal attention. Consequently, the authors applaud IMO in placing the so-called "human factor" at the centre of its activities, and appreciate the promise of the new Secretary-General of the Organization to intensify this policy.

Furthermore, the authors, having worked extensively in assessing current Maritime English teaching profiles have observed the sudden rise in interest and concern of maritime organisations as to how to accommodate the new demands imposed by recent technological, legal, commercial, etc. developments in general and by relevant IMO Conventions and Documents in particular. Maritime Education and Training institutions, often reluctant to recognise Maritime English on an equal footing to Navigation or Marine Engineering, or to dedicate more instruction hours in an already tight programme, have been keen to find more effective strategies. Often this is attempted by paying little or no attention to the amorphous global body of Maritime English instructors at their disposal. This body, in the experience of the authors, consists of a group of career specialists, a group of English language and literature graduates often employed to teach general English, a group of native English speaking persons who are often not qualified teachers, let alone experienced in maritime matters, and a group of former seafarers who are thought or claim to have a good command of the English language but who seldom have teaching qualifications. Especially the latter seems to be favoured by the heads of quite a few MET institutions who would like to see these ex-seafarers doing all the Maritime English instruction to their students and leaving the English lecturers to teach or to restrict themselves to impart general English. This policy involves at least two unacceptable consequences regarding Maritime English as a generally recognised academic subject of instruction and research.

Firstly, Maritime English as a highly specialised means of language communication and a branch of applied linguistics will require a permanent theoretical back-up to be provided through co-ordinated global research, assessment and evaluation in the fields of linguistics and methodology to keep this subject of instruction abreast with the technological, legal, organisational and other relevant developments or innovations in the shipping industry which, of course, demands close co-operation with scientists in technical/technological areas.

Secondly, Maritime English as a subject of teaching will require lecturers, be they native English speakers or not, to be highly qualified in the areas of language, methodology and applied linguistics and prepared to improve their skills, knowledge and communication proficiency and adopt them to the standards required by lifelong learning.

If these essentials, or better, vital items are not given due support and appropriate consideration in the future, Maritime English as a subject of instruction will atrophy very rapidly and will no longer be able to contribute to the safety of navigation and the organisation of the international seaborne business. The aforesaid two basic requirements cannot, in all fairness, be expected to be met by former seafarers, but this does not at all mean that they may not play a certain if not important part in Maritime English instruction.

To highlight one point in this respect, the President of IMLA, Prof. G. Zade (2002), argued:

> "…we do not only have to 'marinize' the English lecturers, we also have to 'anglisize' the technical lecturers. If we only pursue the former – 'marinize' - then the Maritime English Lecturers will always be faced with the superior

technical knowledge of their technical colleagues. If we only pursue the latter – 'anglisize' – then we put the English lecturers out of business. The closer the two groups come together through knowledge and experience, the closer they can be expected to work together. Both groups can help each other – and they should. Both should be each other's temporary crutch and catalyst."

This approach, often called "twinning" should undoubtedly gather strength in the years to come. Again, this also implies that the position of Maritime English as a discipline equal in status to other subjects such as navigation and engineering should be recognised at all MET institutions and the constant need to justify a co-equal position, which only too frequently seems far away, ceases to be a burden for Maritime English lecturers. In this way it should be possible to recruit, educate and motivate general English teachers to become qualified Maritime English lecturers who can then look forward to a promising academic career.

Regarding the prospective development of Maritime English as a co-equal subject of instruction and research, specifically the following questions will need to be addressed in respect of future teaching profiles[11]:

- What types of Maritime English instructors are currently employed at MET institutions? What is the usefulness and limitations of each type?
- What are the linguistic and methodical requirements of a "qualified" Maritime English instructor? How can these requirements be met?
- What is the minimum maritime background knowledge required? How can this be best acquired?
- What further qualification measures for Maritime English instructors in the maritime field and in language teaching/ acquisition methodology can be identified?
- Which professional organisation or affiliation would best assist Maritime English instructors in meeting the requirements of STCW 1978/95?
- Is there a suitable body to oversee developments and advise (IMLA/IMEC) on progress?
- Is a Quality Management System for Maritime English instruction desirable, useful or even necessary?

From the methodological point of view, a recent trend, has seen many language teachers moving away from the cognitive view of communicative teaching to a more social or socio-cognitive view which places greater emphasis on language use in authentic social contexts. Thus it can be assumed that the future will see task-based, project-based and content-based approaches, which seek to integrate learners in authentic environments while integrating the various skills of language learning and use, making greater inroads into Maritime English syllabi. An interesting repercussion of this trend is resulting in a new perspective on technology and language learning, termed integrative CALL (Warschauer & Healey, 1998), a perspective which seeks to integrate the four language skills of listening, speaking, reading and writing with technology in the language learning process. In such approaches, students will learn to

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[11] These questions are currently being addressed in an IAMU research project entitled *The Professional Profile of a Maritime English Instructor*

use a variety of technological tools as an ongoing process of language learning and use, rather than visiting the computer laboratory once a week for isolated exercises.

Thus, it may be argued that if the mainframe was the technology of behaviourist CALL, and the PC the technology of communicative CALL, then the multimedia networked computer available at an increasing number of maritime academies today is the technology of integrative CALL. In short, students will be provided with a range of informational, communicative and publishing tools which will provide not only the possibilities for much more integrated uses of technology, but also provide the imperative for such use as learning to read, write and communicate via computer. As this becomes an important feature of modern life, particularly in the shipping industry and hence in the future maritime (industry) careers of maritime academy graduates, it will be essential to ensure that it is part of their Maritime English training.

As for future materials a limited amount of specialised software is already available today for specific needs such as pronunciation, listening, testing and maritime communication along with general multi-skilled packages and authoring packages including the application of the SMCP with voice records of different accents. While these are usually well produced it has been observed that these products often fail to capture the imagination of students for any sustained period of time. Instead it is the Internet, which is providing an ever-increasing plethora of English language learning sites, e-mail communication (staff-to-students, students-to-staff, student-to-student and student-to-buddies around the world), voice mail, chat groups and the means to access information for project work. If not already, it is clear that the Internet is becoming the most popular learning tool among language learners, particularly outside designated class hours. Coupled with powerful programs such as Word for written tasks and Power Point for oral presentations the authors have observed students willingly spending hours in the laboratory working individually or collaboratively in a disguised English environment. This in the short-term hones up their language skills for study purposes and in the long-term will equip them for their hopefully long career in the maritime industry.

Concerning the regulations, STCW 1978/95 set out minimum standards regarding knowledge and competence for deck and engineer officers in the field of Maritime English *expressis verbis* in Tables A-II/1 and A-III/1. Realistically seen, this has to be regarded as progress compared to the STCW of 1978. There has been criticism that the standards mentioned are not sufficiently detailed and precise enough to be applied 1:1. However, this was the common denominator practically attainable during many years of in-depth considerations at IMO as the conditions and pretexts in MET and pre-MET areas of IMO member states vary essentially and could not be placed under one umbrella. Indeed, there are more than a hundred rules, regulations, provisions, etc., in STCW 1978/95 and SOLAS as revised, which tacitly require a sound command in Maritime English otherwise these requirements will not be met. These are a mandatory component of all future MET planning and thus must never be neglected.

Considering the aforesaid it should be kept in mind that any Maritime English road-map or sailing plan should allow for deviations and creativity, and for the

latitude to adapt to the circumstances and conditions prevailing in individual countries and/or MET institutions or systems.

As for any *long-term* map to show the way ahead for Maritime English as a subject of instruction and research, this is bound to be influenced by global developments in geo-politics, commerce and technology that may fundamentally affect the status of the English language in general. Questions such as:

- What will the role of English be in the world in 20 years, 50 years, at the end of the next century?
- How will languages be learned and taught?
- Will technology preclude the need to learn other languages at all?

will indeed give us much to ponder over in the future.

CONCLUSION

Whither Maritime English? Fred Weeks question is as relevant today as it was seven years ago. The difference is that his future is now our past and while the issues he raises have been largely addressed, new issues have since emerged. This paper has attempted in a modest way to anticipate the future by appreciating the present and understanding the past.

Are we then on the right track? This will be left for the Maritime English commentators of the future to decide, maybe already in another seven years. What we in the profession today must be aware of and anticipate are the changes that can affect the subject we teach and continue to strive to find ways to influence these changes constructively, particularly in the role we play as mentors. In doing this IMLA's International Maritime English Conference is in a strong position to continue playing a leading role.

Finally, a somewhat disheartening quotation for all those who have struggled in vain to master the English language but perhaps one to use to convince managers who fail to observe the stress laid on communication and English language skills in STCW 1978/95.

English has become a lingua franca to the point that any literate person is in a very real sense deprived if he does not know English. Poverty, famine, and disease are instantly recognized as the cruellest and least excusable forms of deprivation. Linguistic deprivation is a less easily noticed condition, but nevertheless of great significance.

(Burchfield 1985)

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ON DEVELOPING COMMUNICATIVE COMPETENCE THROUGH COMMUNICATIVE ACTIVITIES IN CLASSES

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ABSTRACT

English language teaching and learning in China is not so successful as people expect. Learners can not use what they have studied. In other words, the nature of the language as a mean of communication is ignored in teaching and learning methodology. The traditional approach takes the teachers and students much time and energy, and bring out little, slow and poor effects in study while Communicative Approach takes less time and produce faster and better effects. With reference to the present situation of maritime English teaching in China and the need of the rapid development maritime industry, we require more and more people to get mastery of good skills not only in reading and writing but also in listening and speaking. Therefore we are in urgent need to put in effect the Communicative Approach in maritime English teaching in China. This paper gives a brief view of communicative competence and explains the contents of Communicative Approach. It also discusses the teacher's role, communicative activities in class and the strategies of management of communicative activities as well as some problems to be solved.

Key words: communicative competence, Communicative Approach, teacher's role, strategies, communicative activities

1. Introduction

For seafarers to be able to communicate effectively, they need to be able to use and understand English in a range of situations. "Being able to use English" means that the seafarer can combine the " building blocks" of language (grammar, vocabulary, phonology) to express himself clearly and appropriately in speech and writing. " being able to understand English" means that the seafarer can interpret messages that he hears and reads correctly and can respond to these messages appropriately and comprehensibly. When a seafarer can demonstrate the ability to do this, he proves his communicative competence in English. The ultimate aim of the communicative approach is that teachers should teach in a way that develop communicative competence.

It has been accepted for many years that "communication" is the proper aim of language learning. In maritime college of China, however, it is a common phenomenon that students who have received years of English learning, frequently remain deficient in the ability to use the language, especially in the spoken mode. The students' focuses often shift among the words, phrases, and such items as the definite article, the position of adjectives, the tenses and conditions; they try to memorize as many of them as possible. While teaching, the teacher pays little attentions to students' responses. The teacher is considered as the main source of knowledge and information, and students are just filled with what the teacher presents. In this way students are put into a very passive position, they find the text dull, and they have no chance to put forward their ideas, let alone discuss with the teacher or with other students.

As we know☐language does not occur in isolation; it occurs in a social context and reflects social rather than linguistic purposes. Theories of communicative competence suggest that teachers should not only supply learners with a number of language structures to manipulate, and that they must also help the students to bridge the gap between linguistic competence and communicative competence, so as to develop a smooth transition between 'skill-getting' and 'skill-using'.

Today, in order to meet with the need for functional command of English in the fields of maritime industry, a new demand of bringing us to face the outside world has given rise to new attitudes and wishes on the part of students, and naturally asks for a corresponding change in teaching strategies.

This paper gives a brief view of communicative competence and explains the contents of Communicative Approach. It also discusses the teacher's role in class and the strategies of management of communicative activities as well as some problems to solve.

.2. A Brief Review of Communicative Competence

Dell Hymes introduces the term "Communicative Competence" in the mid-1960s. He claimed that Chomsky's "rule-governed creativity" did not account sufficiently for the social and functional rules of language. According to Hymes(1972), if linguistic theory is to be integrated with a theory of communication and culture, two judgements of "grammaticality" and "acceptability" derived from Chomsky's theory must be replaced by four factors: possibility, feasibility, appropriateness and performance.

In reinterpretting the notion of Communicative Competence, Canale and Swain(1980) proposed a more complicated framework, they observe that four different components, or subcategories form the construct of communicative competence which are: grammatical competence, sociolinguistic competence, discourse competence and strategic competence.

○Grammatical competence reflects the knowledge of the linguistic code. "such competence focuses directly on the knowledge and skill required to understand and express accurately the literal meaning of utterances" (Canale ,1983). Grammatical competence plays a critical role in developing learners' communicative competence. It is the basic of communicative competence.

○ Sociolinguistic competence refers to "the extent to which utterances are produced and understood appropriately in different sociolinguistic contexts depending on

contextual factors such as status of participants, purposes of the interaction, and norms or conventions of interaction" (Canale, 1983). In other words, it involves the ability to use language appropriately in appropriate social context. This necessarily involves a sensitivity to factors such as status, role□attitude, purpose, social convention and so on.

o Discourse competence concerns "mastery of how to combine grammatical forms and meanings to achieve a unified spoken or written text in different genres" (Canale, 1983). As we know, a discourse is a unit which involves the links and references between sentences.

oStrategic competence refers to the "mastery of verbal and nonverbal communication strategies that may be called into action" (Canale, 1983). In short, strategic competence either enhances the effectiveness of communication or compensate for breakdowns in communication due to limiting factors in actual communication or to insufficient competence in one or more of the other components of communicative competence.

Thus we can see that communicative competence comprises a great more than a knowledge of the form of the language (phonology, grammar and vocabulary). And these four competences interact each other. Students should acquire the phonological, the structual and the lexical knowledge of the formal system of maritime English, at the same time students should grasp the skills in the basic competence in listening, speaking, reading and writing. Students should subsume the different communicative abilities people use for interpreting, expressing and negotiating, and the communicative strategies people use for leading on or following a piece of discourse. Students should also acquire the ability to use language in sociolinguistic appropriateness and cultural acceptableness.

To make a conclusion, the four component parts of communicative competence, which have to do respectively with the form, the use and the content of language, are not four separate entities but the four dimensions of one entity.

3. Content of Communicative Approach

An approach suitable to the purposes of imposing learners' communicative competence is Communicative Approach. It is based on the theory "language is communication". To develop students' communicative competence, teachers should□first of all□have the concept of the approach applied in teaching. Communicative Approach minimally has the following characteristics.

o concentration on use and appropriacy in real communicative situation rather than simply on language form.

o a tendency to favor fluency-focussed rather than simply accuracy-focussed activities.

o focus on the fact that communication is a process than a result.

o An emphasis on student initiative and interaction rather than simply on teacher-centred direction.

o a sensitivity to the learners' differences rather than a "lockstep" approach.

Communicative Approach is considered to play a vital role in developing students' communicative competence. In fact, the development of this approach is evolutionary,

that is, it absorbs the merits of other language teaching methods.(such as Grammar Translation Approach, the Audio-lingual Approach, Direct Approach and so on). This approach emphasizes that the purpose of learning foreign language is to communicative by using the language. At the same time it does not neglect the learning of grammar. In other words, this approach states that the learners need to know the grammatical rules of the target language and the purpose of learning such rules is to communicate by using them. It views errors as a natural part of language learning. And it encourages learners to communicate meaningfully.

4. Teachers' role in Communicative Class

We must make sure that the class should be student-centred, not teacher/book-centred any longer. In communicative English teaching, the most important role of a teacher is to act as a facilitator of his students' learning, setting up such activities as information gap exercises for them to work out or by suggesting some tasks for students to undertake. He may also play other roles simultaneously or separately such as a motivator, an informant, a manager, a corrector and a guide. As the teaching progresses, the teacher is to be less and less dominant.

As a motivator, the teacher makes the students properly motivated and encouraged them to learn and practice in communicative activities. The teacher's excitement is a main motivator. As an informant the teacher is ready to answer any questions raised by students, but must not regard them as "empty boxes" As a manager the teacher is able to monitor students and establish linguistic and real contextual situations. As a corrector and a guide the teacher should do corrections cautiously and let students realize they are doing communicative activities in a classroom. As for the learner he should have a strong drive to communicate or to learn from a communication. However, any of teachers' corrections should not injure students' self-esteem when the students' mistakes are being corrected.

5. Communicative Activities

Communicative activities refer to the activities which are organized in classes with elements of communicative needs, communicative function and students' improvisation. The importance of such activities is shown as follows: Using the activity as the central unit of teaching and learning promotes communication in the target language. An activity involves the purposeful and active use of language where learners are required to call upon their language resources to meet the needs of a given communicative situation. As people know, learning occurs both consciously and unconsciously. In the majority of traditional language teaching activities, the conscious element is strong. The students just read and memorize dialogues, play roles in dialogues, practise the structures of sentences, and so on. On the contrary, the subconscious element demand a new range of activities, where learners are supposed to focus not on the language itself, but on the communication of meanings. In this case, linguistic competence can be developed through the learners' internal processing mechanisms.

The following activities are all designed to provoke communication between learners and/ or between the teacher and the learners. They are effective in encouraging sharp bursts of language output and involving learners in thinking, considering the characteristics of learners.

5.1 Brainstorming

This task can help remind students of words they have learned connected with a specific topic. A typical brainstorming activity would involve all members of a group spontaneously thinking of as many words, phases or ideas that they associate with a specific topic as possible(eg 'emergency on board'). Then the students are asked to think of as many situations connected with the theme as possible(eg types of emergency or places where emergencies may occur on board). The brainstorming session should be quick and quite intense with individuals encouraged both to listen to other members of the group and to contribute the ideas that occur to them. One person should be responsible for noting down everyone's suggestions. Frequently used types are guessing games, finding connections, ideas from a central theme and implications and interpretations. The guessing game, in its crudest form may just consist of a sequence of random guesses until the right answer is hit on. In its essence, the game is a process of learning by discovery. Unlike guessing games, finding connections can be only with learners having a wide enough vocabulary and reasonable mastery of grammar to cope with the very extensive imaginative invention required. Ideas from a central theme is just the converse of the process of finding connections with the base given to the learners instead of the related elements. Implications and interpretations is more sophisticated. It consists of exploring the implications and interpretations of a more or less ambiguous stimulus. They all are to pool learners' existing language knowledge, and may well be used as warm-up activities and easily transformed into other kinds of activities.

5.2 Communication games

Examples are jigsaw tasks, picture-describing, map-describing and drawing, story reconstruction, describing and arranging, finding partners, etc. These games are based on the principle of the information to use all or any of the language they possess to complete a game like task. Games help and encourage learners to sustain their interest and work. They also help teachers to create context in which the language is useful and meaningful.

5.3 Pair and group work

Classes at maritime colleges are usually quite large. There are sometimes more than 40 students in one class. In such a large class, if the teacher asks questions round the class, and get different students to answer, it will not be efficient and fruitful. Because as one student answers each question, most of the class do not need to pay attention, and it is difficult for the teacher to see whether students have really understand the text.

Pair or group work is a good way to make the whole class to be involved in class activities. Divide the class into groups or pairs and ask them to discuss the designated questions after reading. After a while, the teacher asks some students from each group to report their answer. At the last stage, the teacher checks comprehension and offers better explanation if necessary.

Each student possesses different knowledge and a different style of learning: by working with other people at a similar level, individuals can learn from each other's mistakes and benefit from each other's insights. Varying the pair and group arrangement will let the teacher see which students work well together and which students have specific learning needs. Students can come to enjoy and benefit from this style of studying when they realize that it is controlled, that the

teacher is discreetly paying attention to each group as they work and that they will be required to report back with the results of their discussions.

5.4 Role-play and stimulation

These two activities are to create the presence of a real-life situation in the classroom, that's say, the learners "stimulate" the real world and pretend to be someone else in the given language tasks. This activity encourages thinking and creativity, lets students develop and pratise new maritime English language skills in a relatively no threatening setting, and can create the motivation and involvement necessary for learning to occur. For instance, teachers can prepare a range of situations on board a vessel that would require seafarers to use SMCP. To make the situations more realistic, teachers can also present each one differently in an authentic message format that requires action. (eg a telex, an urgent weather warning recorded on tape, an incoming VHF communication, a problem reported by a crew member, an order from the captain, etc.). The students should work in pairs, improvising a suitable dialogue to each situation. Thus learners will have less pressure and more willingness to participate. Moreover, it has certainly been noticed that even some shy learners are more talkative when playing roles.

5.5 Information gap and opinion gap

Information-gap activities force the participants to exchange information in order to find a solution, while opinion-gap are created by activities incorporating controversial texts or ideas, which require the participants to describe and perhaps defend their views on their ideas. By applying the principles of information gap and opinion gap to suitable exercises, the teacher can change them into more challenging communicative situations. Information gap tasks replicate " real life" communication which is usually based on the need to exchange information of any kind. For example, the captain of a vessel may give an instruction to the chief engineer; the radio officer may require a report from the coast guard; a seafarer may read a personal letter. In each of these examples, people are exchanging information for a specific reason. This exchange can be imitated in the language class by creating a context for students to share information that they have been given by speaking to one or more people. This type of activity may involve pairs, groups or the whole class exchanging information simultaneously.

5.6 Problem solving and decision-making

These two kinds of activities encourage learners talk or even negotiate together to find a solution to or make a decision on a set of problems or tasks(eg giving orders to ratings; speaking to agent; taking orders from the captain; dealing with passengers; etc). In these activities, the learners' power of language and intelligence are challenged and they are highly motivated to think and speak. And, most importantly, they are more likely to understand the problematical situation in a similar way to a native speaker.

5.7 Debates or Discussion

For intermediate learners and above, it is the most natural and effective way to practice talking freely through verbal interchanges of ideas in the target language. Informal debating occurs during many conversations and it is important that seafarers practice the functions of giving opinions, agreeing and disagreeing and responding to what other people say while reinforcing the need for tolerance of ideas which may be different to our own. Prepare a few statements which could be

considered controversial. Divide the class in half and give a time limit for the task: one half should brainstorm reasons for agreeing with the statements and the other half reasons for disagreeing with the statements. At the end of the time limit, group two pairs of students from each half and ask them to exchange their opinions without referring to their notes.

6. Strategies of Management of Communicative Activities

With the move from teach-centered towards learning-centered teaching, there are more and more resources published for teachers engaging in communicative approach to back to. But no matter what activity teachers start in the classroom or design for the learners to work at, and no matter what organization teachers decide on, they should confidently believe that communication activity mean getting learners to actually do thing with the target language, and it is the " doing" that should stay the main focus of such sessions.

It is important for teachers to design such activities in terms of grammatical, communicative competence. In general, activities can be graded according to the cognitive and performance demands. They are always ordered to lead students from comprehension to production. At the beginning, students are given simpler, directed, pre-activities, which are designed to help activate students' schema. So they will be better prepared to understand what they will learn. In the processing of learning, teachers design some controlled, semi-controlled activities to help students work productively with what they've learned, meanwhile, students will encounter items in a variety of different context, in which they need successfully process information from as many sources as possible. In the production activities, students can put what they've learned into production activities. Obviously, the more they are familiar with what they learned, the more they will have learned, and the more easily they will be able to communications what they've learned to others.

While teachers are designing and introducing communicative activities into the language teaching procedures, they have to bear in our mind that, firstly, all they do should have genuine learning value for the learners. Classroom activity should have concrete tasks with clear objectives that the learners can reach for not for its own sake.

Secondly, activities should be suitable for the learners' level. Teachers are and should be taken into consideration concerning the individual differences in the classes.

Thirdly, timing of the activities is another crucial factor that teachers should have to consider. The activities can be designed to be completed in about five minutes or be lengthened when added further ideas. Activities should demand the minimum of preparation before the lesson. Instructions and clarifications should also be carefully prepared for.

Finally, activity should be integrated into the lesson going on. Try to link each activity with what has gone before or what is coming after, in topic, mood or language. Using any activity with no connection with other parts of the lesson may risk the suspicion and refusal of the learners.

If teachers design and organize a variety of students-centered activities to fit different level of students in different stages of teaching. By doing these activities, all

the students are intended to maximize the chances of participate, to do independent thinking, to learn to express their ideas in their own words, in interact with each other or teachers. By interacting with teacher and other students in pairs or groups, students can be given more opportunities to do autonomous learning by expressing their lack of comprehension. Interacting not only motivates the classroom atmosphere and establishes good relationship between teachers and students, and students to students, but also creates a better condition for language learning and language acquisition.

7. Some Problems to be Solved

7.1 Communicative Approach has been developed, but there are still some problems. If the students' communicative competence has to be developed, at the very beginning, they must be practised in coherent discourse and text, for discourse is embodied the form, concept and function of language. Some difficulties that the teachers may encounter: students are accustomed to teacher-centred approach, and prefer to listening to the teacher instead of doing pair or group work. It is quite a job to change this situation.

7.2 Communicative competence explicates what should be taught and learned. The teaching curriculum must be changed to meet the needs of communication. If knowledge is converted into ability, the content and ways of teaching have to be changed too.

7.3 To develop the students' communicative competence, the teacher is demanded on his professional training and competence. The teacher must make greater preparations for the course, and he needs to be more competent in the foreign language. At the same time, the data should be gained for the teacher to make use of.

7.4 Another question that the teacher faces is how to evaluate the students' competence. According to the requirements of communicative competence, the evaluation of competence should be decided on how students effectively communicate with what they have learned.

8. Conclusion

Teaching maritime English for communicative competence is a view that meaning and the uses to which language is put plays a central part. Its theories imply that teachers should retreat from the controlling role in class but must do more than just supply learners with a number of language structures to manipulate. Forms and meanings should be linked in order to serve the purpose of communication.

A good teaching approach has the advantage to encourage an active style of learning maritime English, with students participating as fully as possible. When preparing for their lessons, teachers should pay great attention to the organization of class activities. Teachers should also be aware of their role in class. To reach the goal of helping the students acquire communicative competence, teachers are supposed to have a better understanding of the nature of that they are teaching. What is more, a communicative teacher is not only an elegant lecturer but also an efficient manager of the class activity.

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Author Resume

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THE DEVELOPMENT OF SEAFARERS' ENGLISH TRAINING IN QMC OF CHINA

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ABSTRACT

Qingdao Ocean Shipping Mariners College, a training center of the COSCO Group, is also the biggest training base for seafarers in China. Among all the training items, English training is one of the most important one. In the article I introduce two main English training programs in our college from 1996 to 2004, and the potential demands from the Shipping companies on the training. .In the end, the following conclusions are come to on its tendency:

1. There should be more training programs to meet the various demands of increasing numbers of trainees.
2. The aims of training are changing from passing certain examinations to enhancing their English level and communicative ability, ie. listening, speaking and writing abilities.
3. The means of English training are of variety, such as multimedia, teaching materials based on computer and internet, multi-national teachers teaching cooperation etc.

Qingdao Ocean Shipping Mariners College, the training center of the COSCO Group, is also one of the main training bases for seafarers in China. Among all the training programs, English training is one of the most important one. From 1996 till the end of August 2004, we have totally trained around 2172 seafarers from both deck and engine departments. There are two main programs: training for Seamen's English Proficiency Test (SEPT) of COSCO and the training for marine English listening and speaking.

I. Training for Seamen's English Proficiency Test (SEPT) of COSCO

1.The background of the training

Prior to 1996, we had English training program mainly for management personnel at shore, seldom for the seafarers. At that time we often heard that seafarers even graduates from our college were fired by the foreign ship owners, and their companies were fined by the ship owners because they couldn't communicate well enough in English with the Port State Control Officer and the multi-national crew on board and affected the normal operation of the ship and even caused the detention of the ship, etc. On first hearing the news, we were shocked because it's the English language not other reasons made them lose their job. Afterwards we started to think and find ways to solve the situation. The college decided to make a breakthrough by concentrating on the maritime English teaching and put forth the policy of being

"exemplary in work ethics, proficient in using English and accomplished in practical skills."

In order to improve the seafarers' English level, especially the communicative capacity in large scale, the COSCO Group first invested to set up the Seamen's English Test Center in our college to carry out the proficiency tests. Meanwhile the college formulated the testing system which was verified by the Group and the National Communications Ministry in 1999. The test emphasizes the improvement of students' competency and practical English level.

The test includes six degrees of navigation English and engineering English. They are management level for deck department and engine department, operational level for deck department and engine department, supporting level for deck department and engine department. It consists of reading, listening and oral test individually. They are so important that those who can't pass even one of the three parts would lose their chances rank promotion and would be punished by lowering their income on board. This test has greatly influenced all the seamen in COSCO, motivated their English learning.

In such a situation, 8 branch companies of COSCO Group sent their seafarers to be trained for 2 or 3 months in our college. After the training they would take part in the test. Usually 70% to 80% trainees could pass the test after the training. The average pass rate of the test is around 50%.

So from 1999 till present, we have totally 71 classes of various levels and specialties and 1916 seamen trained.

2. The organization of the training

There are three class types in this sense: one month, two months and three months to meet the different demands of seafarers. We divide seamen's English training classes into three levels and two specialties: management level(captains, chief and second officers, chief engineers and second engineers), operational level(third officers and engineers) and supporting level (sailors and motormen), totaling 6 class types. We made syllabuses and teaching plans in accordance with the SEPT system. We arrange three subjects of reading and writing, listening, and speaking for 26 to 28 hours per week. We chose the experienced English teachers, usually those who have the experience on board to teach these classes.

3. The textbooks of the training

With the help of COSCO branches and guidance of the Communications Ministry, we compiled a set of ten textbooks for the sole purpose of SEPT training, which are "English for Motormen", "English Reading for Marine Engineering", "Spoken English for Marine Engineering", "Advanced English Reading for Marine Engineering", "Advanced Spoken English for Marine Engineering", "English for Sailors", "English Reading for Navigation", "Spoken English for Navigation", "Advanced English Reading for Navigation", "Advanced Spoken English for Navigation". These textbooks were published in 1999 and played an essential role in our SEPT training. In 2003, we compiled the other set of textbook for SEPT, they are "Collected English Examination Questions and Explanations for Marine Engineering Navigation " (supporting and operational level), (management level), "Collected

English Examination Questions and Explanations for Marine Engineering Navigation " (supporting and operational level), (management level), "Collected English Examination Questions and Explanations for Navigation " (management level), "Collected English Examination Questions and Explanations for Navigation " (management level), "Collected English Examination Questions and Explanations for Marine Engineering " (management level), "Collected English Examination Questions and Explanations for Marine Engineering " (supporting and operational level), "Upgrading Navigation English Vocabulary", "Upgrading Engineering English Vocabulary".

II. Training for marine English listening and speaking.

1.The background of the training

The training for SEPT was in a rising tendency in the number of trainees from 1996 to 2002. But from 2003 a decreasing tendency was found. For example we had 4 classes in 1996, 2 classes in1997, 3 classes in 1998, 6 classes in 1999, 16 classes in 2000, 14 classes in 2001, 10 classes in 2002, 6 classes in 2003, 6 classes in 2004. In such a situation, we went to visit some branch companies of COSCO Group and make some investigation on their opinion on the English training. Their opinions are : the training for SEPT in the past few years is of great help for the improvement of seafarers' English level and now most of them can manage well in their job in English. But with the development of the shipping market, more and more seafarers are demanded by the foreign, especially the European ship owner. Some seafarers who passed the SEPT can't not pass the ship owners' interview. So they hope that we can cultivate new training programs to meet the new demands of the international shipping market. After the visiting, we discussed the details of the demands with the companies and found that their ME listening and speaking ability should be further intensified after they pass the SEPT. The training content must be close to their job on board and their communication with port. In March 2004, we start the ME listening and speaking training. Till now we have had 14 classes 336 trainees trained. According to the feedback from the companies, the great majority of the trainees passed the foreign ship owners interview.

2. The organization of the training

We designed two class types, one is for navigation, the other is for marine engineering. They are small-sized classes, average 25 students per class. There are 26 to 28 hours every week, they are ME listening, ME speaking, everyday English listening and foreign teacher's oral English.

Students in these classes are required to attend extracurricular English activities, such as foreign teachers' lectures on every Monday, Coffee Bar English Corner every Wednesday and Saturday evening, original English film show every Tuesday and Friday afternoon. We chose the English teachers with good spoken English skill, pronunciation and experience on board to teach these classes. The classes are organized under the principle of communicative teaching method, ie, students-centered teaching method instead of the traditional teacher-centered teaching method.

3. The textbooks of the training

Before we cultivate this training program, we realize the set of textbook for SEPT training is not apt for the other classes English training. So from 2001, after lot of investigation on the ME teaching and training textbooks home and abroad, we set up to compile new set of oral textbooks for navigation and marine engineering---"Oral English for Seafarers". It includes three books for navigation specialty and three books for marine engineering specialty. But the first two for both specialties are the same---"Oral English for Everyday Life" and "Upgrading Oral English for Everyday life". The third book for each specialty is "Oral English for Marine Engineering " and "Oral English for Navigation ".As for the construction, each book includes 20 units which consist of four parts: part one is one passage and five questions, part two is six dialogues, part three is oral practices and part four is English humors and proverbs. The oral practices include picture talk, situational dialogue and topic talk. So this set of textbook bases on the situations and on communication teaching method. Besides, each is attached with a VCD disk. The content is from the situations of everyday life to the situations of port and the situations on ship board.

III. Conclusions on the English training in our college

1. Besides the two main training programs mentioned above, we carried out other programs, such as English training for the management personnel, English training for technical attendants, English training for abroad-sending (Maersk, Denmark), NAVIX training class for sending to Japan etc. So there should be various programs to meet the changing demands of the world shipping market.
2. The aims of seafarers' English training are changing from passing certain examinations to enhancing their English level and communicative ability, ie, listening, speaking, reading and writing.
3. The means of English training are greatly improved with the development of the technology, such as multimedia, teaching materials based on computer and internet, and multi-national teachers co-operated teaching, etc.

In the training of our college, we hold the idea that the demands of the shipping companies is our task. We'll stick to it in our future training.

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ENGLISH COMMUNICATIVE COMPETENCE OF MARITIME STUDENTS OF CENTRAL VISAYAS POLYTECHNIC COLLEGE

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ABSTRACT

This study is anchored on the concept that competence in the use of English language both oral and written, for maritime students, contributes to the safety of shipping and organization of the sea-borne business.

In view of this, the investigation of the English communicative competence of maritime students of Central Visayas Polytechnic College was conducted to determine the profile of their oral and written competence along such aspects as appropriacy: communicative tasks; understanding discourse using pronoun referents and discourse markers; vocabulary: getting meaning of words from context; and the grammatical competence. The study also sought to find out their attitudes towards English.

Through the use of the Standardized Maritime English Test and the questionnaire, data were gathered from 48 second year maritime students. All the second year maritime students, who passed the two basic English courses – English 111 and English 112, were taken as subjects of the study.

Through the questionnaire, the study identified the students' attitudes towards the use of English. The Standardized Maritime English Test, on the other hand, tried to test the oral and written competence of the student respondents. Their performance was evaluated by three expert raters. Data gathered in this study were analyzed with the use of frequency, percentage, rank, correlation, and the weighted mean. The study presents relevant findings, conclusions, and recommendations.

1. INTRODUCTION

At present, English language is a means of global communication. And in an era of global communication, it becomes widely accepted that the English language is used not only for communication between native speakers and nonnative speakers but also between nonnative speakers. Hence, there is an increasing awareness of improving their language competence to carry on the many transactions that they engage in daily life. Kachru in Ufomata says...

> Competence in English and the use of this language signify a
> transmutation: an added potential for material and social gain
> and advantages. One sees the attitude in what the symbol stands
> for; English is considered a symbol for modernization, and an
> extra arm for success and mobility in culturally and linguistically
> complex and pluralistic societies (Ufomata, 1997).

In other words, learning English gives people valuable life skills. No matter how they earn their living after school years, each of them must be able to think and to express their thoughts clearly. Thus, learning English language is a potential advantage because of these reasons: first, it gives people access to a larger pool of information and thus a wider area in which to seek employment and cultural enrichment; second, it improves writing and thinking skills. This process has important benefits for mother tongue skills as well as promoting facility in the second language; third, learning English enhances the quality of life because it gives people the chance to have a wider vision of the world.

The potential advantage of learning English covers a far wider area. This one area which sees the potential of learning English is the **Maritime Industry**. In the Maritime Industry, English is considered as an important tool to maintain safety of life and property at sea. It is an important tool because, given the international character of the maritime industry, a particular ship can be composed of a diverse set of crew where understanding daily on-board and external communication is a must. Because of this, the **International Maritime Organization's Maritime Safety Committee** sees the need to adopt a common language for maritime communication which would promote safe practice by reducing the risk of human error in communicating essential information. It is then believed that on board communication and external communication that are not properly understood and executed would lead to very costly accidents.

As a result, current legislation on maritime job requirement has strongly emphasized the importance of English language proficiency in relation to shipboard operations and safety at sea. Companies employing non-native English seafarers have an obligation to ensure that effective English language training is available, especially as members of the crew are now required to demonstrate a knowledge of English adequate for professional and safety purposes. So, to ensure safety of life and property at sea, each seafarer must have a broad-based knowledge of English and good communication skills to be able to respond as the situation demands (Logie et. al., 1998).

In consonance with the above, Central Visayas Polytechnic College (CVPC), being one of the country's institutions offering maritime education, has also a responsibility to comply with the **International Maritime Organization's (IMO)** requirements under the "**Standard of Training, Certifications and Watch keeping for Seafarers, 1978**" as amended in **1995**. With these in mind, the researcher intends to explore possible measures to strengthen the learning of maritime English for CVPC's maritime students.

2. THEORETICAL UNDERPINNINGS

The different views on language learning, competence and performance serve as the foundation of the study.

The Chomskyan view of learning a language explains competence as purely grammatical competence in nature, and the knowledge of grammar of an ideal speaker. Thus, he believed, that linguistic theory on competence and performance is

concerned primarily with an ideal speaker-listener, in a completely homogenous speech community, who knows his/her language perfectly and is unaffected by such grammatical irrelevant conditions as memory limitation, distractions, shifts of attention and interest, and errors (random or characteristics) in applying his/her knowledge of the language in actual performance. This study of Chomsky directed linguistic studies away from the structuralist concerns with procedures for isolating phonemes and morphemes in linguistic descriptions.

However, in later years, Chomsky's proposed linguistic theory provoked varied reactions from succeeding linguists which included Dell Hymes, Halliday, Widdowson, Jakobovits, and others.

With the concern on meaning, Hymes led to take issue with the formulation of Chomsky's linguistic competence. So, in opposition to Chomsky's view of the "ideal speaker- listener" as a nonexistent abstraction, Hymes looked at the real speaker-listener in that feature of language of which Chomsky gives no account --- social interaction. It is precisely on language in actual performance that Hymes had focused. For Hymes, the theory of performance, or language use is an integral part of a theory of communicative competence. Learning that the grammatical factor is one among several which affect communicative competence, Hymes was very much concerned with the integration of linguistic theory with a more general theory of communication and culture. This explains the fact that members of a community will behave and interpret the behavior of others according to the knowledge of the communicative systems available to them. This knowledge includes, but is not limited to, the formal possibilities of the linguistic code. Obviously then, an adequate theory of competence must be sufficiently general to account for all forms of communication.

To add another perspective to the elaboration of a theory of communicative competence as opposed to Chomsky, Halliday emphasized the function of language. Noting that language has evolved in the service of social functions, Halliday concerned himself with moving away from the purely formal or structural preoccupations that have dominated linguistic theory toward a synthesis of structural and functional approaches in the study of language. Only by looking at language in use or in its context of situation one could understand the functions served by a particular grammatical structure (Savignon, 1997).

In view of the preceding explanations, it is very clear that both Hymes and Halliday are concerned with language in a social setting. However, Halliday goes even further than Hymes in his rejection of Chomsky's distinction between competence and performance. Whereas Hymes redefines competence to include ability for use, Halliday rejects the distinction itself as either unnecessary or misleading. To him, it is "unnecessary" if it is just another name for the distinction between what one has been able to describe in the grammar and what one has not, and misleading in any other interpretation. Therefore, function is the use to which language is put, the purpose of an utterance rather than the particular grammatical form an utterance takes. It is in this manner that language function has to do with what is said as opposed to how something is said. So, language is used for an infinite number of purposes like to command, to describe, to request, to agree, to report, to avoid, to hide intent, to attract attention, and so on. These social functions together constitute one of the three basic functions of language defined by Halliday, basic

Scale	Qualitative Description	Number of Students	%
6	Competent Speaker	3	6.25
5	Modest Speaker	2	4.17
4	Marginal Speaker	21	43.75
3	Extremely Limited Speaker	19	39.58
2	Intermittent Speaker	3	6.25
Total		**48**	**100%**

Table 4 reveals the summary profile of the students in the oral task. Among the 48 students, 3 were found out to be competent speakers, 2 were modest speakers, 21 were marginal speakers, 19 were extremely limited speakers and finally 3 were intermittent speakers. No one was found out to be an expert speaker, very good non native speaker, good speaker and non-speaker. In totality then, the second year maritime students were categorized as marginal and extremely limited speakers.

The Correlation Between the Oral and Written Performance of the Maritime Students

Another area of concern in this study is to determine whether correlation exists between the written and oral performance of the second year maritime students. Table 5 on the next page presents the data. Based on the table, the computed Pearson Product Moment Correlation Coefficient of 0.71043 gives a positive correlation. The null hypothesis then is rejected, the correlation being significant. This means that students who were rated high in the oral performance also had a high rating in the written performance, which is true to the second year maritime students who achieved low in the oral tasks and also showed poor performance in the written tasks.

Table 5. The Correlation of the Students' Oral and Written Performance

Student	x	Y	xy	X^2	Y^2
1	35	4	140	1225	16
2	21	4	84	441	16
3	35	4	140	1225	16
4	39	6	234	1521	36
5	30	3	90	900	9
6	38	4	152	1444	16
7	37	4	148	1369	16
8	34	4	136	1156	16
9	36	4	144	1296	16
10	31	3	93	961	9
11	33	3	99	1089	9
12	33	4	132	1089	16
13	32	3	96	1024	9

14	31	3	93	961	9
15	34	2	68	1156	4
16	20	3	60	400	9
17	30	4	120	900	16
18	24	4	96	576	16
19	34	4	136	1156	16
20	21	3	63	441	9
21	28	3	84	784	9
22	40	3	120	1600	9
23	28	3	84	784	9
24	44	4	176	1936	16
25	39	6	234	1521	36
26	30	4	120	900	16
27	17	3	51	289	9
28	42	4	168	1764	16
29	35	4	140	1225	16
30	13	2	26	169	4
31	37	4	148	1369	16
32	27	3	81	729	9
33	25	3	75	625	9
34	34	3	102	1156	9
35	25	3	75	625	9
36	34	4	136	1156	16
37	25	3	75	625	9
38	23	3	69	529	9
39	25	2	50	625	4
40	24	4	96	576	16
41	15	3	45	225	9
42	44	6	264	1936	36
43	34	4	136	1156	16
44	33	4	132	1089	16
45	23	4	92	529	16
46	31	5	155	961	25
47	42	5	210	1764	25
48	23	3	69	529	9
Σ	1468	175	5537	47506	677

$r = 0.71043$ Computed $z = 5.957$ Tabular $z = 1.96$

As viewed in Table 5, the Product Moment Correlation r of 0.71043 gives a positive correlation. To test the significance of r, the z - test is employed. Since the computed z - value is greater than the tabular value at .05 level of significance, the null hypothesis then is rejected. There is a significant correlation between the students' oral and written performance. This finding confirms that students with less effective language abilities tend to have less effective written abilities because Logan as cited in Pagaran (1997) opined that the way individuals learn about written language is remarkably similar to how they learn to talk. All these findings have conformed with the study of Baluma (1994) on the Freshman Education students, wherein she found out a positive correlation between the oral and written performance.

The Language Skills that Maritime Students Found Difficult

Table 6 displays the language skills the second year maritime student-respondents found difficult.

Table 6. Language Skills Found Difficult by the Maritime Students

Skills Tested	Average W. M.	Descriptions	Rank
Appropriacy: Communicative Tasks	2.73	Average	3
Using Pronoun Referents	2.35	Below Average	4
Using Discourse Markers	2.23	Below Average	5
Getting Meanings of Words from Context	2.90	Average	1
Mechanical Use of the Language	2.85	Average	2

As shown in the table, of the five skills tested, using discourse markers ranks fifth for the students. It means that this test was the most difficult for the respondents as evidenced by the weighted mean of 2.23 which is labeled **Below Average** in the scale used. The next skill considered second in difficulty is using pronoun referents. This ranks fourth with a weighted mean of 2.35 and still labeled as **Below Average** in the scale used. As can be seen from the two skills tested that were rated Below Average, it can be said that the student respondents were found to be poor in reading comprehension because discourse markers and pronoun referents are part of the many context clues which help the readers understand a particular written form of the language. This students' poor performance in reading comprehension conforms with what the English teachers in the English department of Central Visayas Polytechnic College (CVPC) have said about students in the technology courses like the maritime students having very poor reading habits. Many of them find it difficult to read certain passages of the English lesson. As a result, it is difficult for them to comprehend the idea of the passage if there are difficulties in reading. Third in rank of difficulty was appropriacy: communicative tasks which dealt on the standard maritime communication phrases. This written test difficulty has a weighted mean of 2.73. The student respondents here were found to be **Average.** The reason could be that the maritime students were found to have enough idea in responding to shipboard operation situations, though this may not mean that they have fully acquired the needed skills.

As depicted in the table, the maritime students did not find the mechanical use of the language or the grammar as very difficult. Out of the five skills tested, this ranks only 4th in difficulty with a weighted mean of 2.85. A revealing factor that could help explain this result maybe the emphasis of grammar in high school and in the English lessons when these students took the basic English 111 and English 112. Therefore, the respondents have fared well in this test. Getting meanings of words from context ranks first for the student- respondents, meaning these are the skills

found least difficult by the respondents as compared to the other four skills tested. Like the grammatical competence use of the language and appropriacy: communicative tasks, the student respondents in this skill tested were found to be also **Average** with a weighted mean of 2.90. It means to say then that the maritime students were found to be familiar with the different parts of the ship as this part of the test focused on the vessel's mechanical parts and structures.

The Profile of the Respondents in Terms of their Attitude Towards English

Table 7 shows the students' attitude toward the use of English. It reflects the students' perception on the necessity of using English in various aspects.

Table 8, likewise, shows the students' attitude in the use of English. It represents the students' perception on the usefulness of English to become a well-qualified professional.

As can be seen in Table 7, there is 100% "yes" responses for the item "Do you like to learn more of English?", and 97.92% in "Would knowing English help you in your studies?". These data reflect that majority of the maritime students have positive attitude and interest toward English.

Table 7. Respondents' Attitude Towards English

Choices	Yes		No	
	f	%	F	%
Are you in favor of using English as a medium of instruction in maritime subjects?	43	89.58	5	10.42
Do you like to learn more of English?	48	100	0	0
In your opinion, is it necessary to know English in order to pass this course?	45	93.75	3	6.25
Would knowing English help you in your studies?	47	97.92	1	2.08
Do you find it necessary to read texts in English in order to participate in class activities?	38	79.17	10	20.83

The preference for English as a medium of instruction in maritime subjects reveals that the students find English as an important tool to fully understand maritime subjects and topics. This could imply that knowledge and understanding of the subject matter, for them, can be best understood with the use of English.

Table 8:   Students' Attitude Towards the Usefulness of English

Choice	f	%

Very necessary	29	60.42
Necessary	8	16.66
Convenient	11	22.92
Unnecessary	0	0
Total	48	100

The above-cited table depicts respondents' belief that English is very necessary to become a well-qualified professional. The result reveals that the maritime students felt the need to speak in English in order to become competent marine and deck officers someday. English is the lingua franca of the sea, so being able to speak in the language will be an added advantage for them, boosting their chances of getting a lucrative job on-board ship.

As reflected in the two tables, majority of the student respondents have positive attitude toward English. This reveals that they have felt and seen the benefit of learning how to speak in English as students and as would-be professional seafarers.

5. FINDINGS, CONCLUSIONS, AND RECOMMENDATIONS

5.1 Summary of Findings

This section presents the findings of the study with the corresponding implications.

1. The composite mean of 2.61 in the written test revealed that the second year maritime students are average writers of the English language. However, there is only a thin line separating them from being below average writers as shown in the interpretation of the five-point scale used; the students fall on the low average range.

2. The second year maritime students are marginal speakers (43.75%) of the English language. They can maintain a dialog but in a rather passive anner, rarely taking initiative or guiding the discussion. Likewise, they have ifficulty in following English at normal speed and they lack fluency and ccuracy in speaking. The overall result of the oral tasks proved that the peaking skills of the second year maritime students were severely limited.

3. The computed product moment correlation coefficient of 0.71043 proved that there is a positive correlation between the oral and written erformance of the second year maritime students, meaning students who were rated high in the oral performance also had a high rating in the written performance. In the present study, the second year maritime students

achieved low in the oral tasks which coincided with the result of the written tasks, showing poor performance.

4. The weighted mean (2.23) showed that using discourse markers was the most difficult written test for the student respondents. Second in rank of difficulty was on using pronoun referents with a weighted mean of 2.35. Both of these skills tested received point-scale description of Below Average with a weighted mean of 2.23 and 2.35 respectively.

5. The findings of the study revealed the students' positive attitude towards English. Sixty point forty two (60.42) percent found English very necessary in all aspects. The preference for English as a medium of instruction in maritime subjects implies that the students find English easy to follow and to understand. On the other hand, the belief that English is "Very Necessary" to become well-qualified professionals someday suggests that the students felt the need to be able to speak in the language in order to boost their chances of getting a lucrative job in the sea borne business.

5.2 Conclusions

In view of the findings of the study, the following conclusions are drawn.

The second year maritime students failed to come up to the level of English communicative competence demanded from them in both oral and written tasks.

The maritime students level of competence in terms of the five skills tested fall on Low Average Range.

The student respondents lacked adequate knowledge in using pronoun referents and discourse markers as clues in understanding discourse.

The student respondents showed little knowledge about the content/subject dealt on, as well as, the appropriate word to use.

The students' English communicative competence demands functional and linguistic knowledge.

The second year maritime students see the benefit they can derive from English as students and as professionals.

With a positive attitude toward English as shown in the study, the second year maritime students can still improve their communication skills if they so desire. However, it is not only a positive attitude that counts, but also interesting inputs/activities which they will experience inside the classroom. Indeed, improvement in the students' communication skills is highly desired because getting a lucrative job in the sea-borne business means being able to speak in the language that ensures safety of life and property at sea.

5.3 Recommendations

Based on the findings and conclusions of this study, the following recommendations are proposed:

1. English teachers should have a good background knowledge in teaching Maritime English. To achieve this, they should undergo the Teacher Training Seminar/Workshop on the IMO Model Course 3.17 "Maritime English".

2. English teachers teaching Maritime English need to provide more communicative activities that would elicit more students' participation and interaction for them to be more dynamic interactors in communication; the activities, however, should focus on nautical terms and situations using the Standard Maritime Communication Phrases.

3. The fact that the students in the study were assessed to be marginal and extremely limited speakers, the teachers being in direct contact with them, must plan an effective course of action that would provide opportunities for these maritime students to use the language frequently and be exposed to the use of authentic texts and real-life situations.

4. Since there is only a thin line separating the average from the below average scale, it is therefore deemed necessary to include more drills and reinforcement activities on comprehension skills, understanding discourse, and standard maritime communication phrases.

5. To strengthen the maritime students' grasp of Maritime English, the school administration should realize the significance of letting these students take Maritime English 111 and 112 instead of the basic general English 111 and 112 offered by the English department of the school before they could take Maritime English 121.

6. Since it is discovered that the maritime students lack fluency and accuracy in the oral tasks and are found also to be weak in understanding discourse using discourse markers as wells as in understanding discourse using ronoun referents in the written tasks, it is therefore strongly recommended that in the skills found difficult by the students be given emphasis and reinforcement to ensure improvement in their oral and written language skills.

7. In trying to find a solution to improve the written and oral skills of the second year maritime students, the outputs of the study consisting of two parts; namely, Part I, A Syllabus for a 3-unit required course and Part II, Sample ESP lessons for the maritime students are recommended for use because they address the language needs of the maritime students, whose quest for knowledge is tied up with competency in the use of the English language.

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NEGOTIATION AND ORAL ACQUISITION OF MARITIME VOCABULARY

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ABSTRACT

This experimental action research investigates the differential effects of two conditions on L2 learners of maritime vocabulary acquisition: (a) non-negotiated premodified input, and (b) negotiated plus pushed output. The premise underlying this study is that modified input promotes comprehension and production of L2 new lexicon. Comparison of t-values made on the data indicated that negotiated interaction that incorporated pushed output appeared to have promoted both receptive and productive acquisition of maritime vocabulary. The important question about how general and ESP vocabulary are acquired and what the most efficient techniques are to promote effective acquisition have long occupied lines of research in the field of second language acquisition (SLA). This has led to the current investigation that seeks to study the effects of negotiated interaction on maritime vocabulary development and the aspects most benefited by it. The findings of the present research provide empirical evidence for the important role of negotiation in facilitating the comprehension and acquisition of maritime words. Moreover, the study suggests that pushed output plays a key role within the negotiation process for productive acquisition of maritime vocabulary.

Key Words: negotiation, premodified input, pushed output, t-values, interaction

INTRODUCTION

Current trends of learning ESP including maritime English have focused on the role of interaction for the last few decades. Krashen's monitor model of second language acquisition (1977, 1978, 1981, 1982, 1983, 1985) , for instance, emphasizes the importance of comprehensible input and Berko-Gleason's interaction hypothesis attracts the attention to the key role of discourse in the process of second language acquisition. On the same line, Hatch (1978) stressed the need to study the nature of the input given to L2 learners and its possible role in second language acquisition as well as interactive and discursive characteristics of conversations between non-native speakers. Within this framework, the interaction hypothesis (Berko-Gleason, 1982), which claims that negotiated communication can promote acquisition, combines arguments about the key role of comprehension of input- Krashen's input hypothesis

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(1980, 1985)- with the discursive and conversational aspects of L2 learning (Hatch). The term 'negotiation' refers to the modification and information restructuring that takes place when learners and their interlocutors experience difficulty in understanding messages. In the course of negotiation, interlocutors communicate to arrive at message comprehension using resources such as hypotheses confirmation, hypotheses modification, hypotheses confirmation, clarification request, confirmation request, comprehension checks, and so forth. Long (1981, 1983) believes that these modifications provide the learners with comprehensible input, which is necessary for acquisition. Thus, negotiation is argued to promote acquisition as it helps learners understand words and structures slightly beyond their present linguistic and communicative competence.

Negotiation and Grammar Acquisition

Research reports indicate extensive evidence of the benefits of negotiated interaction on the acquisition of certain grammatical aspects of the L2 (Long, Inagaki, and Ortega, 1998; Mackey, 1995, 1997, 1999; Mackey and Philip, 1998). Central to all of these studies, interesting enough, may be the function of input in L2 acquisition. A major problem with comprehension as a source of input for analysis is that the speech signal fades so quickly; …"in comprehension, the L2 learner's performance is paced: he or she cannot stop the input periodically to listen to it more effectively" (Clark 1982). Therefore, it does not seem reasonable to assume that the second language learner can somehow apprehend the fast-fading message produced by someone else, figure out what it means and how it is put together, and then relate it to similar utterances he has heard. As a result, it is argued that there are serious problems with the assumption that authentic input can be analyzed by the learner on-line, that is, during the comprehension process itself. In fact, in second language learning research the output hypothesis proposes that comprehensible input may not be sufficient for certain aspects of L2 acquisition and that comprehensible output may be needed (Swain 1985, 1995).

Negotiation and Vocabulary Acquisition

Input and output modules of the lexicon, responsible for perceiving and articulating words, appear to be learned implicitly, whereas word meanings appear to be learned explicitly. Previous literature shows that typical negotiations of meanings do not focus on aspects that are unnecessary for comprehension but rather on key elements whose misinterpretation could impair or inhibit communication, and that elaborative attention to a word's formal and semantic features is conductive to its retention (Ellis 1995). Pica (1994) reported that negotiated interaction facilitates lexical learning and Long (1996) claimed that feedback obtained in negotiation process is facilitative of L2 development, at least for vocabulary, morphology and language-specific syntax. Likewise, Mackey et al. (2000) noted that when phonological and lexical feedback is provided in negotiated interaction, learners are more likely to perceive it correctly. In a slightly different report, Ellis (1995) postulates that negotiation may facilitate vocabulary acquisition by inducing learners to notice unknown words in the input, that is, words that they need in order to understand their interlocutor's message.

Pushed Output

Throughout the literature of L2 acquisition there has been a distinction between passive and active vocabulary; acquiring the latter is believed a more complex task than acquiring the former. Furthermore, it is argued that lack of certain 'pushing' exercises and tasks- that elicit the new vocabulary taught- prevent learners from incorporating the passive vocabulary into free production. As Laufer (1998) claims if the learners are not pushed to use the new vocabulary, they may never be activated and therefore remain in passive vocabulary level only. Several aspects of pushed output model should be noted. First, in the process of speech production, conceptualizing the meaning of an intended message precedes articulation. Second, before production, the learner needs to formulate the message through an appropriate linguistic form. Third, the speech comprehension system is an integral part of the production model. Finally, it should be noted that the comprehension system is not limited to taking fully articulated, but may also take internal speech as input. Internal speech is the not-yet-articulated phonetic plan which is the output of formulation and the input to articulation.

Research Questions and Hypotheses

The present study investigates the effects of different oral interactive techniques on comprehension, receptive acquisition, and productive use of new maritime words in L2 setting. The research questions and hypotheses are the following.

1. Does negotiated interaction benefit the comprehension of maritime vocabulary?

   Hypothesis 1. Learners exposed to input (new maritime vocabulary) in the process of negotiated interaction will attain higher levels of input comprehension.

2. What is the effect of interactive activities on acquisition of maritime receptive vocabulary?

   Hypothesis 2. learners exposed to input in the process of negotiated interaction will attain higher levels of L2 receptive vocabulary acquisition than learners exposed to non-negotiated premodified input.

3. What is the effect of interactive tasks on L2 productive vocabulary acquisition?

   Hypothesis 3. learners exposed to input in the process of negotiated interaction with pushed output will attain higher levels of L2 productive vocabulary acquisition than learners exposed non-negotiated, premodified input without pushed output.

Method

Participants: A total of 24 volunteer L2 learners participated in the study. Participants, whose native language was Persian, were students of Fishery at Guilan University. They belonged to two intact classes of intermediate English in the basic language program, and all of them received approximately 100 hours of formal exposure to the L2. They were randomly assigned to one of the two control and experimental groups: non-negotiated premodified input; and negotiation of input plus output. All participants completed the first stage of the study, but only 22 completed all post-tests.

Procedures

Each group was exposed to two listening comprehension tasks carried out in two sessions of about 20 minutes each. Both of the listening tasks centered on a fishery context by a native speaker's voice. In the process of exposure, the participants in the experimental group received modified input before listening task, engaged in oral interactions in pairs, and also pushed to free productive use of the new vocabulary. The purpose of the premodified task was to expose the participants to the basic meaning of the target word through different activities such as definition, explanation, paraphrasing, synonyms, antonyms, contextualization, etc. In the pushed-input phase, the instructor makes use of elicitation techniques like question-answer, guessing games, role playing, problem solving, and open-ended tasks. In the control group, the students were exposed to the same listening tasks without going through premodified and pushed-output stages, yet they engaged in some forms of communication and interaction after listening tasks.

Testing Instruments

Three kinds of post-treatment tests were administered to measure the effects of the treatment. The purpose of the first one, a multiple-choice test, was to measure the learners' comprehension of the new maritime vocabulary to which they were exposed in listening tasks. The second measurement which was a cloze test was used to specify the learners' receptive knowledge of new vocabulary items. The last one was an open-ended test which required students to use the new words productively. It should be noted that productive knowledge of words was tested first and receptive knowledge later in order to avoid a test effect.

Data Analysis

To test the three formulated hypotheses, a directional one-tailed null hypothesis was set at .10 level of significance. The t-value necessary to reject the null hypotheses and find support for the positive, directional hypotheses is 1.36.

Results and Discussion

As table one illustrates, the first research hypothesis cannot be supported through the observed results. So, vocabulary comprehension is not affected significantly through premodified negotiated interactions.

	Critical t.Value	*t.Observed*
Research Hypothesis 1	**1.36**	**.56**

Table 1

The results also show no significant difference between the two groups regarding the second hypothesis (table 2). Although the subjects in the experimental group could perform much better than the control group on the related receptive post-treatment tests, the null hypothesis cannot be rejected.

	Critical t.Value	*t.Obseved*
Research Hypothesis 2	**1.36**	**1..1**

Table 2

However, conditions are different concerning the third hypothesis- the effect of pushed output on the learners' productive abilities of L2 use. On the open-ended production measurements, the subjects in the experimental group did significantly better than the other group(table 3). In fact, the L2 learners' productive acquisition was greater when they had the opportunities to negotiate and produce the target vocabulary than when they were exposed to premodified input. Unlike the findings for vocabulary comprehension and receptive acquisition, production of target words during negotiation did appear to have an effect on learners' productive acquisition when compared to non-production of these words during negotiation.

	Critical t.Value	*t.Obseved*
Research Hypothesis 3	**1.36**	**1.48**

Table 3

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NETWORK CORPUS-BASED MARITIME ENGLISH TEACHING/LEARNING RESEARCH

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ABSTRACT

This paper aims at studying the application of corpus linguistics to Maritime English (ME) teaching/learning which can solve the current problems with ME teaching/learning effectively and promote the badly needed ME teaching/learning reforms. The research focuses on three major aspects: the design and building of Maritime English Corpus (MEC) which consists of six sub-corpora according to different subject matters and channels; the corpus-based study of the characteristics of ME; the development of the MEC Index-based network multi-media CAI software system. The practical usage of ME reflected by the abundant true language data in MEC enables students to be exposed to the pragmatic examples and consequently acquire through practice the communicative competence needed among multilingual and multicultural crews. Based on the experimental results obtained through statistics and analysis on the language data in MEC, maritime English teachers can find out the characteristics of ME as a specific register so as to guide the development of ME courses, textbooks and testing exercises. The development of the network multi-media CAI software based on MEC enables students to choose the on-line learning materials by themselves, get instant on-line help, change their role in the learning process from being passive into active, and it realizes the network multi-media computer assisted ME learning as well as the change of ME teaching from classroom to long-distance and finally to Internet teaching which makes ME teaching more interactive, personalized, attractive and thus much more effective.

Key words: corpus linguistics, MEC, quantitative, communicative competence

I. INTRODUCTION

Corpus linguistics is a new direction or method in linguistics research arising with the development of computers and network technology. Since the 1990s corpus linguistics has made great progress as well as the corpus-based researches. Corpus linguistics is gradually arousing a revolution in applied linguistics especially foreign language teaching/learning. Any research attempting to describe and analyze a language must rely on a large quantity of objective language performance data to get reliable discoveries. To describe a language without experimental data would be regarded as unreliable and improper.

To apply corpus linguistics to Maritime English (ME) teaching/learning can effectively solve the problems existing in the current teaching/learning and promote ME teaching/learning reforms. At present, the students in maritime universities or academies do not know well how to use English properly although they know about English to some degree. English testing model which emphasizes language knowledge but ignores language performance no longer meets the need of ME teaching/learning and it is imperative that reforms should be carried out. Maritime English teaching/learning research should be based on the corpora providing abundant true language data, analyze the quantitative experimental data through statistics and summarize the characteristics of ME which can guide the development of ME textbooks and design of testing exercises. The layout of the paper is as follows: Part I is the introduction. Part II is the design and building of network-based Maritime English Corpus (MEC), including the data sampling and coding of MEC. Part III is the demonstration of the corpus-based study of characteristics of ME chiefly at the lexical and syntactic level. Part IV dwells on the development of MEC-based network multi-media CAI software system. Part V is the conclusion.

II. DESIGN AND BUILDING OF NETWORK-BASED MARITIME ENGLISH CORPUS

The design and building of a corpus always represents the language performance in a certain field or satisfies the relevant research need (Leech, 1997). The size of a corpus depends on the designing principle, research need, and the difficulty in collecting the language data during the course of corpus building as well as some other factors.

Maritime English Corpus is the corpus for specific purpose. According to different channels, it comprises maritime written English corpus and maritime oral English corpus. On the other hand, Maritime English, as a specific register, consists of three sub-registers according to different subject matters: nautical English, marine engineering English and maritime treaty English. As a whole, MEC is composed of six sub-corpora: Nautical Written English corpus (NWE), Nautical Oral English corpus (NOE), Marine Engineering Written English corpus (MEW), Marine Engineering Oral English corpus (MEO), Maritime Treaty Written English corpus (MTW), Maritime Treaty Oral English corpus (MTO). Four of the six sub-corpora have their prototypes which need to be enlarged to make the language data more ample and representative: NWE, MEW, MTW, NOE. The four corpora to be enlarged and the two corpora to be newly built comprise MEC with 800,000 word tokens.

Special attention should be paid to the sampling of the language data so as to make the data balanced and representative enough to really reflect the practical usage of Maritime English. The language data which belong to different sub-corpora should be taken proportionally on the average, while those within the same sub-corpus should be sampled in proportion according to different genres and topics. Coding of a corpus is also very important in the process of corpus building. Codes added to a corpus can provide maximum information for the users. There are three major types of coding systems: fixed-field type, free-field type (COCOA format) and the internal coding type. Since the focus of my research is on studying the characteristics of Maritime English chiefly at the lexical and syntactic level, in coding of MEC, the fixed-field reference system is adopted as is used in the coding of LOB and BROWN,

because it can provide quick reference of the location of a certain feature. MEC, as mentioned above, consists of six sub-corpora, so each corpus need to be coded respectively. An extract from NOE built by the author with the coding is given below:

*<CMPE
*Pilotage
0001CPIL0001 Require a pilot.
0001CPIL0002 Do you require a pilot?
*Course
0003CCOU0001 What is your course?
0003CCOU0002 My course is...
0003CCOU0003 Your course is correct.
0003CCOU0004 What course do you advise?
0003CCOU0005 Advise you make course...
*<SMCP
*Distress Communication
*Distress messages
*Fire, explosion
0043SFIR0001 Vessel on fire (after explosion) in position... .
0043SFIR0002 I am on fire in position...
0043SFIR0003 What is on fire?
0043SFIR0004 Engine room on fire.

The above sample shows that NOE uses fixed-field references in the first 13 columns of the contents of each conversation. For the name of the book from which a conversation was taken, *< was added. For section titles and chapter titles, * was put before them. The fixed-field codes used in NOE consist of 8 numbers and 4 letters. The numbers include those of passages or sections in the corpus and those of lines within each passage or section. The 4 letters in the codes are the initial letter of the name of the book followed by the first 3 letters of the beginning key word taken from the title of each section or passage, standing for this very section or passage. For example: "C" stands for CMPE (A Comprehensive Book of Maritime Practical English) distinguishing from "S" which stands for SMCP (The IMO Standard Marine Communication Phrases), "PIL" stands for Pilotage, "COU" stands for Course, "VIC" stands for Victualling, "FIR" stands for Fire, Explosion and so on.

The detailed specification of each column position is as follows:
Columns 1-4: Number of the section or passage in NOE
Column 5: The initial letter of the name of the book
Columns 6-8: The first 3 letters of the beginning key word taken from the section title
Columns 9-12: The line number counting from the very beginning of each section
Column 13: Always blank

Based on the above principles, codes were automatically added to each record in NOE through the SNOBOL4 program Corplin5. The coding of the other sub-corpora of MEC adopted the fixed-field reference system as well. Moreover, it is advisable that MEC be a dynamic corpus within which the language data can be kept constantly updated.

III. CORPUS-BASED LEXICAL AND SYNTACTIC STUDIES OF MARITIME ENGLISH

A large number of corpus-based research results indicated that the meanings and usages of some words, phrases or sentences in the naturally-occurred data were not in accordance with the definition and description in the dictionary and traditional grammar. That explains the reason why many students in maritime universities after graduation would get puzzled and have trouble in communicating with the multilingual and multicultural crews. A corpus just provides teachers and students abundant true language data which enable students to be exposed to the practical context of a certain word or phrase and to acquire the communicative competence through practically using the language. In addition, many parts of the naturally-occurred language data touch upon the occasion, identity, relationship and some other social factors which help students to develop their intercultural communicative competence.

The abundant naturally-occurred language data in MEC provide teachers reliable quantitative experimental data based on which lexical and syntactic characteristics of Maritime English can be found out. To get the characteristics of ME as a whole, the data in the six sub-corpora need to be analyzed respectively and compared with one another. In addition to the comparison made among the sub-corpora themselves, that with other corpora, i.e. BROWNA (part of the BROWN corpus representing press reportage English), JDEST (T4 representing technical English) and DOE (the corpus representing Daily Oral English built by the author) was also conducted to get the scientific and reliable conclusions.

Take the analysis of the lexical and syntactic features of Nautical Oral English (NOE) as an example. The average frequency of all the words in NOE corpus is 16. However, some grammatical words have quite high frequency in NOE, for example, *the* (2458), *to* (1185), *of* (938), *in* (801), *and* (469), *on* (448), *at* (392), *for* (371), *with* (251) and so on. Altogether there are 383 word types whose frequency is above the average. Among the 383 words, there are 54 functional words with the aggregate occurrence of 14,059, amounting to 41.2% (14,059/34,105) of the total occurrence. One reason for the high frequency of the functional words in NOE is that most of them have few or no synonyms or partial synonyms. We can replace *walk* with *stroll, stagger, strut, saunter, trudge, ramble, traipse…*, and a host of other words, but most of the functional words cannot be replaced without changing the syntax. Another reason is that languages rely on functional words to serve purposes that recur in nearly every sentence.

Among the top 20 words in NOE, there are 2 nouns: *position* (463), *vessel* (335). The high frequency of *position* and *vessel* is due to not only the topic of NOE but also its oral medium. The voice communication of ship-to-ship and ship-to-shore is indispensable for ensuring safety at sea. The vessels need to call one another and report their positions from time to time. That is why *position* and *vessel* have such high frequency within the top 20 words in NOE but not so in the other 3 sub-registers of Maritime English: NWE, MEW and MTW.

To find the distribution of basic word stock and nonbasic vocabulary of English in NOE, the FOXPRO program F6 was used. It can be clearly seen from Table 3.1

that NOE, as ESP, is partly common-core and partly special to itself. College English Band4 (CEB4) words, as the representative of common-core vocabulary, take up a much larger percentage, i.e. 87.5% in NOE Corpus. Therefore, being the most fundamental, CEB4 words are the core vocabulary of NOE and are of great importance for the study of NOE.

Table 3.1 The distribution of NOE words within and beyond CEB4

Corpus	Words grouped by use frequency	distribution	Word type number	Total occurr-ence	Percen-tage
NOE	Basic word stock	Words within CEB4	1677	36809	87.5%
	Nonbasic vocabulary	Non-CEB4 words	1020	5242	12.5%

On the other hand, among the non-CEB4 words in NOE, the nautical terms and the sub-technical terms chiefly comprise the specialized vocabulary of NOE. The nautical terms in NOE are mostly nouns, most of which are formed by compounding two nouns together. Louis Trimble categorized such compounds in the scientific and technical discourse into the group called noun compounds or noun strings (Louis Trimble, 1985). The following is a sample list of the noun compounds in NOE. *starboard* (134), *ice-breaker* (38), *bulkhead* (8), *breastline* (8), *pipeline* (7), *shipyard* (6), *MAYDAY* (6), *hatchway* (5), *helmsman* (5), *linesman* (4), *waterline* (4).

Apart from the noun compounds, there are some adverbs, prepositions and interjections among the nautical terms in NOE. Special attention should be paid to such specific terms in NOE.

a. Adverbs
amidships (4): halfway between the bows and stern of a ship
0020CGRO0006 I am aground forward/*amidships*/aft/at high water forward/at high
0020CGRO0007 water *amidships*/at high water aft/full length of vessel/full
0020CGRO0008 length of vessel at high water.
0046SGRO0011 Aground *amidships*.
athwartships (1): from one side to the other side of a ship
0034CBEF0105 Isn't it *athwartships*?
abeam (1): on a line at a right angle to the length of a ship
0008CANC0092 Anchor leading *abeam*! Slack off the brake! Walk out starboard
0008CANC0093 anchor to water surface! You should not anchor here. You are
0008CANC0094 going to foul my anchor.

b. Preposition
abaft (1): at, in, toward, the stern half of a ship; nearer the stern than; behind
0002CARR0136 I think the fairlead just *abaft* the forecastle would do for one
0002CARR0137 tug line and the lead just forward of the after house will do
0002CARR0138 for the other.

c. Interjection
avast (1): stop!
0008CANC0087 Two shackles on deck! Slack away! *Avast* heaving! Up and down!

In addition, there are some geographical names and ship names frequently used in NOE. This is due to the topic and subject matter of the nautical field of discourse. It is well known that shipping industry is of international nature: the international sources of cargo and the various countries and regions the vessels sail back and forth. As a result, the students in maritime universities should be familiarized with the names of different countries and the chief port cities as well as the specialized vocabulary in the register of NOE so as to ensure the navigational safety and the safety of life and property at sea. Otherwise, the maritime communication may be handicapped and marine accidents incurred.

As far as the word length is concerned, the SNOBOL4 program wl.sno was used to get the word length of NOE as compared with that of DOE which is the corpus representing Daily Oral English and other sub-corpora of MEC (see Table 3.2).

Table 3.2 Number of words with length of 1-20 letters

Word Length (in letters)	NOE	DOE	NWE	MTW
1	1284	1062	24533	6407
2	7508	2778	194797	38731
3	8134	5913	126327	37588
4	13901	3674	92134	22943
5	4884	2236	70962	20532
6	3847	1157	55986	16270
7	3060	871	56481	15356
8	2358	487	43989	13160
9	1370	375	34062	12989
10	876	158	21571	9131
11	512	55	12715	7291
12	189	32	7227	6484
13	80	12	4108	1630
14	65	4	1815	972
15	18	1	770	598
16	7	1	340	123
17	1	0	143	20
18	1	0	95	4
19	1	1	38	0
20	0	0	26	0

A series of T-Tests were performed using SPSS to see whether these data were significant at the 0.05 level. The results are shown in the following tables.

Table 3.3 Mean Word Length

Mode of discourse	Corpus	Mean Word Length
Spoken English	NOE	4.4800
	DOE	3.8991
Written English	NWE	4.6119
	MTW	5.2982

Table 3.4 T Values and 2-Tail Probabilities for Testing Word Length

T-Test between	T Value	2-Tail Probability
NOE and DOE	31.16	.000
NOE and NWE	-10.18	.000
NOE and MTW	-53.98	.000

It is shown in the tables that the T value of the test between NOE and NWE is the lowest, but it is still far below the 0.05 significant level. This is due to the different mode of discourse of the two sub-registers of Maritime English although NOE and NWE have the same topic and subject matter. As legal written English, MTW has the longest word length. Therefore, it can be concluded that the words in English registers of oral medium, on average, are shorter compared with those in written medium. The word length of NOE, which belongs to technical English of spoken mode, stands in the middle: shorter than NWE and MTW but longer than DOE.

Through the corpus-based computational methods, it can also be found out that NOE has some peculiar syntactic features which are not in strict accordance with the traditional grammar: non-sentence structure concerned with orders and full repetition of orders as shown in the following data extracted from the corpus.

*ORDER   MEANING
0119SORD0001 *Midships*   Rudder to be held in the fore and aft position.
0119SORD0002 *Port five*   5' of port rudder to be held.
0119SORD0007 *Hard -a-port*   Rudder to be held fully over to port.
0119SORD0018 *Steady*   Reduce swing as rapidly as possible.

0086SICE0025 Full ahead.
0086SICE0026 *Full ahead*.

The non-sentence structure in NOE does not belong to ellipsis and people outside the nautical field may have difficulty in understanding the meaning of the orders. It is due to the fact that the standard engine and wheel orders sent out through oral medium must be clearly heard, easily understood and instantly carried out on board ships. As a result, the construction of the orders is as simple as possible: even not a sentence, which contributes to the brevity and preciseness of NOE. The frequent use of full repetition in NOE is due to its subject matter and oral medium: It is required in NOE to make sure that the orders are correct and carried out instantly. However, the use of full repetition in NOE violates Grice's conversational maxims that refer to the manner of being brief so as to achieve exactness of the standard orders. Students in maritime universities and academies should pay special attention to such peculiar structures in ME revealed by the naturally-occurred language data in MEC.

IV. DEVELOPMENT OF THE NETWORK MULTI-MEDIA CAI SOFTWARE SYSTEM BASED ON MEC

Based on the corpus index, the computer-assisted Data Driven Learning (DDL) software can be developed. The software enables students to grasp the usage of a certain grammatical structure or phrase by observing the context and doing the real-time practice on their own. With the help of the corpus index software TACT and

Wordsmith Tools, the network multi-media CAI software system can be developed as well. It can provide students the typical examples of Maritime English used in actual communication. In contemporary communicative language teaching/learning, foreign language learning lays more emphasis on learners' individual needs. Being exposed to ME actually used in maritime communication, students can find out the rules by themselves, make their hypotheses about the features of ME and constantly test and correct their hypotheses. Students can also choose the on-line learning material by themselves, do the on-line testing exercises, make the real-time index about word collocation, grasp the systematic knowledge of ME vocabulary, syntactic structures and pragmatic principles and finally acquire the communicative competence through self-exploration. In doing so, students are highly motivated and their role in the learning process change from being passive into active which makes the learning efficiency greatly increased. In brief, the development of network multi-media CAI software system realizes the change of classroom ME teaching to long-distance and finally to network which makes ME teaching more interactive, personalized, attractive and thus much more effective.

V. CONCLUSION

From the above demonstration of corpus-based studies in Maritime English we can see that the application of corpus linguistics to foreign language teaching/learning, in our case ME teaching/learning, helps reduce the difference between the language taught according to traditional textbooks and that actually used nowadays in the maritime field, provides teachers and students the reliable quantitative data based on which the scientific conclusion about the characteristics of ME can be reached, enables us to understand more precisely the meaning and usage of some words in the actual communication, presents us the objective quantitative standards to select textbooks and design ME courses as well as testing exercises appropriately, and offers us the source of example sentences which frees teachers from creating some that are usually not natural or proper in the explanation of certain words or phrases. In a word, the troublesome problems of "true material" and "true communication" in language learning can be solved effectively. Furthermore, the development of MEC-based network multi-media CAI software system makes ME teaching/learning efficiency greatly increased. Therefore, it is highly necessary that corpus linguistics be applied to ME teaching/learning and corpus-based studies of ME be conducted. Teachers in maritime universities and academies need try our best to make corpus studies the essential method in ME teaching/learning.

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Ying LIN, MA, English lecturer, has worked in the Department of Foreign Languages, Dalian Maritime University since 1999. Her research interest is in corpus linguistics. She is good at using SNOBOL4 and SPSS to build the corpus and process the data. One of the research projects she has participated in is "Building the Network-based Nautical English Corpus". She has published five papers, and the typical one, *Syntactic Study of Nautical Oral English*, has been published in the *Proceedings of WOME 3A*. She has also published three books relevant to teaching and a Chinese version of *Monument Builders* (by Edwin Heathcote) between 2001 and 2004.

A PROGRAMME OF TUITION DESIGNED TO DEVELOP THE SPEECH COMMUNICATION SKILLS OF CADET OFFICERS

By
Shereene Gunasekera

INTRODUCTION

Effective Communication has become an important part in the training curricula for seafarers at CINEC Maritime Campus Colombo Srilanka, in fulfilling one of the requirements of the new revised Standards of Training Certification and Watch Keeping for Seafarers of 1995 which is the elevation of the English Language proficiency, We have encountered that they need comprehensive practice in effective communication, and their enthusiasm to learn and to improve English communication skills, therefore we have designed a programme of tuition to develop speech communication skills of the Engine and Deck officer cadets. Cadets at CINEC are groomed to take up senior officer ranks on board merchant ships with further education and training

In Sri Lanka, English is the Second language to many seafarers, and it is not the medium of instruction in state schools and private schools. English is treated as a subject on the curriculum to be read, assimilated and written with little or no focus on the "Spoken Word". Thus the problems in pronunciation, stress and intonation and speaking grammatically correct English are neglected.

OBJECTIVES

THROUGH THIS COURSE THE STUDENTS WILL BE ABLE TO:

1. Appreciate English Language as an important tool to communication.
2. Enumerate the importance of listening to good communication.
3. Apply the correct pronunciation of English vowels and consonants.
4. Recognize and produce the proper blending and phrasing when speaking.
5. Apply the Standard Marine Communication Phrases in the proper manner.
6. Develop trainee's competence in English speaking to the level required on board a ship for smooth functioning of work.
7. Understand and respond to commands promptly.
8. Be able to work in co-hesion with a multi national crew by communicating effectively in English.

T-Test between	T Value	2-Tail Probability
NOE and DOE	31.16	.000
NOE and NWE	-10.18	.000
NOE and MTW	-53.98	.000

It is shown in the tables that the T value of the test between NOE and NWE is the lowest, but it is still far below the 0.05 significant level. This is due to the different mode of discourse of the two sub-registers of Maritime English although NOE and NWE have the same topic and subject matter. As legal written English, MTW has the longest word length. Therefore, it can be concluded that the words in English registers of oral medium, on average, are shorter compared with those in written medium. The word length of NOE, which belongs to technical English of spoken mode, stands in the middle: shorter than NWE and MTW but longer than DOE.

Through the corpus-based computational methods, it can also be found out that NOE has some peculiar syntactic features which are not in strict accordance with the traditional grammar: non-sentence structure concerned with orders and full repetition of orders as shown in the following data extracted from the corpus.

*ORDER   MEANING
0119SORD0001 *Midships*   Rudder to be held in the fore and aft position.
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0119SORD0007 *Hard -a-port*   Rudder to be held fully over to port.
0119SORD0018 *Steady*   Reduce swing as rapidly as possible.

0086SICE0025 Full ahead.
0086SICE0026 *Full ahead*.

The non-sentence structure in NOE does not belong to ellipsis and people outside the nautical field may have difficulty in understanding the meaning of the orders. It is due to the fact that the standard engine and wheel orders sent out through oral medium must be clearly heard, easily understood and instantly carried out on board ships. As a result, the construction of the orders is as simple as possible: even not a sentence, which contributes to the brevity and preciseness of NOE. The frequent use of full repetition in NOE is due to its subject matter and oral medium: It is required in NOE to make sure that the orders are correct and carried out instantly. However, the use of full repetition in NOE violates Grice's conversational maxims that refer to the manner of being brief so as to achieve exactness of the standard orders. Students in maritime universities and academies should pay special attention to such peculiar structures in ME revealed by the naturally-occurred language data in MEC.

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Based on the corpus index, the computer-assisted Data Driven Learning (DDL) software can be developed. The software enables students to grasp the usage of a certain grammatical structure or phrase by observing the context and doing the real-time practice on their own. With the help of the corpus index software TACT and

Wordsmith Tools, the network multi-media CAI software system can be developed as well. It can provide students the typical examples of Maritime English used in actual communication. In contemporary communicative language teaching/learning, foreign language learning lays more emphasis on learners' individual needs. Being exposed to ME actually used in maritime communication, students can find out the rules by themselves, make their hypotheses about the features of ME and constantly test and correct their hypotheses. Students can also choose the on-line learning material by themselves, do the on-line testing exercises, make the real-time index about word collocation, grasp the systematic knowledge of ME vocabulary, syntactic structures and pragmatic principles and finally acquire the communicative competence through self-exploration. In doing so, students are highly motivated and their role in the learning process change from being passive into active which makes the learning efficiency greatly increased. In brief, the development of network multi-media CAI software system realizes the change of classroom ME teaching to long-distance and finally to network which makes ME teaching more interactive, personalized, attractive and thus much more effective.

V. CONCLUSION

From the above demonstration of corpus-based studies in Maritime English we can see that the application of corpus linguistics to foreign language teaching/learning, in our case ME teaching/learning, helps reduce the difference between the language taught according to traditional textbooks and that actually used nowadays in the maritime field, provides teachers and students the reliable quantitative data based on which the scientific conclusion about the characteristics of ME can be reached, enables us to understand more precisely the meaning and usage of some words in the actual communication, presents us the objective quantitative standards to select textbooks and design ME courses as well as testing exercises appropriately, and offers us the source of example sentences which frees teachers from creating some that are usually not natural or proper in the explanation of certain words or phrases. In a word, the troublesome problems of "true material" and "true communication" in language learning can be solved effectively. Furthermore, the development of MEC-based network multi-media CAI software system makes ME teaching/learning efficiency greatly increased. Therefore, it is highly necessary that corpus linguistics be applied to ME teaching/learning and corpus-based studies of ME be conducted. Teachers in maritime universities and academies need try our best to make corpus studies the essential method in ME teaching/learning.

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Ying LIN, MA, English lecturer, has worked in the Department of Foreign Languages, Dalian Maritime University since 1999. Her research interest is in corpus linguistics. She is good at using SNOBOL4 and SPSS to build the corpus and process the data. One of the research projects she has participated in is "Building the Network-based Nautical English Corpus". She has published five papers, and the typical one, *Syntactic Study of Nautical Oral English,* has been published in the *Proceedings of WOME 3A*. She has also published three books relevant to teaching and a Chinese version of *Monument Builders* (by Edwin Heathcote) between 2001 and 2004.

TITLE OF THE COURSE	-	A programme of tuition designed to develop the Speech communication skills of Engine and Deck cadet officers
AGE	-	School leavers (19-21 years of age)
NUMBER OF STUDENTS	-	15-20 approx.
LEVEL OF ABILITY	-	Mixed ability, students whose English, is the second Language, with a certain amount of practice in the usage of English in communication.
LOCATION Campus, Malabe	-	Language Centre – CINEC Maritime Srilanka.
DURATION	-	12 Lessons (24 hrs) twice a week. - Tuesday/Thursday
SCOPE	-	This course is designed primarily for Deck and Engineer cadet officers who have to face oral interviews through out their training period {to secure berths for sea training and oral tests at examinations}, carry out instructions, disseminate information, and address formal and informal gatherings through the use of effective communication.
AIM conversation.	-	1. To gain confidence and fluency in

2. To communicate ideas meaningfully and effectively.
3. To develop poise and personality.
4. To interact effectively in English communication on board a ship.

CONTENTS OF THE COURSE

1. VOCABULARY EXPANSION
   a.　　　　Maritime Glossary
   b.　　　　Maritime Texts
   c.　　　　Word Building
   d.　　　　Brainstorming
   e.　　　　Writing Mind Maps

2. GRAMMAR
   a. Retelling
   b. Listening Comprehension
   c. Conjugation of auxiliary verbs
   d. Personalization

3. STANDARD MARITIME COMMUNICATION PHRASES
   a. Standard Maritime Communication Phrases in sentences
   b. Standard Maritime Communication Phrases in dialogues

4. READING ALOUD
    a. Reading at sight
    b. Reading Comprehension
    c. Practicing phrasing

5. PRONUNCIATION
    a. Ear training
    b. Contractions
    c. Vocal Intonation
    d. Listening practice

6. INTERVIEW TECHNIQUE
    a. Interviews

7. ROLE PLAY
    a. Role Play Activities

8. SPEAKING OUT
    a. Debates
    b. Talks and Presentations
    c. Debriefing

1. **VOCABULARY EXPANSION**

VOCABULARY BUILDING IS IMPORTANT IN EFFECTIVE
COMMUNICATION. WE HAVE NOTICED DURING TEACHING THAT MOST
OF THE STUDENTS ARE UNABLE TO SPEAK EFFECTIVELY AS THEY DO
NOT KNOW THE NECESSARY ENGLISH WORDS IN RELATION TO THE
SINHALA WORDS. SO THEREFORE WE BELIEVE THAT ONE SECTION OF
THIS COURSE SHOULD BE DEDICATED TO VOCABULARY.

Every seafarer should attempt to improve his/her vocabulary in order to speak fluently. The vocabulary or stock of words reflects the command of English in effective communication. It is important to appreciate that knowing specialist vocabulary involves more than simply recognizing it.

The students will be able to state the importance and significance of building maritime vocabulary. They will also demonstrate skills in proper spelling of commonly misspelled words. Students may understand the meaning of a word when reading or listening and yet be unable to remember that same word when speaking or writing. They may remember the word, but use it incorrectly. This can be a grammatical problem, like knowing that 'import' can be used both as a noun and a verb. Then there is the question of the sound of the word, how to pronounce and to recognize it when they hear it. For these reasons they will learn the correct usage and will be able to distinguish the commonly confused words, identify the root, prefix and suffix of a word in order to increase their vocabulary.

Maritime Glossary:

Finding the meaning of the words and practicing the use of words in communication and in writing.
eg. List –inclination of the vessel to either starboard side or port side.
In a sentence --- A vessel should be upright and avoid a list during a cargo handling operation to maintain stability.

Maritime Texts:

Reading maritime texts, magazines and students find out meanings of new words and understand them in their particular context.
eg. Students find the meaning of new words using a dictionary and share it with the class.

Word Building:

Encourages the student to identify links between words and to learn words that are morphologically related.
-. (bio = life, living things eg. Biodegradable packaging = able to decay naturally

Techno = relating to advanced machines eg. technophobia = fear of using technological machines --such as computers.

Vocabulary in context includes topic specific exercises such as - different ships at sea, parts of a ship, tools needed for different jobs etc.

Distinguishing the commonly confused words (accept/except, advice/advise etc), prefix (over- overrated, overpriced, overwrite) and suffix (-able disposable, predictable avoidable) of a word.

Brainstorming:

This task will help remind students of words they have learned connected with a specific topic. A typical brainstorming activity would involve all students to think spontaneously of many words, phrases or ideas that they associate with a topic.

Writing mind maps:

This will extend the association activity into a more organized, visual plan. Working in pairs or individually, students write the topic word in the center of a page and will list associated words into categories scattered around the page. (spider graphs} It will help to provide categories to guide the students and to build their speeches. Eg. Travel – different modes, reasons to travel, places, cultures, education etc.

2. GRAMMAR

English grammar is taught to students in schools and they are able to use grammar in written form without difficulty as they are tested in written English at their exams in schools in Sri Lanka. We find when they speak they always confuse the tenses. Therefore we focus their attention on the tenses for them to be able to be effective in communication.

Retelling

Students convert tenses of different passages and retell. (If the passage is in the past tense they retell in the future tense}

Listening Comprehension:

Students will be given the opportunity to listen to conversations, radio communications, telephone conversations, presentations, travel announcements and retell in their own words what they heard. This way they will be able to get practice in the use of the past tense. Then the teacher asks questions, what happened? Where did they go? When did the ship arrive? These questions will focus the student's attention on a concrete example of the conversational use of the past tense.

Conjugation of auxiliary verbs

Conjugation tables are given and explained. Students use these to explain situations in a sequence.

Personalization:

To ask students what they did yesterday? What they're doing now? What they're going to do during the weekend? What they have just done? To answer these types of questions they will use tenses and with teacher's guidance they could correct them selves and be effective in communication.

Building maritime vocabulary plays an important role in communication. (Communication messages for navigation at sea, in port approaches, in waterways, in harbours, and on board a ship.

3. STANDARD MARITIME COMMUNICATION PHRASES

It is important that seafarers apply the Standard Maritime Communication Phrases in the proper manner. In order for students to retain the phrases, they will be engaged regularly in exercises connected with Standard Maritime Communication Phrases.

Here are a few suggested exercises, which could be incorporated for lessons, to enhance the communicative approach. These activities will be based on group and pair work to stimulate the students in active participation.

Standard Maritime Communication Phrases in sentences

Students use these phrases in sentences to bring out the meaning.

Standard Maritime Communication Phrases in dialogues

A range of situations on board a vessel that would require seafarers to use Standard Maritime Communication Phrases will be used. Students will improvise situations such as – a problem/accident reported by a crewmember, an order from the captain/chief engineer etc.

Different situations will be discussed by one group/pair and the rest of the class decides the SMCP to be used.

4. READING ALOUD

To improve the performance of the students as readers and develop fluency and projection of the voice. They also correct their mistakes in pronunciation and develop vocabulary to be aware of new words by understanding and recognizing them.

Reading aloud

Examples of genuine marine communications {faxes, memos, notes, letters, reports, news paper articles, fleet standing instructions, manuals, checklists, maritime magazines, schedules, plans, and log books}

Reading at sight

Extracts of marine texts and be able to retell the gist

Reading Comprehension

Read aloud passages associated with maritime topics and answer comprehension questions and explain the important words.

Practicing Phrasing

Read aloud passages with different intonation phrasing correctly by observing punctuation marks to make the meaning clear.

5. PRONUNCIATION

English words should be pronounced correctly as it is important for intelligible speech. As seafarers they should be able to speak clearly so that the listener will understand what is being said and also they should be able to understand what is being told to them. In a multinational crew many varieties of English are spoken. To minimize this problem we have identified SriLankan pronunciation errors. The following sounds do have first language interference as the Sinhala alphabet has only one sound and one letter in the alphabet instead of the sounds mentioned below.

V and W
P and F
S and Z
OH and AW/OI
Consonant clusters {**str** in streets, **sk** in school,**sts** in lists}

minimal pairs, word drills, sentence drills, and paragraph drills on these sounds are practiced, formation of the consonants and the vowel sounds are explained and also practice in isolation will be encouraged.

Tongue twisters

This provides amusing practice that help students memorize certain sounds.

EAR TRAINING

Reproduces phrases and words connected with the maritime industry.

CONTRACTIONS

Practice the contracted forms, to build up fluency in speech and an awareness of contractions.

VOCAL INTONATION

Exercises for vocal intonation with different tunes to help students who tend to sound monotonous; to develop the range of pitch as English speech depends heavily on intonation to express meaning. [Sri Lankan speakers have a tendency to speak in more of a monotone in English than they would in their first language, possibly because they are concentrating on the content rather than the sound of what they are saying.]

Listening Practice

Students listen to recordings of their own voices and compare it with the spoken pronunciation on CD-ROM – Daniel Jones (self evaluation). This enables the student to form an exact idea of his/her own faults in pronunciation and can concentrate more effectively on acquiring the correct form.

6. INTERVIEW TECHNIQUE

The interview has increased in importance. In this section the students will be given an opportunity to learn and practice interview skills in preparation for career development. They will gain confidence to face an interview. Students will be given the experience of being interviewed. This will give experience of formal situations and an opportunity to develop confidence in their ability to express themselves to advantage.

They will learn -
Importance of personal presentation at an interview.
Preparation required prior to the event.
Curriculum vitae.
Asking and answering questions.
A social conversation on current affairs.
Seeking opinions.

7. ROLEPLAY

Students will practice the vocabulary items, functional phrases or pronunciation through the following tasks in groups and pairs. This will create a sense of enjoyment and help to overcome boredom among some of the students in the group.

Role-play activities will include -
The acting out of improvised scenes of work situations.
An interview.
Discussing the bad weather.
Emergency situations.
Social situations.
Meetings – {safety, progress meetings, and meetings to organize events}

8. SPEAKING OUT

The speaking activities described here are designed to develop fluency as well as accuracy. The purpose of each activity is to develop 'natural' speech. So students will not be judged on grammatical correctness alone but on their ability to make a presentation. Students will be made aware that mistakes are to be expected when speaking spontaneously. Through the following exercises students will be able to overcome panic and speak out meaningfully and effectively whenever called upon to do so. They will be effective communicators by expressing their ideas confidently, clearly and competently. Accordingly they will win the confidence of their subordinates and superiors and will carry out their functions as expected and required on board a ship.

DEBATES:

Informal debating occurs during many conversations and it is important that sea farers can contribute their ideas freely when required. Debating topics will be controversial, so that they can give opinions, agree, disagree, speak persuasively and respond to what other people say. Topics will be relevant to their work.

[Eg/ topics: Seafarers need culture as well as commerce. Revolution in technology has made sea faring comfortable.]

TALKS AND PRESENTATIONS:

This is a demanding activity that involves a lot of preparation. Talks will be in the form of prepared and impromptu talks that will vary from persuasive, informative to social speaking.

Prepared talks:

Students will research on the topic and plan the talk. [introduction, body , ending]
Will discuss, "what makes a good presentation"
Will use short-headed notes to sound natural.
Platform skills [vocal, facial expressions, posture, gestures, eye contact, use of visuals] will be taught and practiced.
Sign post language / link language will be taught to avoid filler words.

Impromptu talks:

Students will practice impromptu speaking in many exercises and also on topics given.

Social speaking:

Social speaking will be focused through general discussion and role plays.

Persuasive speaking:

Persuasive speaking will be practiced at meetings and debates.

Explanatory speaking:

An effective approach in explaining matters is of great importance. Due to poor explanation, with limited vocabulary, has led to great chaos on board a ship.
Eg : Will explain the functions of machines, how a repair to the engine is done and routine situations.

Informative speaking:

Students have already had enough practice in this area in giving information by reading and retelling. They will further gear themselves to face advanced situations in speaking informatively about the work they would have completed for the day, an educational trip to the port, a visit to a ship, at the simulator, leisure pursuits and findings of a research.

Debriefing:

For effective correction presentations will be video recorded and played back. Each student will be given an individual feedback about the strengths and weaknesses of his presentation. Students will be encouraged to comment on their colleagues' presentations.

CONCLUSION

Students who follow this course will discover their communicative potential and make the best possible use of their strengths and skills. They will gain confidence and clarity of expression, which stands them in good stead in their career on board a ship.

The students will demonstrate the ability to speak clearly, to organize what they have to say into coherent sections, to use vivid speech when appropriate and to develop and make full use of the intonation range at their disposal, to listen to and answer questions in relevant terms, to distinguish between the imparity of information, the expression of ideas and the use of persuasion for the purpose of motivation.

The knowledge and skills they gain from this course will prove valuable, especially at seminars, meetings and in the task of presenting oneself at interviews for entry to careers on ships.

In the business world of today, a mastery of the art of communication is a vital necessity. They will present themselves, put their arguments across at meetings, briefings and discussions, make a formal presentation and will know how to organize material for maximum effectiveness in the highly competitive shipping industry.

The students will read intelligently from a written text, and show that they know the difference between personal expression and the impartial delivery of factual information.

In the shipping profession where processes of negotiation between officers and cadets, shipping agents, principles, ratings, become daily more relevant, this course will help the students to achieve clear and unequivocal communication, which is demanded both within and outside the ship.

In everyday life they will be able to express their ideas and views within their peer groups and more formally with their associates, which is a survival skill.
More importantly they will use the language appropriately, lively, and in an attractive manner with proper attention paid to the demands of good, clear communication, which is required by the maritime industry for a smooth functioning of work on board a ship.

References

These materials were selected primarily because they are for learning Maritime English. The majority of textbooks and the resources listed in the 'recommended reading' section have been identified because they promote communicative learning.

Textbooks (t)

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T2. Blakey, T.N. *English For Maritime Studies.* 2nd ed. Hemel Hempstead, Prentice Hall International (UK) Ltd, 1987
T3. Murphy, R. *English Grammar in Use.* 2nd ed. Cambridge, Cambridge University Press, 1995
T4 .The International Maritime language Programme, P.C.van Kluijven

Teaching aids

Suggested video cassettes (v)
V1. Understanding English On Board Ship Part 1
V2. Personal Safety in the Galley
V3. Understanding English On Board Ship Part 2
V4. Who Needs It? Personal Protective Equipment
V5. Personal Safety on Deck
V6. Personal Safety in the Engine Room
V7. A Matter of Life and Death
V8. Danger! Drugs on Board
V9. Working Together – Racial & Sexual Discrimination on Board
V10. Fighting Pollution

Recommended Reading

Edge, J. *Essentials of English Language Teaching.* London, Longman, 1993
Gower, R., Philips D., Wlaters S., *Teaching Practice Handbook.* Oxford, Heinemann, 1983
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Weir, C. *Communicative Language Testing.* Hemel Hempstead, Prentice Hall / Macmillan, 1990

Reference - Standard Maritime Communication Phrases.

Integrating Maritime Terminologies in English Instructions: DCSP Experience (Formerly – Davao Merchant Marine Academy – Now – DMMA College of Southern Philippines)

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Dean – College of Education; Instructional Development Officer
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(This activity is good for 60 to 90 minutes presentation)

ABSTRACT

<u>Listening</u> – *Effective tool in the communicative approach methodology in teaching English for professional purposes.*

Most of the English subjects offered are for the reading, speaking, and writing skills only. However, whether in elementary or high school the five macro skills should be developed, namely: reading, writing, speaking, listening, and thinking skills.

Of the five macro skills, listening has been sadly neglected in a way that after six or ten years of teaching formal English, our students develop a certain degree of proficiency in reading and writing, but not in listening. Their listening comprehension usually lags behind.

Learning objectives / required competencies
- *Knowledge*
- *Understanding*
- *Proficiency*

Language systems
- *Pronunciation*
- *Grammar*
- *Vocabulary*
- *Fluency*
- *Expressional emotion*

Communication skills
- *Listening*
- *Speaking*

- *Reading*
- *Writing*
- *Thinking skills*

Maritime Focus

Definition of Learning Environments

    Situation that can solicit in students the appropriate learning activities for achieving the intended outcomes.

Principles for Designing Learning Environments

- *Learning environments should support the constructive, cumulative, good-oriented acquisition processes in students.*
- *Learning environments should allow for the flexible adaptation of the instruction support, and external regulation, to take into account the individual differences as will as in affective and motivational characteristics.*

Ladies and Gentlemen:

    As teachers of Maritime English we are expected to develop in our students the skills of listening, speaking, reading, writing, and thinking.

    Of the five important communication skills, listening is the least focused on, hence the least developed. Even among us here, I would dare say that many have not developed their full potentials in listening.

    Now, I would like you to relax, close your eyes, and listen to a tape which will be played for you to listen and give a feedback to.

    Play the following in succession: (30 seconds to 1 minute each)

a. loud rock music
b. modern music
c. melodious sound

    Now, what emotions did you feel during the first five minutes? (Elicit about five answers) How about the second five minutes? (Elicit another five answers) What about the last five minutes? (Elicit another five answers)

    So you see, even among us, we observed varied reactions on the three types of music played to us.

    That is exactly what happens in our classrooms. Apart from the reality that our rooms are not air-conditioned that somehow controls the intrusion of noise and interferences; let us consider the condition of our students when they enter our English classes.

Have you observed how they enter our classes? Do they enter quietly or they chat as they enter our classes? As we start our classes, is the attention of our students focused on the lesson? Or do we oftentimes see glazed looks that seem to indicate a blank wall?

You see, there are several stages in listening. These are:

a. Non-hearing (Put some objects to present this)
b. Hearing (Draw an ear w/ sounds entering)
c. Thinking (present a picture of a man in deep thought)

The first level is non-hearing. No listening transpires here. The listener may just look at the speaker and may utter "ok", "yes" but nothing gets through. (Insert a picture to represent the concept)

The second level is hearing. Here, the listener hears what is said and remembers them but he does not allow the ideas to sink beneath the level of understanding. (Insert a picture to capture the concept)

The third level is thinking where the listener not only hears what the speaker is saying but also thinks about it, evaluates it and analyzes what is being said. (Present two pictures of a person listening first, and then reacting to what are said)

Thus in our classrooms, we should always assess whether our students are ready to listen to our lessons in order to maximize learning.

After ascertaining that everyone is ready, we start our lesson through unlocking of difficulties. (This is the vocabulary part of the lesson)

Here are some important words and their meanings:

Port – The left side of a ship.
Amidship – The middle portion of the ship.
Steady -- Constant
Rig – A large structure in the sea used for getting aid from the ground under the sea.
Bow – The front end of a ship.
Forecastle head – Forward part of certain ships.
Heaving line – Light line, knotted on end to throw ashore when berthing as a messenger for a larger mooring line.
Fairway buoy – Navigable channel buoy.
Starboard – The right hand side of a vessel, looking toward the bow.
Foremast – Mast nearest a ship's bow.

(If possible accompany the meaning with a picture or a drawing)
(Pick about five participants to use the words in sentences)

Before we move on I would like you to watch a video scene about pilotage.

Before the video is played please answer the following questions:

1. How would you greet the pilot when he arrives?
2. How are engine orders given in a merchant ship? How many do you know?
3. How are helm orders usually given? Give some examples.
4. How should course directions be given?
5. Why are orders are usually repeated on a ship?
6. Why is it important to state where a radio message comes from, and where is it going?

Here is the video sequence synopsis:

The ship is at sea, running up to the Pilot Station. The entire action, with the exception of the Third Officer's reply, takes place inside the wheelhouse. Present are the master, the watch-keeping officer (2/O), a helmsman, and the pilot.

Instructions:

Read the script from the video.
Write suitable words in the _____. (Gaps)
Underline all the SMCP's you recognize.

Pilot (To 2/O)	"Half ahead"
2/O (Rings telegraph)	"Half ahead, pilot"
Pilot	"Starboard ten"
Helmsman	"Starboard ten, sir"
Pilot	"Mid ships"
	"Steer zero, zero three"
Helmsman	"Mid ships"
	"Steady on zero, zero three"
Pilot	"Dead slow ahead"
2/O (Rings telegraph)	"Dead slow ahead, pilot"
Pilot (To helmsman)	"What is your _____?"
Helmsman	"My course is zero, zero three, sir"
Pilot (To master)	"Captain, we are coming up to the pilot section. Please _____ pilot _____ on starboard side, one meter above the water"
Master (To pilot)	"Yes, pilot"
Master (On radio)	"'Arabiyah' Captain to Third mate. _____ the pilot ____ on starboard side, one meter above the water. Have a ____ and _____ line ready, then report on the bridge"
3/O (On deck, on radio)	"'Arabiyah' Third Mate to

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	_____ pilot on starboard side one more above the water. Have _____ and ____ line ready. I'll come up to the to the bridge when all is ready, sir"
Pilot (To Master)	"Captain, when I've left, keep steering zero, zero three. This will take you to the ____ _____ buoy. Pass the buoy, then you can set _____ to the east.
Master (To Pilot)	"_____ course at the _____ buoy. Thank you, pilot"
3/O (To pilot)	"The pilot board is approaching, sir"
Pilot	"Please _____ my papers, Captain"
Master	"Certainly, pilot"
Pilot	"Thank you. Good-bye, Captain"
Master	"Thank you, pilot. Third Mate, please take the pilot down"
3/O	"Yes, sir"
Master (To 2/O)	"Stop engines"
2/O (To Master)	"Stop engines"
2/O	"Engines stopped, sir"
Master (To helmsman	"Steady. Let me know when she does not _____ the wheel"
Helmsman (To Master	"Steady on zero, zero three, sir"

Now let's dramatize the Bridge Routines taking care to pronounce all words in the dialogue. Remember the success of the routines depend so much on how the message received so that instructions are followed.

We will have the following actors:

Pilot
2/O
Helmsman
Master
3/O

(Pick out at random five participants and assign each a role. The rest of the participants are given score cards where errors in pronunciation, stresses, pitch levels, and intonation are recorded. A perfect score is 20. Instruct the participants that each

error is deducted as one point from the total of 20. the dialogue will take about 10-15 minutes. Collect the score cards and announce the average points for each actor.)

Now that we realize how important pronunciation is in speaking, let us go over some words which were mispronounced.

Repeat after me and imitate me as closely as you can.

Half
Ten
Starboard
Mid ships
Steady
Zero, zero three
Dead slow ahead
Captain
Station
Above the water
Report to the bridge
Third mate
Keep steering
Pass the buoy
To the east
Thank you, pilot
Approaching
Certainly, pilot
Stop engines
Engines stopped, sir
Steady on zero, zero three, sir

There will be more words to learn as we go along our lesson.

To synthesize the different language skills learned in this particular lesson, here are some questions for you to answer orally.

First – Which SMCP's did you hear related to pilotage? (Do I see anyone raising a hand. To make it easier for us we will play the video again. Now, may we have the answer to the first question?) Very good! Are there some more SMCP's?)

Second – What doest the Captain mean by "Let me know when she does not answer"? (Oh, I see that many know the answer. Let's try some three answers and see whether we have the same answers.)

Third – What are 'the papers' referred to by the pilot? (Yes, you are right. Is everyone in agreement?)

Fourth – What does the Captain mean by "take the pilot down"? (Ok. I see from your faces that you all know the answer. Can I just ask for three volunteers to make all of us remember? Very good! Now let us go to the structure aspect of my input today.

Whether we speak or we talk, we use sentences. Sentences express our ideas. And sentences may be classified according to function. These are the sentences:

Declarative sentence – A sentence that states facts.

Here are some examples:

1. My course is zero, zero three, sir.
2. Captain, we are coming up to the pilot station.
3. The pilot boat is approaching, sir.

Notice that the three sentences taken from the Bridge Routines script just state simple facts.

Imperative sentence – A sentence that gives a command or makes a request.

Here are some examples:

1. Steady on zero, zero three.
2. Third Mate, pleas take the pilot down.
3. Dead slow ahead.

Notice that sentences 1 and 3 give commands while sentence 2 makes a request. These three sentences are called imperative sentences.

Interrogative sentence – A sentence that asks questions.

Here are some examples:

1. What is your course?
2. Can you make what you are saying clear?
3. Is the line ready?

All the sentences ask questions and they are classified as interrogative sentences.

Exclamatory sentence – A sentence that expresses a very strong feeling.

Here are some examples:

1. The engines have not stopped, sir!
2. Stop in present position and wait for pilot!
3. The pilot boat is approaching your vessel!

The three sentences express strong emotions so they are classified as exclamatory sentences. The punctuation mark used at the end is an exclamation point.

I am very certain that from hereon, you will be able to express your ideas clearly through the use of sentences.

Ladies and gentlemen, by undergoing all activities you have undergone today, you shall have been expected to have acquired the following communication skills:

Listening – It was the first activity you have undergone.

Speaking – In the dramatization of the Bridge Routines, you have spoken well.

Reading – You did this when you read the script.

Writing – You likewise underwent this when you answered the blank spaces in the script.

Thinking – You had this when you answered the questions asked after looking at the video presentation of the Bridge Routines. Discussions necessarily develop thinking.

I believe that we have achieved the basic objectives of language lessons where there is a movement from grammar to vocabulary to pronunciation, to fluency and finally to expressional emotion.

All of these are achieved through the use of learning objectives like knowledge, understanding, and proficiency.

Good day!

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Educational Background

School Attended	Year
Bachelor of Science in Elementary Education Concentration – English University of Mindanao Davao City	1955 - 1959 1983 - 1984
Master of Arts in Education Major – Administration/ Supervision "Meritorious Defense" University of Mindanao Davao City	1986
Doctor of Education Southwestern University Cebu City	October, 2000

Teaching Experience

Name of School	Year
College Instructor III University of Mindanao Davao City	1984 - 1993
College Professor II University of Mindanao Davao City	1986 - 1994

Work Experience

Telephone Operator Philippine Long Distance Telephone Company Davao City	1956 - 1982
Guidance Coordinator	1984 -1993

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MARITIME ENGLISH EDUCATION IN THE CONTEXT OF GLOBALIZATION

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ABSTRACT

The process of economic globalization dictates more frequent and higher level communication in the shipping industry and the overall performance of the international shipping industry, safety at sea and protection of an environment depends more on higher level of command of English, the chosen lingua franca that is also in process of globalization. This paper, based on fundamental theories of English globalization, explores the features of MET in the process of globalization.

Key words□Globalization; Maritime English Education; ESP

I. Globalization: an overview

Globalization, as a dominant phenomenon in the world economy of the last decades, can be defined as "a continuous decline of economic importance of national politic borders and an unprecedented intensification of economical relations and interactions, up to the point where the difference between domestic and foreign transactions becomes insignificant or even non-existent.

The main ways in which globalization manifests itself are: internationalization of technology and production, globalization of commodity markets, internationalization of services market and integration of financial markets. The most used indexes of global economic integration are: the growth in world trade, reported to the growth in world production, and the growing access to world capital markets, illustrated by foreign investments, especially direct ones.

There are two phenomena, which determine the growing integration of world economy. One is technological and consists in an explosive progress in speed and efficiency of international communications and transport, concomitant with the decrease in their real costs. The other one is economical and represents the decrease or removal of national borders from the way of international fluxes of goods, services, technology and capital.

In the perspective of life and economic activity's globalization, which will determine a new international economic order (where great corporations will rule starting from force and competitive relations appeared among world's great powers),

the problem is whether economic globalization is beneficial for humanity or not and whether there is a way to avoid or control such a process.

English for Specific Purposes (ESP) is now well established as an important and distinctive part of English Language Teaching (ELT) and has changed, since the late 1980's, significantly in two respects. Firstly, it is generally understood that, with the ever quickening process of economic globalisation, ESP, typically English for Business Purposes, has become increasingly important in ELT. Secondly, a better understanding of how specific texts, both written and spoken, work to suit the needs of specific English learners has been made possible by the application of computer technology in linguistic field. Hutchinson and Waters (1987, P6) argue that the two dominant forces – technology and commerce – created the demand of an international language for the huge scientific, technical and economic expansion around the world and English took up the role thanks to the economic power of the United States in the post-war world. However, it is no denying the fact that the history of English dominance is inseparable from British colonialism started long before the World War II. Singh et al (2002 P1) advances the idea of "appropriating English" as "a tactical response to and expression of the globalisation, commodification and technologisation of English language teaching".

The growing use of English as the means of communication in interaction between non-native English speakers seems likely to have a major impact on the kinds of ESP programmes we provide and the type of research needed to underpin those programmes.

II. ESP in Globalization

Crystal (1995 : 108) takes ESP as the acronym of English for Special Purposes and defines it as " a course whose content is determined by the professional needs of the learner."

There has been some confusion and heated debates concerning the very nature of ESP. Some people described ESP as simply being the teaching of English for any purpose that could be specified. Others, however, were more precise, describing it as the teaching of English used in academic studies or the teaching of English for vocational or professional purposes. Given the current confusion, Dudley-Evans *(1997)* clarified the meaning of ESP in terms of 'absolute' and 'variable' characteristics

Absolute Characteristics

1.   ESP   is   to   meet   specific   needs   of   the   learners
2. ESP makes use of underlying methodology and activities of the discipline it serves
3. ESP is centered on the language appropriate to these activities in terms of grammar, lexis, register, study skills, discourse and genre.

Variable Characteristics

1. ESP may be related to or designed for specific disciplines
2. ESP may use, in specific teaching situations, a different methodology from that of

General English
3. ESP is likely to be designed for adult learners, either at a tertiary level institution or in a professional work situation. It could, however, be for learners at secondary school level
4. ESP is generally designed for intermediate or advanced students.
5. Most ESP courses assume some basic knowledge of the language systems

From the definition, we can see that ESP is not necessarily concerned with a specific discipline, nor does it have to be aimed at a certain age group or ability range. ESP should be seen simply as an 'approach' to teaching, or as an 'attitude of mind'. This conclusion is similar to that made by Hutchinson et al. (1987:19) who state, "ESP is an approach to language teaching in which all decisions as to content and method are based on the learner's reason for learning".

Global communication has dramatically developed , bringing the world closer than ever before. This process, now popularly referred to as "globalization", has been characterized most notably by international institutions and cross-cultural interaction.

Globalization directly influences maritime industry needs and in turn have immediate impact on Maritime Education and Training (MET) nurturing seafarers and other maritime professionals given that MET programs, under the guidance of International Maritime Organization (IMO), are currently planned and implemented across national and cultural borders. For seafarer, for example, communication skills are essential for him to carry out his professional practice in the global arena, as he must abide by the internationally observed regulations and detailed requirements set in the International Convention on Standards of Training, Certification and Watchkeeping for Seafarers (STCW).

English, with its descriptive, reformative, functional, non-artificial, cross-cultural, universal and multicultural nature, a major medium for communication across borders globally, which actually predetermines the role of ESP in the process of economic globalisation. The process of globalization dictates higher requests to a level of knowledge of language and skill to apply it. The knowledge of vocabulary is not sufficient to work in multinational crew. Globalization of the shipping industry and application of modern technologies on board vessels demand a high level of education, training and certification of seafarers. A deficiency in this area may result in barriers for graduates' personal and professional development. ESP focuses the learner's attention on the language and communication requirements in a particular professional field.

III. Globalizing Maritime English

As is known, ships trading internationally must conduct ship to shore communications in the chosen international standard for achieving effective communication on board and between ship and shore, i.e. the English language. An adequate standard of English is therefore not only an international requirement for certification of seafarers but also a key element in ensuring safe, efficient and profitable ship operations.

The trend of internationalisation of Maritime English education is obvious. There have been regular annual international conference Workshop On Maritime English (WOME) held in Asia, Europe and other place around the world and Maritime English research and practice will continue to spread geographically, and the present trends of internationalisation will represent particular areas of growth. At the same time, the commodification of Maritime English around the world can be well reflected by the growth of private companies like Marlins involved with this business.

Trenkner (2002) argues that Maritime English does not make use of all the means of the English language but only of those which are suited to meet the communicative requirements of a given maritime context - that is why Maritime English is regarded a restricted language as other ESPs, too.

It is commonly understood that the language competence includes the awareness in the following: a) professional field– i.e. in the field where one tries to gain real success and become an expert; b) linguistic field- i.e. in the units, structures and systems of the foreign language required to study any language in general; c) social-psychological field- i.e. in the field of communication processes.

According to "Guidance on the Implementation of IMO Model Courses", the term "competence" should be understood as the application of knowledge, understanding, proficiency, skills, experience for an individual to perform a task, duty or responsibility on board in a safe, efficient and timely manner".

To be specific, the language competence of a seafarer (master-mariner and watch-keeper) includes the whole complex of his knowledge, lingual skills and abilities acquired in the course of education and training and aimed at the solution of various professional tasks. The STCW Code includes the English language knowledge, understanding and proficiency into one of the basic functions of an officer in charge of a navigational watch *Navigation at the operational level*. The Code requires "Adequate knowledge of the English language to enable the officer to use charts and other nautical publications, to understand meteorological information and messages concerning ship's safety and operation, to communicate with other ships and coast stations and to perform the officer's duties also with a multilingual crew, including the ability to use and understand the Standard Marine Navigational Vocabulary as replaced by the IMO Standard Marine Communication Phrases".

The communication at sea plays extremely important role for "safer shipping and cleaner oceans".Out of the four basic communication skills, i.e. listening and speaking, reading and writing, listening and then speaking are the most complex and complicated ones. Plus, listening and speaking amount to more than 85 % of the total communication requirements a deck officer has to cope with in his or her services on board and in the harbour. (Trenkner, 2002).

UK P&I Club found out that deck officer error contributes 43%, crew error 21 %, shore error 21 %; pilot error, including VTS, 12 %, and engineer officer error contributes 3% to casualties registered worldwide. At the same time, Canadian pilots stated that language barriers on foreign registered vessels always , often or sometimes prevent to as much as 79.3 % an effective exchange of information with the master

and officer of the watch (Trenkner, 2002). A great part of this casualties occurred due to communication failures.

IMO model course : a global model to follow?

Several factors have contributed to the seemingly sudden focus on the crisis in Maritime English training worldwide. In addition to the obvious demands of STCW'95, there is the shift in accident analysis from the mechanical to the human factor; an increase in multinational maritime crews; and a public focus on maritime accidents that increasingly jeopardize human lives and the environment.

It is suggested that the IAMU Member Schools in the countries where the English language is a foreign language share similar characteristics to each other, which include: availability of development plans for the improvement of the English language of instructors whose native languages are not English; having good or satisfactory proficiency levels of Maritime English for instructors teaching Maritime English or of ESL and/or ESP for instructors teaching English; unavailability of the situation to test oral proficiencies of students in simulated maritime situations; opportunity for students to learn Maritime English at the school and availability of technical manuals of maritime related equipment written in English to help students; availability of techniques used to improve listening, reading and writing skills of students in the English language, but having a lack of providing some opportunity for students to practice speaking English, etc. (YERCAN, 2002)

The Maritime English Syllabus in MARCOM final report, the focus of which is purely on maritime subject contents has a very inclusive list of important Basic Maritime English topics and the importance of subjects are identified through a code system, which could provide good guidance to maritime English teaching and learning. However, based on the basic concepts of syllabus design, it can be argued that this syllabus is too loose to be adopted directly in real classroom teaching.

Typical Maritime English syllabus structure in China, with a clear division between general English stage and subject English stage, is different from that of IMO model course, which integrates the 4 basic English learning skills and some subject contents in one course and is more communicative approach oriented, though its very acceptance and popularity is still in question. Most of the ongoing MET in China where undergraduates are experiencing 4-year formal university education and are trained to become seafarers with a bachelors' degree. As part of the whole ELT system, it is, unfortunately, not exempted from so called 'dumb English', which is the latest and biggest concern.

Communicative Approach as Global Trend of Teaching Maritime English

In the process of ESP development, priority has been on question of *how people learn*, rather than on *what people learn*. It has, in other words, been language-centered in its basic approach, which is not quite compatible with communicative approaches.

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This field of English language teaching possesses two important characteristics closely involved with the methodology not only of materials production but of classroom activity: firstly, the close association of special purpose language teaching with adult learners, or at least learners at the post-secondary level of general education; and secondly, the important auxiliary role that the English language is called upon to play in such cases. Language learners in this case need English as a means of furthering their specialist education or as a means of performing a social or working role efficiently.

After years of discussion, it has been generally accepted that Communicative Approach should be very helpful in solving the problem of the commonly felt 'dumb English' troubling English learners in China, though not much has been done in this respect to make changes in syllabus design, textbooks and classroom activities.

Communicative Language Teaching is aimed to the practical usage of the communicative skills. Hence the learning situations imitate real communication. We keep in mind that process of learning foreign languages cannot completely coincide with the process of real communication, so it's a question of highest possible approaching of studies to real life situations by means of:

a) communicative-oriented structure of a lesson;
b) learner-centered in-class arrangement
c) selection of authentic materials, topics, situations, handouts reflecting professional needs of students;
d) real-situation oriented task instructions;
e) formation of intercultural competence.

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E-LEARNING PRACTICES AND EXPERIENCES AT SYDVÄST MARITIME

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E-learning has become popular in Finland during the last five years. The Finnish National Board of Education has decided that by 2006 polytechnic students must be able to complete 20 credits of a 180-credit degree as e-learning. In the workshop I want to show how and on what kind of topics e-learning has been actualised within English studies at Sydväst Polytechnic, the School of Maritime Studies. Workshop participants also have the chance to test various types of exercises.

It is quite difficult to define what e-learning is, but what it is and especially what it is not should be discussed. It is also both interesting and important to look at the different technical and pedagogical solutions. Within maritime English teaching, many topics can be realised as e-learning, e.g. vocabulary exercises, reading comprehensions, and grammar exercises.

At Sydväst Maritime we had several reasons for starting to work on web-based courses: E-learning allows for the students to study when and where they want, which is excellent for mature students who perhaps work at the same time as they study. E-learning also provides an excellent tool for streaming. Furthermore, students like the new technology, and e-learning teaches them to take more responsibility for their own studies. Student feedback has been very positive – about 90% of the students preferred e-learning to traditional classroom teaching.

The materials used in the session include examples of various kinds of e-learning materials and exercises currently in use at Sydväst Maritime. The materials can be found from the address http://maritime.sydvast.fi/~mbackman/imec16

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TEACHING ME VIA ROLE-PLAYING

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This is a workshop presentation for a group of 15-16 cadets of the 5th year of studies.

The most important Test that every seafarer takes on board ship is his ability of decision taking according to his highly qualified professional skills. This is equally important in routine daily watch keeping procedure, and in emergency situations. The stressfulness of this activity is grossly increased by the fact that the verbalization of the seafarer's decision should be made in English, which is not the mother tongue for the Ukrainians. So at our English lessons in Odessa National Maritime Academy we not only take this important psychological aspect into consideration, but we also teach our students how to combat such language shock.

At the fifth year of training the cadets are already aware of their professional skills, habits and knowledge, because they have gone through the shipboard training and they have practically finished listening to the professional lectures and have done their bulk of workshop activities in Russian. Now at their fifth year of studies they are very well aware that their competence will not be complete without the mastership of professional English, taking into consideration their will to work in the multinational crews. That is why teaching maritime English at this stage is most effective via role-playing, when all the skills and knowledge can be realized through a different language, the English language.

The role-play activity consists of several steps. First step: the cadets watch a video on a given topic (e.g. bunkering). Before watching the video the cadets are given a warm-up session, which consists of two activities. At first the students are broken into pairs or small groups and they are asked to work out a list of things that may be discussed while bunkering. Secondly, the teacher asks them questions to check out their anticipation of the coming film. While watching the video the students compare their anticipated ideas with the real situation. It's highly recommended to take notes while watching. For this purpose the teacher stops the film when the captions appear for the students to read the captions and clarify any information they need with the teacher. Very often it seams useful to play the film first mute, so the cadets try to understand the situation from the visual picture. This is psychologically very effective, because the students switch on their professional instinct and can recognize the situation as it develops.

Second step: the students work with the script of the video, finding out the meaning of the unknown words. At this stage the students are broken into small groups to work out the details of the filmed situation, they look up the words in the dictionary, they ask the teacher for help. This step is very important because the cadets are preparing

to role-play the situation. Then the students are given time to go through the lines, reading them out in roles.

Third step: the cadets receive role cards with the details of their functional activities (the number of cards depends on the number of people involved in a certain operation, e.g. in bunkering there will be the chief engineer, the fourth engineer, personnel of the bunkering facility). At this step the cadets study the cards for several minutes, getting ready to role-play the professional situation of bunkering.

Next step is the role-play itself when the cadets act according to their roles. In the process of role playing the professional situation "bunkering", for example, the cadets have to verbalize in roles the following information: getting the bunker barge alongside; sounding tanks; plugging scuppers; taking the blank off the bunker line; getting the anti-pollution materials ready; going through the check-list; maintaining observation of the tank levels, manifolds and fenders; fitting fire fighting equipment in position; checking the joints for tightness; agreeing for the rate of delivery; reporting the ship's readiness to receive bunkers; starting the bunkering; keeping a good lookout for leaks. The follow-up task may be writing a report about the completed bunkering operation. As an alternative, or parallel to this activity the second mute watching may be suggested. In this case students may be suggested to dub the roles.

Role-play activity is multi-functional because it involves combinational training of practically all important skills and habits of learning a foreign language: listening comprehension, reading comprehension, speaking, writing, and what is of utmost importance, decision taking in English in a real professional situation on board.

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EDUCATION

Master of Arts in Teaching English as a Foreign Language, Philology, Translation and Interpreting, Odessa State University, Ukraine, 1978. (Diploma with Highest Honors)

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PROFESSIONAL HONORS, AWARDS, FELLOWSHIPS

Research work and attendance of the course in ESP at St. Mark & John College, Plymouth, UK, July-August 1995
British Council, Odessa branch, fellow member, 1995 – present
Odessa Language Study Center, Teacher of English, Odessa, Ukraine, 1996- present
Fulbright Senior Scholar at Department of English as an International Language, University of Illinois at Urbana-Champaign (UIUC), January-October 1998
Participation in the conferences: WOME-11, Varna, 2001, presentation of the report; IMEC 15, St .Petersburg 2003, presentation of the report

PROFESSIONAL APPOINTMENTS AND TEACHING EXPERIENCE

Head of the English Department, Odessa State Maritime Academy, Ukraine,
Sep.1991- present

Taught : maritime business English ESP, all levels adult learners

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- Lectured in second language acquisition and TESL/TEFL methodology
  (seminars for teachers and professors)
- Developed : teaching materials for the courses taught and lectured
  syllabi and curricula for maritime business class
- All kinds of administrative work

Teacher of English, Odessa Language Study Center, Odessa, Ukraine,
August 1996- present

- Taught :English as a foreign language for all levels adults
  business communication skills for marine engineers, ship agents and forwarders

Senior lecturer and Instructor, Odessa Private open University, Ukraine, Sep.1994-Sep.1997

- Taught practical course of translation and interpreting
- Lectured in comparative English and Ukrainian stylistics
- Conducted seminars in stylistics
- Conducted seminars in translation and text comprehension
- Worked with advanced level students in English communication and composition

Senior Lecturer and Special English Instructor, Odessa State Maritime Academy, Ukraine, Sep.1981-Sep.1991

-Taught: English for academic purposes, all levels of adult learners
  grammar, listening comprehension, reading, writing, speaking skills
  English for specific purposes (maritime business course), all levels adult learners

-Developed : teaching materials for training communication skills
  teaching materials for training business communication
  syllabi and curricula for maritime engineering and electrical engineering graduates

RESEARCH AND PUBLICATIONS

Books:
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Articles

"Translation and Interpretation of the Text", "Substandard Vocabulary in the Original and translated Texts" - in: Translation and Interpretation. Academy of Sciences Journal, Kiev, Ukraine, 1988

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Language Skills: near native English, native Russian and Ukrainian, basic colloquial French
Computer Skills: operator
International Travel: UK, France, Italy, USA, Germany, everywhere

LINGUISTIC COMPETENCE AND GPA IN MAJOR MARITIME COURSES: THEIR RELATIONSHIP TO THE READING PERFORMANCE IN ENGLISH ACADEMIC AND NON-ACADEMIC TEXTS

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ABSTRACT

The study investigated the Linguistic Competence, GPA and Text Types in major maritime courses and their relationship to the Reading Performance in English Academic and Non-Academic Texts of the ZSCMST maritime students in order to obtain empirical support of the extension of the Schema Theory. The study revealed that relationship between Linguistic Competence Level in the English language and Reading Performance Level of English Academic and Non-Academic Texts is significantly correlated; the relationship between GPA in major maritime courses and Reading Performance Level of English Academic and Non-Academic Texts is significantly correlated; the relationship in the Reading Performance Level between English Academic and Non-Academic Texts is significantly correlated; and the Mother Tongue significantly modifies the relationship between the Linguistic Competence Level and Reading Performance Level in English Academic and Non-Academic Texts. It is recommended that that students in a particular program should maintain standard in the GPA in the major subjects in order to achieve better academic performance; that grammatical skills and vocabulary development as the areas of pedagogy in the College Basic English Language Course Programs; that texts for the classroom –teacher made tests in reading should be extracted from students' respective academic discipline; and that English language teachers should fully understand the students' varied linguistic needs, skills and difficulties.

INTRODUCTION

In our daily lives, 80% of the things we do involve reading. Nowadays, the knowledge explosion, and tremendous advances in science and technology call for efficient reading. It has been said that with millions of good books in the libraries, a good reader could hardly read one percent of these during his lifetime. Today's faster living means faster learning (Villamin 1993:3). This belief has relevance to the academic programs since they entail challenging tasks on the part of the students. For example, the students need to read both intensively and extensively a wide variety of recommended books and journals. Particularly, they need to find information required in the texts, instructions, diagrams and critically discuss and evaluate it.

It has been perceived by the English teachers and subject specialists that the students can hardly meet the linguistic demands and perform the tasks successfully. They show difficulties with specialized/technical and general vocabulary, spelling, tenses, agreement and sentence- structure. These are some of the linguistic demands placed on students by the subject specialists since they are strongly believe that students' language difficulty means reading difficulty.

To many second language readers, reading is a suffocatingly slow process, yet developing rapid reading, essential comprehension skills for all students are often neglected in the classroom.

It has been noted that the maritime students as bilingual readers have slow reading process. For many maritime students, reading is by far most relevant of the four skills in English Second Language. Reading is the main reason why they learn the language. The ability to read the written language at a reasonable rate and with good comprehension has long been recognized to be very important.

In second language teaching-learning situations for academic purposes especially in higher education in English-media universities and colleges that make extensive use of academic materials written in English, reading is an English Language is critical. As a result, second language reading efficiency and comprehension should be considered in the English language programs.

Based on this rationale, the study sought to investigate the Linguistic Competence, Grade Point Average (GPA) in major maritime courses, text types and their relationship to the Reading Performance in English Academic and Non-Academic Texts of the maritime students.

METHODOLOGY

The study made use of the Descriptive-Correlational Design. The study investigated the relationship of the Linguistic Competence, Grade Point Average (GPA) in major maritime courses and text types to the Reading Performance in English Academic and Non-Academic Texts of ZSCMST maritime students. This study provided empirical data to support the Schema Theory in reading Performance and its extension which hypothesized the relationship of Linguistic Competence Level and GPA in major maritime courses to the Reading Performance Level of English Academic and Non-Academic Texts, the relationship of English Academic and Non-Academic Texts in the Reading Performance Level, and the moderating variable such as the Mother Tongue to the Linguistic Competence Level and reading Performance Level in English Academic and Non-Academic Texts.

The Linguistic Competence was delimited to Grammar: Subject-Verb Agreement, Tense, Reference, Conjunction, Syntax; Vocabulary. And the level in Linguistic Competence was tested in the following linguistic features using the content areas of Marine Engineering and Marine Transportation. The GPA in major maritime courses was delimited to the final grades of Marine Engineering and Marine Transportation, while the Non-Academic Texts were extracts from newspaper and magazine articles, and advertisement. The Reading Performance Level was tested in the following enabling skills in Reading needed for academic studies: deducing the meaning of words through contextual clues; understanding relations between parts of

a text through both lexical cohesive devices; lexical sets and collocations; understanding relations within the sentence; understanding relations between parts of a text through grammatical cohesive devices through references and connectives; predicting what will come next in the test; anticipating supporting details; scanning to locate specifically required information; the moderator variable was delimited to the Mother Tongue of the maritime students.

Linguistic Competence Test and Reading Performance Test were the instruments used in the study.

Discussion of Results

Linguistic Competence Level in the English Language and Reading Performance Level of English Academic and Non-Academic Texts

Table 1 shows the correlation coefficient (Pearson R) of Linguistic Competence and Reading Performance Levels. As noted in the table, the maritime students' Linguistic Competence Level and Reading Performance Level in English Academic Texts: Marine Engineering and Marine Transportation Content Areas and English Non-Academic Texts are significantly correlated. This also means that the students who scored high in Linguistic Competence are also those who scored high in Reading Performance Test. Likewise, those who scored low in the Linguistic Competence Test are also those who scored low in Reading Performance Test.

Table 1 Correlation Coefficient (Pearson R) of Linguistic Competence and Reading Performance Levels of Maritime Students in the Three Types

Linguistic Competence	Reading Performance in Academic and Non-Academic Texts		
	Marine Engineering Content Area	Marine Transportation Content Area	Non-Academic Texts
R	.518*	.589*	.648
Significant	.000	.000	.000

* Significant

These results are parallel to the many findings of Language Competent and Second Language Reading Performance. Low reading achievement in a second language is significantly related to low general language proficiency in that language, and that readers with low second language proficiency are precisely handicapped in their ability to utilize contextual constraints and cohesive devices when reading in the target language, and this has led some researchers to suggest that there is a threshold of Linguistic Competence necessary for successful reading (Devine in Carell, et. al 1988). In the light of Schema Theory, a reader is affected by his own semantic experiences. This means that he gives meaning to words, sentences, paragraphs and even longer texts according to his linguistic background. More studies support the findings in the relationship between Linguistic Competence and reading Performance.

Grade Point Average of the Maritime Students and Reading Performance Levels in Academic and Non-Academic Texts

The maritime students' GPA and Reading Performance Level in Academic and Non-Academic Texts are significantly correlated. This means that the maritime students whose GPA's are high are also those who scored high in the Reading Performance Level. Likewise, the students whose GPA's are low are also those who scored low in the Reading Performance.

In comparison, the findings reveal that the students with higher GPA's in major courses have better Reading Performance Level. They imply that the higher grades in the major subjects, the greater the scores in the comprehension skills. This further means that the Marine Engineering students have better reading performance in Marine Engineering content area. The reason is that the students' background knowledge in Marine Engineering content area as presented by the GPA would affect their performance in the context of Marine Transportation and Non-Academic Texts. In Alderson's et.al studies (1985) revealed that students' background discipline, that is, their knowledge of a particular academic field would affect their reading performance. This is understandable because the texts in Marine Transportation Content Area and English Non-Academic Texts have not provided directions for the Marine Engineering students as to how they should retrieve or construct meaning from their own previously acquired knowledge in Marine Engineering Content Area. This means that the texts have not provided sufficient clues for them to effectively activate their appropriate content schema in Marine Engineering for efficient comprehension. In the light of Schema Theory, comprehending is an interactive process between the students' background knowledge and the text.

Reading Performance Levels in English Academic and Non-Academic Texts of Maritime Students

The results in Table 2 show that the maritime students' Reading Performance is not directly dependent upon the texts particularly in their content area, that is, related to their area of study. Carrell et.al. (1988) claim that a text only provides directions for a reader as to how he should retrieve or construct meaning from his own previously required knowledge. Efficient comprehension requires the ability to relate the textual material to one's own knowledge. In many findings of language schema and Reading Performance, low reading achievement in a second language is significantly related to low general proficiency in that language (Devine in Carrell et.al 1988). In Devine's (1988) study, as language proficiency increased, reading behaviour would become more efficient especially in regard to the use of effective strategies: bottom-up and top-down processing. As Devine suggests that second language competence readers must reach a certain level of second language competence before they can effectively read in the second language and that there is a threshold of Linguistic Competence necessary for successful reading. Goodman in Carrell et.al (1988) shares a similar view that the writer encodes thought as language and the reader decodes language thought.

Table 2 Correlation Coefficients (Pearson R) of Reading Performance Levels
In English Academic and Non-Academic Texts of Maritime Students

Reading Performance Level	X	SD	R	Significant

1. For the finding that the students, on the average, are considered modest users in the Reading Performance Level in both English academic and Non-Academic Texts, it is recommended that English language teachers in tertiary level should design an excellent, balanced English Language Reading Program underscoring the selection of extracts relevant to the special needs and interests of students in all academic programs in order to expose students to the following reading comprehension skills needed for their academic studies: deducing the meaning of words through contextual clues; understanding relations within the sentence; predicting what will come next in the text, anticipating what will come next in the text; distinguishing the main idea from supporting details and scanning to locate specifically required information.

2. For the finding that the students are considered modest users in the overall Linguistic Competence Level and that only Syntax and Vocabulary predominate, it is recommended that English language teachers in the tertiary level should give much more emphasis on the following linguistic features: Subject-Verb Agreement, Tense, Reference, Conjunctions on top of Syntax and Vocabulary. Extracts from the major subjects should be exploited for information and task sheets as instruction materials to the development of these features.

3. For the finding that the Linguistic Competence Level in the English language influences the Reading Performance Level in English Academic and Non-Academic Texts, it is recommended that Grammatical Skills and Vocabulary Development as the areas pf pedagogy in the College Basic English Language Course Programs, Grammar should focus on Subject-Verb Agreement, Tense, Reference, Conjunctions and Syntax. Extracts from a wide selection of students' particular academic discipline should be used as springboard in the teaching of Grammatical Skills and Vocabulary. It is further recommended that the long-term vocabulary development accompanying parallel content schema in discipline is called for. This somehow minimizes or lessens the interruption of the normal reading.

4. For the finding that Grade Point Average (GPA) in major subjects influences the Reading Performance Level in English Academic and Non-Academic Texts, it is recommended that students in a particular program should maintain a certain standard in the GPA in the major subjects in order to achieve better academic performance in their specialized discipline and to prepare themselves for examinations as required by their profession since exams entail a lot of reading comprehension skills.

5. For the finding that the Text Types influence the reading Performance Level in English Academic and Non-Academic Texts, it is recommended that texts for the Classroom-Teacher Made Tests in reading should be extracted from students' respective academic discipline. Likewise, instruction sheets such as information and task sheets should also be exploited from students' respective academic discipline in the teaching of reading.

6. For the finding that the Mother Tongue influences the relationship of Linguistic Competence Level and Reading Performance Level in English Academic and Non-Academic Texts, it is recommended that English language teachers should fully understand the students' varied needs, skills, and difficulties. This requires teachers' varied strategies and instruction materials to students' linguistic demands. This requires the introduction of Individualized-Approach and the Content-Centered Approach.

It is further recommended that the English language teachers should design and administer their own English Language Competence Test and reading Performance Test as of the University/College entry requirements in order to have a profile of students' Linguistic Competence and Reading Performance levels which serves as documents for evaluation and accreditation purpose, and to help in English language teachers identify students who need remediation in the English language and reading.

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THE ORAL TESTING SYSTEM GUIDED BY THE COMMUNICATIVE TEST

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ABSTRACT

The oral production test is the most typical subjective language test, whose reliability and validity are closely related with the aim, criteria and format of the test and which can most directly reflect the testees' ability to speak. The aim of language tests are not only to test the testees' language knowledge but to test the testees' ability and appropriacy in completing tasks and solving problems with their learned language knowledge as well. Therefore, the language test shall be intended for testing both the language knowledge and the integrated ability of applying the language. Being quite different from the structuralist approach which emphasizes on the accuracy of language knowledge, hence leading to abundancy in grammar testing, the communicative test aims to test the testees' communicative competence. This paper, from the perspective of the communicative test, introduces the oral production testing system which is in practice in Zhejiang International Maritime College.

Key words communicative approach   oral test backwash effect

Introduction

Language testing varies with the change of approaches to language teaching. Both testing and teaching are so closely interrelated that it is virtually impossible to work in either field without being constantly concerned with the other. The structuralist approach is characterized by the view that language learning is chiefly concerned with the systematic acquisition of a set of habits. It draws on the work of structural linguistics, in particular the importance of contrastive analysis and the need to identify and measure the learner's mastery of the separate elements of the target language: phonology, vocabulary and grammar. So in the past even good tests of grammar, translation or language manipulation had a negative and even harmful effect on teaching. The communicative approach to language testing is primarily with how language is used in communication. Consequently, most communicative tests aim to incorporate tasks which approximate as closely as possible to those facing the students in real life. Success is judged in terms of the effectiveness of the communication which takes place rather than formal linguistic accuracy. So a good communicative test of language has a much more positive effect on learning and

teaching and results in improved learning habits. Since the communicative approach to language teaching is strongly recommended in the IMO Model Course 3.17, which meets the requirements of STCW 1995 in that it promotes practical, communicative competence in English, great changes have taken place in the classroom teaching. Therefore, the traditional testing method which is on the basis of the structuralist approach is no longer as valid and reliable as it is expected. Under such situations is the oral testing system in our school, which will be detailed below, established in order to make something up, to reinforce learning and to motivate the students.

Oral testing system of Maritime English in our school

A. The purpose

The students of marine majors in our school are mostly junior middle school leavers, whose English ability ranks elementary or lower intermediate level, and they are particularly weak in listening and speaking. Traditional English tests are mostly in written forms, testing the students' knowledge in grammar, vocabulary, listening and reading comprehension and the most widely used types of test items are multiple-choice ones, which, as it seems, only needs the students to do ticks. The process involved in the actual selection of one out of four or five options bears little relation to the way language used in most real-life situations, thus resulting in "high marks but low ability". The purpose of establishing the oral testing system is to help improve the students' speaking ability to a certain degree, for it is commonly believed that a valid and reliable test has a useful backwash effect on the teaching and learning.

B. The criteria

In our oral testing system, we have introduced the concept of qualitative modes of assessment in preference to quantitative ones. Detailed statements of each performance level serve to increase the reliability of the scoring by enabling the teacher to make decisions according to carefully drawn-up and well-established criteria. Each student's performance is evaluated according to his or her degree of success in performing the language tasks set rather than solely in relation to the performances of other students. The criteria according to which the teacher scores is as follows:

	pronunciation	Vocabulary & grammar	Fluency	Percentage of correctness
6	Excellent, only very slightly influenced by the mother tongue	Two or three minor errors	Speaks without too great an effort with a fairly wide range of expressions.	90%
5	Very good, slightly influenced by the mother tongue	A few minor errors	Has to make an effort at times to search for words. Fairly wide range of expressions.	80%
4	Good, moderately influenced by the mother tongue but no serious phonological errors.	A few minor errors but only one or two major errors causing confusion	Although he has to make an effort and search for words, there are not too many unnatural pauses. Fair range of expressions.	70%

3	Influenced by the mother tongue but only a few serious phonological errors.	Several errors, some of which cause confusion	Has to make an effort for much of the time. Often has to search for the desired meaning. Limited range of expressions.	60%
2	Seriously influenced by the mother tongue with errors causing breakdown in communication	Many basic errors	Long pauses while he searches for the desired meaning. Limited range of expressions.	50%
1	Serious pronunciation errors	Many basic errors, no evidence of having mastered any of the language skills	Full of long and unnatural pauses. Very limited range of expressions.	40%

C. The contents

We have different test levels for different grades of students. The test contents vary in four levels, the first two years being focused on general English and the last two years on Maritime English. The topics of general English include but are not limited to the following:

1. Self-introduction
2. Description of a place
3. Description of past events
4. Description of a person
5. About holidays
6. About future
7. About entertainment
8. About sports and games
9. About personal likes and dislikes
10. Suggestions and invitations

   The topics of Maritime English include and are also not limited to the following:
   1. Ask for and give personal data
   2. Describe crew roles and routines
   3. Exchange information about vessels
   4. Describe the location and purpose of safety equipment
   5. Ask for and give directions on board and ashore
   6. Ship orders
   7. SMCP distress and urgency communications
   8. SMCP for cargo handling
   9. Ask about and explain function and operation of main equipment used by all levels on board
11. Ask for and provide information about the details of incidents at sea

D. The format

The format is the same at each level. The students take the oral test in pairs. The test can be divided into three parts. Each part is observed by an assessor, who is usually an English teacher assigned by the English department on the basis of the principle, in order to show impartiality, that the assessor is not the teacher who teaches the students being tested. The assessor evaluates and scores the students' performance but takes no part in the conduct of the test.

Part I consists of an interaction between the student and an interlocutor, who is usually the student's class teacher in order that the whole atmosphere will become more relaxed. The interlocutor asks the student some questions which are designed carefully according to the contents of the appropriate level. Time taken is approximately 5 minutes.

Part II consists of an interaction between the students in pairs. Time taken is approximately 5 minutes. The tasks given to the students can be in different ways. Here are two commonly used ways.

    a.   Role play. The students are given a realistic situation and are asked to make a dialogue.

    b.   Information eliciting. The students are given two versions of an information card, with one blanking out the information, and are required to ask and answer questions according to the prompts.

Part III consists of a report from the student to the interlocutor. The student is given a picture or watches a video and then is required to describe and give his/or her opinion. Time taken is approximately 5 minutes.

E. A sample of the test paper (for the first year of Maritime English)

Part I Answering questions (The interlocutor shall ask the two testees the following 10 questions, each 5 questions.)
1. In which department will you work on board after you graduate?
2. Do you know the duties as a third officer?
3. Can you list some equipment on the bridge?
4. Can you tell me the function of radar?
5. Do you know how to use the VHF set?
6. Can you list some equipment on deck?
7. What's the use of windlass?
8. What's the use of capstan?
9. Can you list some different fire-fighting equipment?
10. What is most suitable for fighting an electric fire?
Part II Information eliciting.
Situation 1 To student A: You are on board an iron ore carrier. You want to find out about the cargo handling. Ask student B to tell you. Use the prompts on this card to help you.

Deadweight:
Safety load of each hold:
Type of cargo handling equipment:
Its safe working load:
Its maximum reach:
Its handling capacity:

To student B: Student A is going to ask you something about the vessel's cargo handling. Answer his questions by using the information on this card.

Deadweight: 15,000tons
Safety load of each hold: 3000 tons
Type of cargo handling equipment: deck crane
Its safe working load: 15 tons
Its maximum reach: 4 metres
Its handling capacity: 300 tons per hour

Situation 2   To student B: You just heard that a vessel was in distress in the vicinity. You want to find out the details about it. Ask student A to tell you. Use the prompts on this card to help you.

Vessel's name and call sign:
Nature of the distress:
Distress position:
Assistance required:
Cause of the distress:

To student A: Student B is going to ask you something about the vessel in distress. Answer his questions by using the information on this card.

Vessel's name and call sign: Blue whale, DRPM
Nature of the distress: flooding in holds
Distress position: 47° 00′N, 50° 00′W
Assistance required: pumps and divers
Cause of the distress: running aground

Part III A report
To student A: Here is a picture for you to describe and give your comments. You have only 3 minutes for this, so don't be upset if I interrupt you.
(There is another picture for student B to describe and give comments. The pictures are omitted here.)

Conclusion

  Since the oral testing system was introduced and practiced, the students' oral production has been improved a lot. Not only the students pay more and more attention to their pronunciation and oral practice, but the teachers make more efforts to focus on improving the students' communicative competence as well. Though it has taken its first step in achieving the goal we cherished – to have a beneficial backwash effects on teaching, there's a lot to be improved. I always have those questions on my mind: "Are all the teachers qualified in testing and scoring?"; "Do the topics cover the teaching syllabus?"; "Is the standard set proper enough?"; "Are there any other more efficient methods for oral testing?"; etc. Anyhow, I like the Chinese saying that goes: Something imperfect is better than none. I hope that this paper will bring me some precious ideas from experts and experienced teachers.

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IMO Model Course 3.17 Maritime English. International Maritime Organization

IMO SMCP. International Maritime Organization

Resume:

Wangweiping, female, majoring in English literature, has been engaged in teaching Maritime English since 1991 and many of her students are now working as duty officers on board international ocean-going vessels. She's an English associate professor. She's interested in Maritime English teaching and has written some papers about Maritime English teaching method in recent years, which are as follows:

"The Application of Powerpoint in Maritime English Teaching" in Maritime Education and Research by Dalian Maritime University; "The Maritime English Teaching Mode Guided by the Discourse Analysis"(in Maritime Education and Research by Dalian Maritime University;

"PPP Lesson Framework Applied in SMCP Teaching" in Maritime Education and Research by Dalian Maritime University;

"An Introduction to SMCP Training Board" in Proceedings of IMEC 15 in St.Petersberg, Russia.

Besides, she has been invited to write some English textbooks for Seafarers. Last year she was invited by MSA China to write Maritime English tests for Chinese Seamen's Competency Certificate Test.

A SURVEY OF POST-METHOD IN EFL

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ABSTRACT

English language teaching has long been associated with a number of language teaching methods. In the profession, there seems to have been a search for the "best method". In fact, the search was for a single, ideal method, which could be generalizable across different teaching contexts, and successfully teach students the language in the classroom. The first section of this paper refers to the concept of teaching methods in language teaching and the historical obsession with the single best method, which will foreground the idea of a principled approach to language teaching. The second section elaborates on the concept of 'post-method' and its probable implications for language teachers. The third and last section reports the introduction of the post-method approach in an in-service training, and then its use in the context of an actual writing course. There is first an observation of an intensive in-service training during which some experienced teachers became familiarized with the approach and then their views on its applicability was solicited. This is followed by the report of the implementation of cooperative learning in a large writing class. In conclusion, experienced language teachers can benefit from a 'post-method' principled approach to language teaching, which frees them from top-down rules and which lets them be the main decision maker in each unique language teaching situation.

INTRODUCTION

Brown (2002, p. 9) states that the language teaching profession was constantly involved in a search for the single best method for more than a century. The search aimed at the method that is generalizable across different audiences, and that would teach students a foreign language in the classroom for all various contexts of its use. Therefore, looking at the history of language teaching, one can see a series of successive teaching methods of which each has been in vogue for a short while, and then replaced by a new method. Let us now see what is meant by *method*.

The concept of *method* was defined by Anthony (1963) in a hierarchical way, i.e., *approach, method,* and *technique.* Accordingly, an approach is a set of assumptions about the nature of language, learning, and teaching. Method is an overall plan for presentation of language based on a chosen approach. Finally, techniques are specific classroom activities in line with a method, and hence, in harmony with an approach.

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1. Method Failure

Brown (2002, p. 10) maintains that "the whole concept of separate methods is no longer a central issue in language teaching practice." In the mid-1980s, Stern (1985, p. 251) lamented our "century-old obsession," our "prolonged preoccupation (with methods) that has been increasingly unproductive and misguided," because the profession was vainly in search of the best method that would be the final answer.

Historical accounts show that debates about methods have occurred mainly between those ascribing to completely different methods. For example, the debate between rival camps in favour of the DIRECT METHOD and GRAMMAR-TRANSLATION respectively continued for some seventy years, and was only halted by the Second World War and the birth of AUDIOLINGUALISM. As Audiolingualism occupied the limelight. Then, the Cognitive-Code Learning Method of the early 1960s followed. Marckwardt (1972, p. 5) comment on the history of teaching methods as "the changing winds and shifting sands." The basis for the shifts from one method to another seemed to result from comparing methods experimentally and measuring their effects quantitatively. The aim was to furnish *proof* of the greater effectiveness of one method over another. This gradually led to the idea of 'one best method' for learners anywhere. The best method was then believed to be revealed by empirical research (see Johnson and Johnson, 1998, p. 213). In method comparison experiments, the problem was that the superiority of one method over another could not be shown with a high degree of certainty. That is, no one could say that the *only* variable affecting the learners differently was the method applied. For instance, if one group of subjects received more hours of instruction than the other group, then the results of the experiment were invalid.

In practice, the experiments designed to compare methods turned out to be problematic, and thus the method concept was abandoned. Especially, individual learner differences began to receive more attention, and individualization of language teaching became appealing to many. Consequently, innovative "designer" methods (Nunan, 1989) were proposed: Community Language Learning, the Silent Way, Suggestopedia, Total Physical Response, and others. Likewise, even these so-called, innovative methods turned out to be ultimately unsuccessful.

Brown (2002, p. 10) lists a number of reasons for the method failure as follows. The first and foremost is that "…. Methods are too prescriptive, assuming too much about a context before the context has even been identified." Therefore, they are generalizable in their potential application to practical situations. The second is that methods are generally quite distinctive at the early, beginning stages of a language course and rather indistinguishable from each other at later stages. The third is that methods are too artful and intuitive as language pedagogy to be ever verified by empirical validation. The fourth is that methods are laden with "agendas" of their proponents (Pennycook, 1989). Philipson (1992) maintains that methods are often the creations of the powerful "center," which serves as a vehicle of "linguistic imperialism" targeting the "disempowered periphery".

David Nunan (1991, p. 228) comments on methods as follows:

It has been realised that there never was and probably never will be a method for all, and the focus in recent years has been on the development of classroom tasks and activities which are consonant with what we know about second language acquisition, and which are also in keeping with the dynamics of the classroom itself.

2. The Post-method approach

Language teaching experts now believe that there is no need to invent a new method. Brown (2002, p. 11) states that we need to "get on with the business of unifying our *approach* to language teaching and of designing effective tasks and techniques informed by that approach".

We should accordingly think in terms of a number of possible pedagogical options at our disposal for tailoring classes to particular contexts. Therefore, our approach or theory of language and language learning takes on great importance. Our approach then is the theoretical rationale that underlies everything that happens in the classroom. It is the knowledge and principles which makes it possible for teachers as "technicians" in the classroom, to diagnose the needs of learners, to treat learners with successful teaching techniques, and to assess the outcome of those treatments.

An approach to language teaching is not just a number of principles "set in stone." Rather, it is a dynamic "composite of energies" within a teacher that changes with continued experience in learning and teaching (Brown, 2002, p.11). There is, of course, lots of things we do not know collectively about this process, and there is an avalanche of new research findings coming in, to inform language teachers of all that they need to know about language and language learning.

Interesting enough, one teacher's approach might differ from that of his colleagues or even "experts" in the field who differ among themselves. There are two reasons for this variation of approach. The first is that an approach is by definition dynamic and thus subject to some changes as a result of one's observation and experience. The second is that research in second language acquisition and teaching almost always yields findings that are subject to interpretation rather than giving conclusive evidence.

The key to dynamic teaching is an interaction between one's approach and classroom practice. The successful teachers can take calculated risks in the classroom: as new students needs are understood, innovative teaching techniques are adopted, and the follow-up assessment gives them some observed feedback on their effectiveness. The starting point of the teachers' innovation is their approach. But, the feedback they gain from actual implementation of their innovative teaching then modifies their overall understanding of what teaching and learning are. This may, in turn, give rise to a new insight and more innovative possibilities. This way, the cycle continues.

Brown (2002, p.12) refers to a number of principles that can guide the approach adopted by language teachers. They are (1) automaticity, (2) meaningful learning, (3) the anticipation of reward, (4) intrinsic motivation, (5) strategic investment, (6) language ego, (7) self-confidence, (8) risk taking, (9) the language-

culture connection, (10) the native language effect, (11) interlanguage, and (12) communicative competence. Of course, neither are these principles exhaustive, nor are they of the same weight in adopting our approach in language teaching. That is, one can think of more principles including learning style and strategies on the one hand; and on the other, one can, for instance, see how communicative competence as a principle has priority over the other mentioned principles in adopting innovative teaching practice in our classrooms.

Nevertheless, if we are familiarized with the principles, we will certainly be in a better position not only to be innovative in our language teaching classes, but also to be capable of engaging in a carefully crafted process of diagnosis, treatment and assessment. The approach enables us first to account for communicative and situational needs among designated learners, and to diagnose appropriate curricular treatment for those specific learners in their distinctive context and for their particular goals. It helps us then to devise effective teaching objectives with regard to all the contextual variables in a classroom. A sound approach can inspire a set of learning experiences that are appropriate for specific contexts and purposes, and for achieving established objectives. It helps us to decide what went right and what went wrong in a lesson. This systematically evaluates the accomplishment of curricular objectives. In short, it helps us in revising activities, lessons, materials, and curricula.

3. A survey of post-method

This section consists of two parts. In the first part, an account of a participant observation of an intensive in-service training for English teachers. Parallel with this, the teachers' views on the applicability of post-method within their own context of language classrooms are discussed. In the second part, the report of the implementation of cooperative learning in a large writing class will follow in the second part.

3.1 Post-method for Language teachers

I was assigned to offer an intensive in-service training course on teaching methodology within thirty hours starting from mid-January to the end of February 2004. The class met two sessions per week. Forty teachers of English at secondary school in Guilan (a northern province of Iran) registered for the course. The curriculum for the course specifies the overall aim of familiarizing EFL teachers with the theoretical and practical aspects of language teaching.

A specific syllabus was designed for this particular training course. It firstly determined materials of two types: standard theoretical and practical textbooks (Richards and Rodgers' (2001) *Approaches and Methods in Language Teaching*, and Larsen-Freeman's *Techniques and Principles in Language Teaching)*, and a series of articles on methodology (Richards and Renandya's (Editors, 2002) *Methodology in Language Teaching, An Anthology of Current Practice)*. It secondly specifies how the materials are sequenced and treated in each session. Thirdly and finally, it states how the formative and summative evaluation is made.

The very first session of the course dealt with a detailed treatment of the syllabus. This way, the class members were informed of what preparation they were supposed to make each session ahead, and of the way each session is to be conducted. They were also informed of the class presentation and activities, which were divided into three parts: a short preview of what the discussion and activities would be about, a class presentation and a workshop session and finally a short summing-up of the whole discussion.

More specifically, they were told that the first ten sessions would start with a theoretical presentation by the instructor on the selected topic in the syllabus, and then it would be followed by a workshop where the teachers in small groups would exchange their views on different aspect of the same topic with reference to their actual teaching practices in classrooms, and then report a summary of their opinions to the whole class. For the last five sessions, they also became aware that a small team of teachers were assigned to take charge of practical presentations based on their specific lesson plan, then the whole class would be given a number of specific questions related to the presentation and also to their practical teaching at secondary schools for discussion in the workshop part of each session, and finally a summing-up of their views was made by the instructor.

During these sessions, there was basically a theoretical as well as practical review of not only the mainstream methods of language teaching, but also a critical exchange of views on the failure of methods in actual EFL teaching classrooms. Of course, most of the teachers were quite familiar with the mainstream methods of language teaching, but they maintained that these methods seem not to work in their language classes, and that the concept of post-method could be very helpful in language teaching in general. However, they were particularly concerned that it might not be possible for EFL teachers to adopt an approach of their own in our educational system, and to act as the main decision makers in different classrooms.

The recorded responses from the teachers provide us with some clues about three main sources for their belief. They said that there was firstly a top-down educational system where EFL teaching is considered in the curriculum at the secondary schools in a uniform way. Therefore, most of the overall decisions about the aims of language EFL teaching, skills to be focused on, duration of courses, materials to be covered and even some form of assessment for final examinations at some stages, are mostly made by authorities outside the secondary schools. Secondly, they assumed that only highly experienced teachers could take risks in making constant decisions dynamically about all the procedures of language teaching in their classrooms. Thirdly, they said that such a principled approach to language teaching would be highly time-consuming, and thus not rewarding with respect to their getting relatively low pay, because it requires designing a syllabus of their own, preparing suitable materials for each lesson consonant with its objectives, planning the class procedures ahead and constantly evaluating the outcome of their classroom teaching.

Towards the end of the course we, however, arrived at some changes of attitudes, which emerged through class presentations and teachers' exchange of view on the above points. To choose a principled approach, most of the teachers

convinced by Richard's (2002, pp. 21-25) arguments. He characterizes theories of language teaching into "art-craft conceptions," "science-research conceptions," and "theory-philosophy conceptions," which could, in fact, be very helpful for language teachers. One way of conceptualizing teaching is to view it as an art or craft, and as something that depends on the teacher's individual skill and personality. Another one is science-research conceptions that consider the essential skills in teaching as understanding the learning principles, developing tasks, and monitoring students' performance on tasks to see that desired performance is being achieved. Finally, theory-philosophy conceptions see the essential skills in teaching as understanding the theory and principles, selecting syllabi, materials, and tasks based on the theory.

It is possible to view these three conceptions as forming a continuum. Teachers entering the teaching profession need technical competence in teaching and the confidence to teach according to proven principles. Science-research conceptions of teaching might well provide a good starting point for inexperienced teachers. As they gain experience, they can then modify and adapt these initial theories of teaching, moving toward the more interpretive views of teaching implicit   in theory- research conceptions. Eventually, as they develop their own personal theories of teaching, they can teach more from an art-craft approach. This can create teaching approaches according to the particular constraints and dynamics of the situations in which they work. This way, teachers can develop their skills as a process of "on-going self-discovery and self-renewal", as top-down approaches to teaching become replaced by more bottom-up approaches, or approaches which combine the two together (see Richards, 2002, p.25). This is a move beyond the routine, which creates both the challenges and rewards of teaching.

3.2 Implementation of co-operative learning

I was also assigned to offer a course in essay writing to a group of thirty five undergraduate students of English literature who were at third year of their study at English department of Guilan University, Iran. The course started from the end of February 2004, and ended in the end of June 2004 for 14 two-hour sessions. The class met once per week (12 sessions in total).

The students who registered for this course had already passed general courses in English as well as a pre-requisite course in Advanced Writing. The overall aims of this course in the curriculum are to become familiar with the structure of an essay in English, and become capable of writing different kinds of essays for different purposes, e.g., for definition, description, exemplification, explanation, argumentation, narration, etc.

Having the opportunity of my interaction with the teachers of English on teaching methodology, I decided to adopt my own particular approach for the essay writing course. First, after examining the aims of the essay writing course, I tried to develop a syllabus. Before clarifying what kind of syllabus is specified, it seem necessary to give a summary of two kinds of syllabus which are widely adopted by educationalists and language teachers.

One kind is synthetic and the other one analytic. A synthetic syllabus segments the target language into discrete pieces of linguistic items, such as points of grammar, lexical items, and functions. Users of this type of syllabus assume that learners will be capable of combining these discrete pieces of language into a coherent whole which can then be effectively utilized in communicative situations (White, 1988). The second type, the analytic syllabus, is a "noninterventionist" (Beglar and Hunt, 2002, p. 96), experiential approach that aims to immerse learners in real-life communication. "It provides learners with samples of the target language which are organized in terms of the purposes for which people use language" (ibid.). Analytic syllabuses generally represent the educational value system which stresses the growth and self-realization of the individual (White, 1988). This is a problem posing type of education that emphasizes dialogue between the learners and teachers and between the learners themselves. The purpose of the dialogue is to stimulate new ideas, opinions, and perceptions rather than simply to exchange them or regurgitate what others have said. White (1988) lists the most salient characteristics of analytic syllabuses as follows: (a) they are primarily concerned with *how* materials are learned (process-oriented); (b) some degree of negotiation between learners and the teacher occurs; (c) the content is fundamentally defined as what the subject means to the learner and what the learner brings to the subject in terms of knowledge and interest: (d) assessment is partially decided based on the learners' own criteria of success; and (e) the instructional situation is far more cooperative than in traditional, teacher-fronted classrooms. This last point has been referred to as maximizing learning opportunities and is an essential aspect of what has been termed a learner-centered curriculum. Belgar and Hunt (2002, p. 97) maintain that classroom discourse should be a "cooperative venture in which discourse is created through the joint efforts of both the learners and the instructor".

In the light of above arguments, an attempt was made to develop an analytic syllabus for the writing course. The materials were selected from two textbooks: (a) Jordan's (1990) *Academic Writing*, and White's (1997) *Writing Power*. The syllabus specified the method to achieve the goals of the writing different kinds of essay including critical essays. The method is the implementation of cooperative learning because of looking into writing in general and essay writing in particular as a dynamic process. The syllabus also emphasized the formative evaluation during the course rather than one single summative final examination.

The students were introduced to the syllabus at the first class session. They were also informed of the principles and techniques of cooperative learning at the same session so as to encourage mutual helpfulness in the groups and the active participation of all members. For the formation of groups, the students were given a writing task to complete in not more than 30 minutes ("What do you expect from B.A in Literature?"). Based on the assessment on their writing draft, seven top students became the leaders of the groups, which were formed within one week.

We then started the second session briefing the students on how team work would proceed both in and outside the classroom. Then the team members were asked to sit together for group activities. There was regularly a short presentation on the structure of essay and different kinds of essay each session.

The students were encouraged to work in their own group to answer the questions related to the presentation, and to provide an analysis of sample essays in the material.

They were then given a writing task each session. They wrote the first draft individually, and then tried to work in groups and cooperate with one another to come up with one final draft for each group. They could also ask for help from me if they could not agree on a particular point. They were also free to use any sources in the classroom doing the task. They also knew that the sample from each group was part of formative evaluation. They were also given topics to write an essay on outside the classroom every other week. They were told to cooperate within their groups outside the classroom as well. When they brought their completed assignments in, I choose some of their writing samples. And then read them anonymously for class discussion on the essay quality. Then, I would return the essays of each group to the team leader to check at home and make some comments on them and cooperatively improve them while taking the team leaders' assignment with me for assessment. This way, every class member would gain some feedback on what he or she had written.

At the time of final examination, I set the task of writing an essay on their opinions on team work and cooperative learning they had already experienced. The overwhelming majority of students (30 students) registered in the course believed that it was a new and interesting experience for learning together. They felt quite satisfied with their own improvement. However, there were five students who said to prefer traditional teacher-centered methods to cooperative learning.

During the class, there was some direct and indirect feedback which could help language teachers to improve the actual implementation of cooperative learning. First is the decision regarding the team formation--the number of students in a team, the determination of the members of the team based on their heterogeneity or homogeneity, etc. The second is the type of activities in and outside the classroom-- how much freedom is given to the students to decide the topics, and how relevant the topics are to their needs. The third is the procedures to follow in the management of team work activities in the classroom. The fourth and last one what if a student does not want to work in a group.

CONCLUSION

In this essay, the concept of post-method in EFL teaching was elaborated on. Then, a survey of the implications of post-method for language teaching was presented. Consequently, teachers and teacher trainees can carry out classroom techniques by grounding everything they do in well-established principles of language learning and teaching. This way, they are more likely to be directly responsive to their students' purposes and goals.

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THE EFFECT OF ENVIRONMENT ON LEXICALIZATION

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ABSTRACT

This paper is trying somehow to support Sapir Worf hypothesis i.e. it presents some researched evidences to support that environmental factors like geography, culture, religion , economy etc affect on thought via language

The impact of the environmental factors has caused different labels for entities and has broadened the thought of the speakers who use these labels.

Whenever the socio linguistics practitioners discuss Sapir-Worf hypothesis, they mention some examples from certain languages (mostly Arabic language), which is not familiar for most of the speakers of other languages . That is why the researchers have tried to collect some common examples from GILAKI language (Which some linguists believe it is a dialect) , at least to help Farsi speakers to use this familiar data in their academic discussions. The researchers believe that in every environment there are labels for objects , entities or operations which are unique .Navigation is probably a field in which sole labels are quite frequent. That is why a very wide branch of ESP deals with teaching English to mariners.

INTRODUCTION

An important question in anthropology since the mid part of this century has been the validity of linguistic relativity as put forward by Edward Sapir and Benjamin Lee Whorf. Was the latter, for instance, correct to suggest that 'every language is a vast pattern-system, different from others, in which are culturally designed the forms and categories by which the personality not only communicates, but also analyzes nature, notices or neglects types of relationship and phenomena, channels his reasoning, and builds the house of his consciousness' (Whorf 1956). Does language have that power to mould cognition?

Literature Review

Linguists have understood for decades that language and thought are closely related. Humans construct reality using thought and express these thoughts through the use of language. Edward Sapir and his student Benjamin Whorf are credited with developing the most relevant explanation outlining the relationship between thought

and language, the Sapir-Whorf Hypothesis. The hypothesis consists of two parts, linguistic relativity and linguistic determinism. Supporters of linguistic relativity assume that culture is shaped by language. Terwilliger defines linguistic determinism as the process by which "the functions of one's mind are determined by the nature of the language which one speaks." In simpler terms, the thoughts that we construct are based upon the language that we speak and the words that we use. In its strongest sense, linguistic determinism can be interpreted as meaning that language determines thought. In its weakest sense, language partially influences thought. Whorf was careful to avoid authoritative statements which would permanently commit him to a particular position. Because of the broad nature of his statements, it is difficult to distinguish exactly to what extent Whorf believes that language determines thought. Heated debate among modern linguists demonstrates that disagreement exists about the accuracy and correctness of Whorf's studies and of the actual level of influence of language on thought processes. Most linguists currently argue one of the three following positions: language heavily influences thought, language partially influences thought, or the extent to which Whorf and Sapir were correct cannot be determined because of the broadness of their definitions.

The Sapir-Whorf hypothesis essentially consists of two distinct statements connecting the relation of thought and language. Whorf believes that humans may be able to think only about objects, processes, and conditions that have language associated with them (linguistic determinism). The Sapir-Whorf hypothesis also explains the relationship between different languages (French, English, German, Chinese, and so on) and thought. Whorf demonstrated that culture is largely determined by language (linguistic relativity). Different cultures perceive the world in different ways (Chandler). Culturally essential objects, conditions, and processes usually are defined by a plethora of words, while things that cultures perceive as unimportant are usually assigned one or two words. Whorf developed this theory while studying the Hopi Indian tribe. Whorf was amazed that the Hopi language has no words for past, present, and future (Campbell). The Hopi have only one word for flying objects (Hayes et al. 96). A dragonfly, an airplane, and a pilot are defined using the same word. Whorf questioned whether or not the Hopi view the world differently than western peoples. After further interpretation and analysis he concluded that the Hopi have a sense for the continuum of time despite having no words to specifically describe past, present, and future (Campbell). This discovery partially explains why Whorf was cautiously and purposefully broad in his definitions. Drawing definitive conclusions are difficult when studying culture.

Another widely used example demonstrates that language is a reflection of culture. Americans use only a handful of terms to describe snow, including the actual word snow, sleet, freezing rain, and a few others. Eskimos, on the other hand, have many words to describe snow (Hayes et al. 96). Snow that is falling, snow on the ground, snow in blocks, and snow that makes wavy patterns each are explained through the use of separate words (Hayes et al. 96). Snow is a central feature in Eskimo culture, thus it is essential that sufficient vocabulary exists to specifically describe it.

The works of John R. Skoyles and Curtis Hayes et al. support an intimate connection between thought and language. Both sources use examples to support the strength of a 'heavy' interpretation of the Sapir-Whorf hypothesis. Skoyles cites an experiment by two Australian psychologists, Peterson and Siegal, as evidence. Multiple tests are conducted based on a doll named 'Sally.' The experimenter, in the

presence of a child, shows the doll placing a marble in a box (Skoyles). The doll leaves the room, the marble is removed from the box and placed in a basket, and the doll returns . The onlooking child is asked to determine where 'Sally' is likely to look for the marble. Children reply that the doll will look in the box, although they can't determine why . Peterson and Siegal modified the experiment by including deaf children. The 'Sally' experiment was conducted with deaf children who had deaf parents . All of the deaf children with deaf parents answered correctly. The experiment was repeated with deaf children who had hearing parents. These children, for the most part, answered incorrectly . The deaf children with deaf parents experience meaningful interaction with their parents because their parents communicate with them in sign language. The deaf children with hearing parents struggled because non-concrete cognition skills weren't developed. The parents couldn't communicate with the children at an advanced cognition level due to the parents poor signing skills . The Sapir-Whorf hypothesis, if correct, would predict that the deaf children of hearing parents would perform poorly in the experiment because they lacked cognition skills that can only be developed through the use of complex language. The experiment results lead Skoyles to believe that the Sapir-Whorf hypothesis is correct in   Its strongest sense.

Hayes et al. contribute to Skoyles analysis by citing more typically common examples in a cultural context. The Japanese lack a general word for 'water' (Hayes et al. 96). In Japanese, water must be specified as being either hot or cold . Russians have traditionally used two words for 'blue' . The Russians and Japanese aren't constrained by the use of single words to discuss 'water' and 'blue,' thus the literal meaning of the words differs from the English translation. 'Water' and 'blue' are not perceived in other cultures the same way, as shown by individuals who have lived within various cultures. These examples demonstrate that individuals and societies construct reality using language. The children in the 'Sally' experiment did the same. The Japanese do not understand the concept of 'water' without it being warm or cold (Hayes 1977). Skoyles and Hayes provide examples that demonstrate the significance and applicability of the Sapir-Whorf hypothesis. They consider the real life examples that are presented to be supporting and conclusive evidence.

Daniel Chandler, George Grace, and Lawrence Campbell all believe that the Sapir-Whorf hypothesis is significant but they feel that it isn't applicable to all situations. They support a 'weaker' interpretation of the hypothesis. Campbell critiques the work Wilhelm von Humboldt to support his position. Von Humboldt strongly believed that all thought was impossible without language . Campbell counters by asking "if there was no thought before language, how did language arise in the first place?" . This brings up another question. Was there no thought whatsoever before language was invented?

Chandler and Campbell believe that the Sapir-Whorf hypothesis can be disproven by critically examining translation patterns between languages. They specifically address linguistic relativity. Chandler agrees that in literary writing meaning may be lost in translation due to subtle language differences, but he believes that anything can be said in any language. Campbell admits that it may be necessary to use a complex phrase to translate a particular word. But he also believes that through discourse any object, process, or condition can be explained. Campbell presents the following as

proof : "...it becomes obvious that if it was true that language dictated thought, and that concepts were untranslatable, then children would be incapable of learning language at all; for how would a child learn its first word?"

Grace also doesn't believe that a very close relationship exists between thought and language. He believes that language plays some role in determining thought, but he de-emphasizes the link between the two. A person watching baseball who isn't familiar with the terminology would not understand the 'infield fly rule' in the same way as an avid baseball fan, but they would have a basic understanding of how the rule functioned . Grace emphasizes that thought affects language as much as language affects   thought.

Grace, Chandler, and Campbell believe that the Sapir-Whorf hypothesis isn't true in its strongest form, but they do feel that it is applicable in certain situations. Campbell points to the American Indian dialect of Zuni. Speakers of the language don't have words to distinguish between yellow and orange . The re-identification of some objects is more difficult for those who speak Zuni than for English-speaking people. Chandler admits that language *influences* thought but doesn't believe that it *determines* thought. The supporters of this position recognize the value of the Sapir-Whorf theory despite finding critical errors in its makeup.

Terwilliger and his supporters believe that it is difficult to critically analyze the Sapir-Whorf hypothesis because Benjamin Whorf was broad in his definitions, leaving excessive opportunity for interpretation. Terwilliger feels that the hypothesis must be clearly defined before it can be proven or disproven. Terwilliger sees many contradictions within the hypothesis that are caused by incomplete definition. He points to examples that support the hypothesis, but he is equally adept at finding examples that show that the Sapir-Whorf hypothesis isn't applicable to all situations.

Terwilliger points to four different levels by which the hypothesis can be interpreted upon. Each level is complex and further demonstrates that a clearer definition is necessary for the Sapir-Whorf hypothesis to be examined critically . He states that the hypothesis can be interpreted as "referring primarily to the lexicon of the language, or primarily to its syntax...[or] as making statements about basic sensory or behavioral states of affairs, or about more cognitive and cultural states of affairs." Terwilliger questions the debate about translating language and how it relates to culture. Translations between languages can sometimes be quite arbitrary. Benjamin Whorf and Edward Sapir never defined whether the Sapir-Whorf hypothesis infers *literal* translations or translations of *meaning* (Terwilliger). The interpretation of language can be misunderstood as a result of this, thus creating confusion about the practical application of the Whorf-Sapir hypothesis (Terwilliger). Terwilliger believes that "...it is quite possible to translate anything in one language into any other language if one does not insist upon this totally literal translation" . Terwilliger and his supporters simply feel that the Sapir-Whorf hypothesis cannot be critically applied because   the   definitions   of   Whorf   and   Sapir   are   very   vague.

CONCLUSION

The Sapir-Whorf hypothesis consists of two distinct parts: linguistic determinism and

linguistic relativity. Benjamin Whorf and Edward Sapir believed that thought and language are very closely related. Most linguists who study the Sapir-Whorf hypothesis cite examples demonstrating why they either support the conclusions of Whorf and Sapir, reject them, or are unsure of exactly what the hypothesis is about. It is commonly believed that the Sapir-Whorf hypothesis possesses some truth, but the extent to which it is applicable to all situations is questioned. Linguists generally support a 'strong' or a 'weak' interpretation. Linguists who study the hypothesis tend to cite examples that support their beliefs but are unable or unwilling to refute the opposing arguments. Examples exist that strengthen the arguments of everyone who studies the hypothesis ; nobody has gained significant ground in proving or refuting the hypothesis . The debate about the Sapir-Whorf hypothesis will likely continue to be a struggle between opposing viewpoints. This debate will probably never be settled because the hypothesis can be interpreted in many ways.

The following pages contain a collection of words which refer to the same phenomenon ; however they are labeled differently because they have significant effects in the lives people In GILAN PROVINCE.

Collected data Based on Field Study in GILAN (North of Iran)

I- RAIN

A-Use variation with definition

- a- Varon = normal rain
- b- Si = very tiny drops of rain
- c- rasa varon = shower
- d- radas = vertical rain with wind
- e- kovar = rain on the mountains
- f- rak = heavy rain with tunder
- g- asbe sor =heavy and fast rain
- f- zanas = light vertical rain in very cold weather

B- Geographic variation

Varon = varas ,baras , varan

Si = sake si , nam nam, rize varon

Radas = rade , cap rade

Kovar=kobar

Rak = sure varon , sure bar

Asbe sor = asbe dum varas

II-SNOW

A- Use variation
    a- varf   = common snow

    b-ku dame = large pieces of snow on mountains
    c-pu   = Bahman

    d-varfe mar   = heavy snow

    e-varfe xore   = tiny pieces of snow after the main snow

    f-varfe satal   = snow with rain drops

B- Geographical variation

Varf=barf ,baf,sefidi

Varfe xore=varfe xoray ,varfe sokur

V- WIND

A- Use variation
    a- bad   = common wind
    b- garmas bad = hot wind after which there would be rain
    c- gilve   =vertical wind without fixed direction
    d- buron   =cold and fast wind
    e- pice bad   =circling wind
    f- Nasim   =smooth and pleasing wind
    g- barhut   = wind in the sun shine

VI- FISH

A- Use variation

    a- mahi   = common fish
    b- sefid mahi =good fish of Caspian sea
    c- kapur   =fat fish that usually lives in rivers and ponds
    d- suf   =a shining good quality fish
    e- kuli   =fish that never grows more than 20 cm.
    f- Binu   =a yellow color fish with moustash
    g- Kafal   =a fish that has only bone skeleton
    h- sur mahi   =a fish put in salt for special use
    i- uzun brun = the fish which is source of KAVIAR
    j- aslak   = shining fish ,never grows more than 20cm.
    k- Tulxus   = a small fish that eats mud

l- Zolu	=flat fish , low quality ,very oily
m- Sim	=flat shining fish ,high quality
n- Azad	=salmon fish , the best in the world

III- COW & BULL

A- Use variation

a- Gow	= the common cow
b- varza	= the common bull
c-kolu	=the baby cow
d- kramej	= three years old bull
e-kal ga	= bull bred for meat
f-tulum	=new born cow
g- dumus	= two years old cow /bull
i-ruma su	= the cow/bull older than 2
j-parum	= cow which can not have offspring
h-zaje gow	= cow which have milk
k- parne	= ten years old cow
l- vese gow	= pregnant cow

B- Geographical variation

Gow = ga,gab,

Kolu= kule, mande, varzakolu (male) , lise (female)
Varza= varza, varzo
Kramij= kramej
Tulum= telem
Dumus= duvaxt
Zaje gow= zie ci gow

IV- RICE

A- Use variation

a- Branj	= common rice
b- Jukul	= raw rice
c- Sukur	= rice broken in small pieces
d- Pis pisi	= rice broken in VERY small pieces (usually used for making flour)
e- Campa	= thick low quality rice
f- Tarom	= well shape and colour high quality rice
g- Binam	= well shape with good smell medium quality
h- Musa tarom	= the highest quality rice
i- Pakuta	= the lowest quality but highest product rice

B - Geographical variation

Baranj = baj , buj , bij

Sukur = nimdane , xabis , iskur

Tarom = sadri , molaee , domsya

For the sake of conciseness the researcher decided to present only some of the most variant phenomena. Even these few examples may prove how the environment and the various utilities of the same phenomenon has made people to use various labels . It seems that the communities who are using these labels, gain a vast knowledge of the environment i.e. their thought is affected by the environment ;still some other researches may prove the opposite.

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THE ELBE VTS - USING VIDEO IN THE MARITIME ENGLISH CLASS

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There are a number of video tapes available on the market covering different areas in which Maritime English is used nowadays. To these belong the video tapes prepared by IMLA and the Anglosea Project which include navigation in the Saint Lawrence Seaway and in the English Channel and Ship repair at La Spezia. There are also a number of video tapes recorded locally like the so called Canadian tapes. Recently, thanks to the combined efforts of Captain Andreas Petersen and the IMEC chairman prof. dr Peter Trenkner I got a copy of a video on the Vessel Traffic system in the river Elbe which I would like to present here in a form of a workshop on how this kind of video can be used in the Maritime English class.

It covers the area of the Kiel Canal which connects the Baltic Sea and the North Sea and further with the waters of the English Channel which are the areas of very heavy traffic and therefore the areas where safety of shipping is of paramount importance.
A new Vessel Traffic Services centre has been started in Gdańsk so it is of great interest to us and to our students to see how other centres function and to prepare them well for their job at sea.

All these video tapes are about 25 minutes long and can be used in the class even when the level of English is mixed which is often the case at our academy in Gdynia. First of all, we pre-teach the terminology by putting it on the board and explaining the meaning of the words. Then we can watch the video for the first time and devise a number of exercises. One of such exercises can be based on listening comprehension which includes a number of questions.

We can go through the questions first so the students know what information they should be looking for and this can also be done before watching the video, particularly when the level of English in the group is not so high. When the group of students has a very good command of English we can give them questions and ask them to look for the answers while they are watching it for the first or for the second time.

I usually divide the video into parts so we can stop at chosen places which may need additional explanation or the students can stop the tape and ask questions or view some parts of it again as required and comment on them.
Usually when we have finished watching the video I ask the students to compare their answers to the questions and to ask each other for the answers so they can all participate in the lesson and practice their English.

Watching the video gives them opportunity to listen to different ways of speaking and to different accents and is an attractive way of focusing the students' attention on terminology and procedures.

We may also have a number of exercises on vocabulary building, on different types of ships which appear in this particular area, on the types of cargoes these ships carry, on the port facilities available at the different terminals, on the marking of port approaches and types of dangers to navigation and on the types of weather which the seamen may encounter in different regions of the world.

Here comes the first exercise which consists of listening comprehension questions:

1. What does VTS stand for?
2. What are the weather conditions in the river Elbe area?
3. What is the wind direction and force?
4. What are the meteorological statistics for the river Elbe?
5. Where are the VTS centres situated?
6. How big is the area which they cover?
7. What are the dangers in the approach to Hamburg?
8. How many people work in one shift at the VTS centre?
9. Where do the locks to the Kiel Canal open?
10. When does the ship contact the centre and why?
11. What can the VTS operators tell ships to do?
12. Which ships are required to report?
13. How often do they have to report?
14. What is the ship's data?
15. When do they have to report?
16. What information do ships carrying dangerous goods have to give?
17. How many ships have been registered a year?
18. How many ships carried dangerous goods?
19. How often do ships pass the Elbe VTS area?
20. What used to mark the fairways in the past? And now?
21. Is pilotage compulsory for all ships?
22. When were piloting fraternities formed?
23. Where was the first civilian port radar station installed?
24. What does RADAR stand for?
25. How does radar work ?
26. How many radar sets are required from new vessels?
27. How can computers help?
28. What does the transit time of a beam mean?
29. What is the advantage of having shore-based radar stations?
30. How long is the Elbe approach?
31. Who benefits most from the new technology?
32. What affects marine safety?
33. How have tonnages of ships changed over the years?
34. What stations does the VTS in Cuxhaven comprise?
35. How many VTS centres are linked?
36. Which ship have they boarded for the purpose of this exercise?
37. What type of ship is she?
38. When does the pilot go aboard?
39. What is the advantage of cross bearing?

40. What does a CPA stand for?
41. What are the advantages of the VTS?
42. How do VTS centres co-operate?
43. What cannot the VTS redress?
44. Are there any VTS centres in your area?
45. Would you like to work in one of the centres? Why yes? Why not?

A DATABANK OF MARITIME ENGLISH RESOURCES – AN INVITATION FOR CONTRIBUTIONS

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ABSTRACT

The necessity for the establishment of a databank of Maritime English resources and materials has been articulated at many WOME/IMEC conferences as well as in a number of EU projects on Maritime Education and Training. The work builds on the author's paper 'On some aspects of evaluating Maritime English materials – checklists' delivered at IMEC 15 in St. Petersburg.

Following an attempted classification of Maritime English resources and materials, the paper presents the structure and layout of a pilot databank of Maritime English resources to be made available for use of IMLA-IMEC Maritime English teachers and MET institutions worldwide. The databank therefore contains a digitalised list of textbooks, short course materials, videos, CD ROM and multimedia materials, software and internet resources for the various aspects of Maritime English. The web-based version of the databank also displays pdf-format views of title pages, contents and sample units of individual materials.

The databank is easy to handle and open to modification allowing for corrections and insertion of unlisted and new materials. A pilot version of the databank is available on IMEC's internet website, primarily for the use of Maritime English teachers and learners, though it might also be useful source of information for the main stakeholders in the process of designing Maritime English and MET courses and curricula. Teachers of Maritime English or visitors of IMEC website are therefore invited to make continuous updates and contributions to the databank via internet and offer electronic samples of their own materials.

Key words: Maritime English, learning/teaching resources, types of materials, web-based databank

1. INTRODUCTION

The need for access to a systematic databank of Maritime English learning and teaching resources and materials has been voiced at a number of Maritime English conferences and workshops, notably IMEC and WOME under the auspices of IMO IMLA (International Maritime Lecturers Association), as well as in the recent EU projects on maritime education and training (MET), such as MARCOM, METHAR sand METNET. The idea has also received support from IAMU (International Association of Maritime Universities).

While in the field of English for General Purposes (EGP) there has been a wealth of published materials commercially available on the market, this has not been the case for Maritime English, a restricted subset of English for Specific Purposes (ESP). There seem to be a number of reasons for such a situation:

- non-existence of standards on Maritime English syllabus
- lack of standards on Maritime English textbooks
- unarticulated demand and, in turn, lack of interest on the publishers' side,
- poor supply of textbooks for international use,
- restrictive national legislations and language policies,
- slow adjustment of conventional textbooks to the developments in foreign language teaching and modern teaching technologies (cf. Pritchard 2003).

The above reasons could be reduced to the following: (a) relatively low demand on the market and (b) non-existence of a single, officially recommended material (by IMO, ISF, or any major influential international organisation, e.g. a Maritime English coursebook accompanied by video or CD support material). It must be admitted, however, that the situation has changed recently with the publication in 2003 of Peter Van Kluijven's IMLP, following the already well known Marlins Maritime English packs published in 1997 and 1998. An EU project of a similar nature and scope (Maritime English Learning Material Database - MarEng[12]) is now under way at the University of Turku. The project is to provide, as quoted in the summary of the application form, a 'web-based, more user/teacher-friendly, low cost or free interactive maritime English tool' (material). It is to be based on a number of texts describing a fictitious voyage of the MM Marina. Projects of a similar type have been created before, cf. Wavelength, Seaspeak, etc.

However, Maritime English teachers and instructors throughout the world, and especially within the IMEC, have produced numerous valuable publications on various aspects of Maritime English offering their students and trainees a rich choice of materials tailored to their specific requirements and meeting the needs of various authorities. Unfortunately most of these valuable materials are normally disseminated only among the narrowly targeted user population and are rarely known and consequently unavailable to the wider public, i.e. teachers and trainees worldwide.

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[12] Maritime English Learning Material Database (MarEng)
www.leonardodavinci.fi/projects/stat/jatkoon2004.html

Another plausible reason lies in the ever-increasing number of books published across more and more areas of ELT, which, as A. Cunningworth (2003) puts it, might make the English language teacher 'thoroughly confused and overwhelmed by their sheer variety'. This claim holds both for the 'mainstream courses' and to more specialized material such as ESP courses and supplementary skills books, e.g. on Maritime English. For more information on the issues in evaluating materials for teaching general English (EGP) the readers are referred to Cunningworth's seminal book *'Choosing your Coursebook'*. For an attempt at evaluating Maritime English materials see Pritchard 2003. Basically, there are two criteria: external and internal. External criteria refer to extra-linguistic aspects of materials: e.g. authenticity of language, availability of supplementary materials, adequate instructions for the student and guidance for the teacher, appropriate level of integration into the course of study, quality of editing and publishing, price), Internal criteria are related to language: pronunciation or grammatical issues, adequacy of drills, vocabulary, collocations, etc. McDonough and Shaw 1993: 75) recommend the following internal criteria: presentation of the (four) skills in the materials, grading and sequencing of the materials, 'discourse' skills (presence of appropriate text beyond the sentence), listening skills: authentic or artificial recordings (cf. SMCP *vs* real communications in Trenkner 1997 and Pritchard 2000), speaking skills: the nature of real interaction *vs* artificial dialogues, efficaciousness of the teacher's guide. The most usual methods or means of evaluation are questionnaires, checklists, rating scales, interviews, observation, discussion, records, etc. This paper specifically deals with the use of checklists in evaluating Maritime English materials.

This paper aims at making such materials and other Maritime English resources known and available for evaluation and possible selection to any IMEC teacher or student of Maritime English via the internet. For this purpose a pilot Maritime English Resources Database (designed, compiled and edited by the author of this paper) has been created for the primary use IMLA members and for other visitors of IMEC website. For convenience this database will be referred to in further text as 'Maritime English Databank', or simply 'databank'. In addition to using her/his own materials, modern Maritime English teachers must be able to make well-grounded choices from a host of teaching materials available all over the world today in order to select the most appropriate coursebook, software or any materials or source. Today the source and medium of information, in the form of a databank, must of necessity be that of the internet. However, there is a requirement that the databank be open for updates on existing items in the databank, information on availability and conditions for purchase. It should also be open for insertion of newly published or uneneterd materials by the users of the website. The databank and the corresponding website will be run and maintained for IMLA-IMEC members by the author at the University of Rijeka, Croatia.

Having established the need for a databank of Maritime English resources in the introduction, in Part 2 this paper discusses some issues in defining the key concepts of 'materials' versus 'resources'. This is followed in Part 3 by the discussion of the pitfalls of classifying Maritime English resources, though a classification of the types of materials is finally attempted. The fourth part focuses on the issues in designing a databank of Maritime English resources and materials and illustrates some parts of the very databank. Finally readers, i.e. Maritime English teachers, are

invited to follow suit and contribute their own materials and resources to the databank.

2. ME resources and materials – definition problems

The definitions of the key concepts in this paper – Maritime English materials and resources – largely build on the definitions of these terms in ELT and ESP. According to Tomlinson (1998) materials include anything used to teach language learners, i.e. (a) 'anything which presents or informs about the language being learned' (Tomlinson 1998: iii), and (b) anything used by 'teachers or learners to facilitate the learning of a language' (ibid: 2) . This encompasses textbooks, workbooks, cassettes, CD-ROMs, videos, photocopied handouts, a newspaper, live talks, recordings and transcripts of conversations (e.g. VTS or MRCC recordings), instructions given by a teacher, tasks written on cards, or a paragraph written on the whiteboard, charts, diagrams, etc.. They may be adapted or simplified versions of authentic texts and may take various multi-medial forms, as core or supplementary materials. Materials can be teacher-generated or 'self-access materials' designed for the learners to use on their own without access to a teacher or classroom. Nunan (1988) emphasises the pedagogic role of materials stating that they are:

> "... an essential element within the curriculum, and do more than simply lubricate the wheels of learning. At their best they provide concrete models of desirable classroom practice, they act as curriculum models, and at their very best they fulfil a teacher development role. (Nunan 1988)

The role of the teacher is that of a material developer (writer of textbooks, provider of input materials, story-teller, provider of samples of language, etc. The teacher can also be a facilitator, helping students to look for suitable materials on their own and for their specific language learning purpose.

In the process of foreign-language teaching, especially ESP and Maritime English, the resources used can be real-content materials (Dudley-Evans & StJohn 1998:11-12), i.e. selected and often modified for teaching purposes (e.g. using MARS reports to have the students learn and practise the specific lexical items expressing time sequencing) but can also contain authentic, carrier-content material, as a vehicle for real content. While carrier-content materials are often the unavoidable 'necessary evil' (which should be neither distractingly high nor trivial), our chief purpose in selecting materials is real content and the material chosen must clearly exemplify this. In this paper the term 'materials' shall, as a rule, cover and be equivalent to real-content materials.

Although the two terms: 'materials' and 'resources' are often used interchangeably, i.e. most people associate the term 'language-learning materials' with coursebooks or textbooks, for the purpose of this paper they will be taken as standing in a hyponymic relationship, the term 'resources' being a superordinate and including the content of the notion of 'materials'. They are used in all stages of the teaching process (e.g. a lesson), as a raw material of the classroom (Nunan 1988:108), for the purpose of presentation, practising and production (Scrivener 1994:1149. The term 'materials' will therefore be used in a more restricted, pedagogical sense here, serving as means of 'packaging' content into sets of learning texts and tasks (Ur 1991: 175).

Finally, ELT and ESP 'materials' are more readily available than individual resources, especially those created by numerous maritime English instructors worldwide. This paper intends to help uncover this wealth of resources and materials produced incessantly by Maritime English teachers in all parts of the world and make them available to peer teachers, using the internet as an important vehicle of access to and exchange of teaching materials.

3. Types of Maritime English resources and materials

Maritime English 'materials' are varied and can be classified along a number of criteria:

- textbooks / coursebooks *vs* supporting/supplementary materials
- written *vs* aural or combined (multimedia)
- general *vs* communicative competence-based
- spoken Maritime Englih vs non-spoken
- paper *vs* electronic / CD & software / internet-based
- (maritime) topic-oriented *vs* language/function-oriented
- register-based (nautical, marine engineering, maritime communications, maritime law) *vs* genre-based (e.g. for vocational training of ratings, familiarization courses for passenger ship crews, etc.)
- commercially published *vs* in-house vs
- teacher-generated/adapted *vs* self-access materials
- comprehensive (General Maritime English) *vs* tailored to suit specific purposes
- resources/materials for presentation vs practising vs production
- grammar-oriented vs content-based
- General Maritime English vs vocational training in the maritime sector
- dictionaries, glossaries
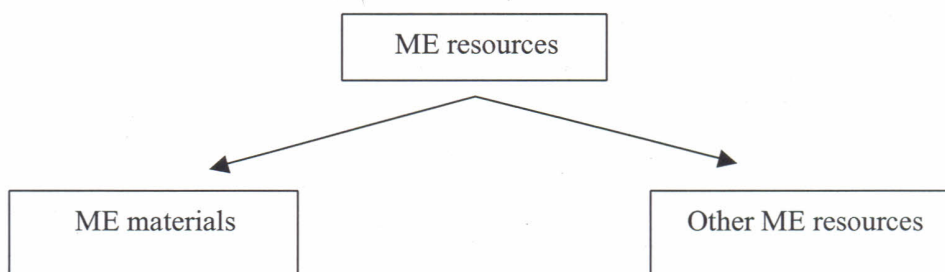- electronic/internet textual and lexical (conceptual or thematic) databases

It is obvious that most Maritime English materials are a combination of a number of the above resources. They normally range on a scale between the extreme items of the binary oppositions listed above.

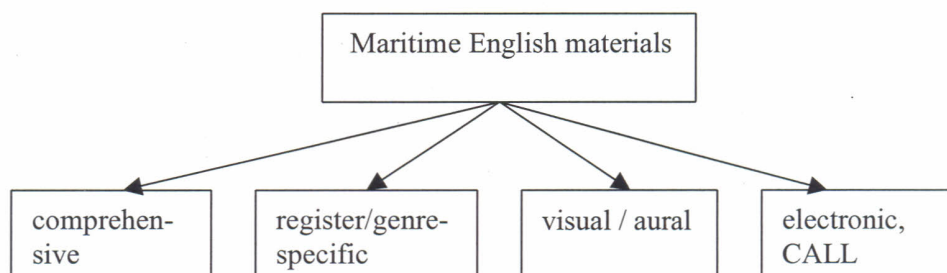In addition, the resources for Maritime English teaching also include:

- studies, reports and articles or papers and proceedings published as a result of various projects, conferences and workshops on or relating to Maritime English (e.g. MARCOM, METHAR, METNET; IMEC, WOME, IMLA, GAME, IAMU, AMETIAP, etc.)
- cousebooks, handbooks and manuals on maritime subjects
- maritime journals and periodicals
- publications by IMO and other maritime organisations (ICS, ITU, MAIB, Lloyds, classification societies, etc.)
- drawings, diagrams, tables, pictorial materials
- ship's papers, shipping documents; ship's technical specifications
- all operating and maintenance manuals on board and in ports and terminals
- library resources, internet resources

- etc. (the list is virtually unlimited).

While the databank presented in this paper only refers to 'materials' in the narrow sense described above, i.e. the materials included in the pilot Maritime English Databank, further study is needed of what will be referred to as 'other resources', for the lack of a better term. The latter can be invariably classified as carrier-content materials and will, among other topics, be the subject-matter of the PROFS[13] project currently under course (Trenkner & Cole 2003). They are to provide the the resources for the horizontal and vertical maritime background knowledge to be expected of a Maritime English instructor and the ways to acquire such. Therefore, using the term 'resources' both in the generic sense (any material potentially usable for learning and teaching purposes) and specific sense (materials specifically and purposefully designed for teaching Maritime English), we may obtain the following sub-division into two major classes of Maritime English resources:

```
                    ┌──────────────┐
                    │ ME resources │
                    └──────────────┘
                     ╱            ╲
                    ╱              ╲
     ┌──────────────┐          ┌────────────────────┐
     │ ME materials │          │ Other ME resources │
     └──────────────┘          └────────────────────┘
```

In this paper we are interested in ME materials. The Maritime English 'materials' listed above are classified randomly and reveal an experiential approach to classification. For practical purposes, a more user-friendly classification meeting the requirements of the Maritimer English teacher is necessary. The diagram below shows a possible systematic sub-division od these pedagogically-oriented materials (see also Pritchard 2004) :

```
                 ┌───────────────────────────┐
                 │ Maritime English materials │
                 └───────────────────────────┘
                  ╱      ╱        ╲        ╲
   ┌───────────┐ ┌──────────────┐ ┌─────────────┐ ┌──────────────┐
   │ comprehen-│ │ register/genre-│ │ visual / aural │ │ electronic, │
   │ sive      │ │ specific     │ │             │ │ CALL         │
   └───────────┘ └──────────────┘ └─────────────┘ └──────────────┘
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[13] *The Professional Profile of a Maritime English Instructor* (PROFS) is an IAMU/WGIII project run by C. Cole, P. Trenkner and B. Pritchard.

It has been already stated that most materials are a combination of at least two sub-classes above. Thus, in addition to being a modern paper coursebook, Peter van Kluijven's IMLP is accompanied by a amulti-medial course, accompanied by a CR-ROM containing numerous practical exercises in spoken Maritime English, SMCP included. Van Kluijven's coursebook is also comprehensive (encompassing general Maritime English topics), register-based (offferring texts and units in navigation, marine engineering, marine communications, and ship's business). It is competence-based in terms of implementing the requirements of IMO STCW Convention 1995 and places strong emphasis on spoken communication in English for safety purposes.

The materials, i.e. coursebooks, on the nautical register of Maritime English far outnumber those on other registers. They also feature a great deal of general Maritime English and EGP (English for General Purposes): cf. Strevens 1972, Blakey 1987, a series of basic Maritime English courses by P. Trenkner and a group of authors (1986-1990), Nisbet, A. & A. W. Kutz & C. Logie (1997), Logie, C. E. Vivers, A. Nisbet (1998), Uribe-Echevaria (1997), Pritchard 1999, etc.

Typical representatives of materials on the register of maritime communications are Strevens 1972, Trenkner et al. (1986-1990), Wu Demao (1994), Weeks (1986 and 1988), Fischer & Trenkner (1990), Wang Qinchao (1992), etc.

Within the register of marine engineering some of the representative coursebook materials may be quoted, such as Zhang & Shaolin (1993), Uribe-Echevaria (1997), Spinčić & Luzer (1999), but new coursebooks and other resources in this field have been published recently and need to be inserted in the databank.

The register of maritime law and shipping are widely covered in the following coursebooks: Katarzynska (1988), Fan Miaofu (1993), and Petkova and Toncheva (2000).

This list is, of course, far from exhaustive, and - just as any selection and evaluation of teaching materials – liable to evaluator's subjectivity. A more detailed list and information, as well as the an attempt at evaluating the above and many other coursebooks, video materials, multimedia, CD-roms, CALL software and internet resources for Maritime English, can be found in Pritchard (2004).

Electronic PC-based materials, on CD-roms and multimedia, and CALL software, are of particular interest both for the modern Maritime English teacher and learner, because they allow a high degree of interactivity and self-learning. Here is a selected list of the materials retrievable from the databank:
- multimedia CD-ROMs:
- *Maritime English*. Maritime Education Sweden AB, (now available from Vodeotel London and Seagull, Norway
- *Maritime Communications*. Maritime Education, Sweden AB
- multimedia CD-ROM versions of former videos:
- *Marlins Study Pack 1*, Videotel & Seagull, London
- *Marlins Study Pack 2*, Videotel & Seagull, London
- Maritime English software applications:
- *MarineSoft's SMCP and Marine Language Training*, MarineSoft GmbH, Rostock, Germany

- *Marlins Study Pack 1, Progress Test*, Videotel, London
- *Marlins Test of Spoken English (TOSE)*, Videotel, London
- *ISF Marlins Test*, Marlins
- Comprehensive Maritime English courses with CD-rom:
- *The International Maritime Language Programme (IMLP)* by P. Van Kluijven, Rotterdam, the Netherlands

There is an endless list of Maritime English resources from the internet of which only a very limited representative list of websites is offered below. With respect to the relevance for Martime English a number of internet resources (websites) are discernible:

- MET institutions websites (maritime universities, colleges, academies, maritime training centres)
- websites of international organisations in the maritime sector (IMO etc.)
- commercial software developers (*Videotel, Seagull, Marlins, MarineSoft*, etc.
- individual websites maintained by Maritime English teachers, run both independently and within the sites of the relative MET institutions
- websites of shipping companies, crewing companies, etc.
- numerous individual websites run by former masters and other seafarers, maritime lexicographers, boat designers and builders, etc.
- publications available on the internet (e.g. N. Bowditch's *American Practical Navigator*, SAR manuals, etc.)

Some useful websites:

- *www.IMLA-IMEC.com* (International Maritime English Conference, an IMLA website for Maritime English – formerly WOME; previous web address: *home.planet.nl/~kluijven)*
- www.wmu.se - World Maritime University, Malmö, Sweden,
- websites of practically every MET institution worldwide
- international maritime organisations (IMO www.imo.org),International Shipping Federation (*ISF* www.british-shipping.org;) (www.uscg.mil, www.coastguard.gov.uk, www.coastguard.com.au and national maritime administrations (*www.marad.dot.gov, www.fma.fi*, etc.)
- Nautical Institute, London: www.nautinst.org (well known among ME teachers for its downloadable MARS reports (Marine Accident Reporting Scheme)
- commercial maritime software developers *(www.videotel.co.uk ; www.seagull.no ; www.marlins.co.uk ; www.marinesoft.de)*
- websites created and maintained by individual Maritime English teachers (*http://home.planet.nl/~kluijven*; *http://www.pfri.hr/~bopri*)
- shipping companies, crewing companies, ship's agents and forwarders, port authorities, lighthouse associations, pilot associations

- shipyards, manufacturers of marine engines and equipment; manufacturers and suppliers of ship's navigational, communication, and safety equipment
- websites run by seafarers, maritime lexicographers, boat designers and builders

Finally, for an excellent introduction to and detailed information on internet-based ELT and ESP resources, the following freely downloadable website textbook is highly recommendable: *Information and Communcations Technology for Language Teachers (ICT4LT)*, obtainable at *http://www.ict4lt.org*.

4. Maritime English Resources Database

The pilot version of the Maritime English Databank (i.e. Maritime English Resources Database) is restricted to 'materials' only. In the second stage it will be upgraded with data on other resources such as data retrievable from the internet, maritime dictionaries and glossaries, papers of the proceedings of Maritime English conferences and workshops, work packages of Maritime English projects and other resources listed in Part 3.

There were two main issues preceding and during the process of compilation and creation of the databank:

(a)   which attributes should each material/resource item in the list contain (i.e. individual material), and

(b)   how to classify or categorize the materials/resources.

The attributes are partly the result of the evaluation study of Maritime English materials (cf. Pritchard 2003 and 2004). They are also based on intuition of the author of this paper as an experienced Maritime English teacher. Once the databank is, hopefully, accepted by peer teachers, and when a substantial number of contributions providing information for insertion of their own materials and resources in the databank is received via internet, the databank will be upgraded with further attributes in line with the criteria listed in the evaluation sheet or checklist (cf. Supplement 1). The attributes in the Pilot Databank include:

- title of the material
- name of author(s)
- year of publication
- where published
- publisher's name
- category of the material
- ISDN, if applicable
- medium of materials (paper coursebook, audio/video cassette, CD-Rom, software, internet, or a combination of any of these)
- links for viewing PPT pages: (a) cover page, (b) table of contents, (c) sample unit
- link for visitors of the internet-based databank to add/insert their own materials into the databank
- link for visitors to edit a particular item (e.g. updating and correcting existing information)

These attributes can all be searched by inserting queries in the Quick Search box. An extract of the pilot databank below shows a sample of page 2 arranged in alphabetical order of authors:

Title (*)	Authors (*)▲	Publ Year (*)	City (*)	Publisher (*)	Category (*)	ISDN (*)		
English for Nautical Students	Bakr M;	1979	Glasgow, UK	Brown, Son & Ferguson Limited	general and nautical textbooks	0 85174 337 4	View	Edit
Seafaring in English	Bell C;	1969	London, UK	British Broadcasting Corporation	general and nautical textbooks		View	Edit
English for Maritime Studies	Blakey TN;	1987	London	Prentice-Hall International	general and nautical textbooks		View	Edit
English in Sea Transport Documents	Boneva J;	1998	Varna		Maritime Law and Shipping	954-449-052-3	View	Edit
Maritime Business English- Reading and Writing	Chen Z;	1990	Dalian, China	Dalian Maritime Universitiy Press	Maritime Law and Shiping	7-5632-0265-x/H.23	View	Edit
English for Deck Officers	Delevap D;	2000	Varna	Slavena Publishing House, Ltd.-Varna	general and nautical textbooks		View	Edit
25 Tests on Maritime English	Deleva D;	2000	Varna	Slavena Publishing House,Ltd-Varna	general and nautical textbooks		View	Edit
English for Maritime Engineers	Fabe D;	1997	Portorož	Fakulteta za Pomorstvo in Promet	Marine engineers and engineer officers		View	Edit
Shipping Business for Nautical Students	Fabe D;	1995	Portorož	VPPS	Maritime Law and Shiping		View	Edit
English Correspondence for International Shipping Business	Fan M;	1993	Shangai, China	Baijia Press	Maritime Law and Shiping	7-80576-411-5/H.01	View	Edit

Page [ ][ ][2][ ][ ] of 9

Records 11 to 20 of 89

The number of attributes can be enlarged and upgraded after receiving feedback and proposals for insertion of new materials from peer Maritime English teachers. The teacher's selection of the most appropriate material can be facilitated by reference to a sample evaluation sheet, attached in Supplement 1. The attributes for each material in the databank (e.g. type of material, the possibility to view the Table of Contents and a sample unit) and a critical evaluation of the checklist may also be of help to Maritime English teachers, maritime education and training institutions, shipping companies

and others in deciding on the selection of an appropriate (combination of) maritime English materials to suit any particular purpose or teaching objective.

The categorisation of the materials was introduced in Part 3 and it served as a basis for the categories adopted in the databank. For the time being the databank is sub-divided into five categories of Maritime English materials:

- general and nautical textbooks
- maritime law and shipping
- marine engineers and engineer officers
- maritime communications
- media type (video, CD, multimedia, internet

However the databank is open for possible addition of any number of further attributes or sub-attributes. Data for every item of a particular material can also be viewed separately, and allow for additions and modifications, cf.:

View data

Back to List

Type	Coursebook
ID	88
Title	Nautical English
Authors	Wu D;
Publ Year	1994
Notes	Soft cover book with a teacher's manual
City	Dalian, China
Publisher	Dalian Maritime University Press
Category	general and nautical textbooks
ISDN	7-5632-0765-1
Media type	paperback
URL	
Cover	View
Contents	View
Sample	View

The databank allows for alphabetical searches in the appropriate colums for title of material, author, city of publication, catergory of material, and numerical ordering of years of publication. Here is a list of some of the most recent maritime English coursebooks (limited of course to the items known to the compiler of the databank):

Title (*)	Authors (*)	Publ Year (*)▾	City (*)	Publisher (*)	Category (*)	ISDN (*)		
Standardised (IMO-SMCP) Safety-related Maritime Radio Communication in Dialogues (Tasks) - Aufgaben 1, Loesungen 2	Trenkner, P. ; Hartung, R.; Struschka, B.	2003			Maritime communications		View	Edit
Marine Signals and Radiotelephony	Yongxing J;	2003		China Communications Press	Maritime communications	7-114-04758-4	View	Edit
The International Maritime English Language Programme, An English Course for students at Maritime Colleges and for on-board training, SMCP included	Kluijven, P. C. van	2003	Alkmaar	Alk & Heijnen Publishers	general and nautical textbooks		View	Edit
English Textbook for Marine Engineers I	Spinčić A; Pritchard, B.	2002	Rijeka	Faculty of Maritime Studies, Rijeka	Marine engineers and engineer officers		View	Edit
Marine Training and Marine Language: SMCP and English Language Training		2000		MarineSoft			View	Edit

For more information readers are invited to visit the link to Maritime English Resources Databank on IMEC's website (www.IMLA-IMEC.com) or directly to www.pfri.hr/~bopri (Faculty of Maritime Studies, University of Rijeka, Croatia).

The databank was originated, compiled and designed by the author while the database was developed by Dr. Dragan Čišćić, head of the Department of Marine Elecronics and Information Science, Faculty of Maritime Studies, Rijeka. It makes use of the emergence of Free and Open Source Software and the WWW as a platform for distributed applications development leading to the availability of the LAMP web development environment which is robust enough to allow the development of complex on-line services and applications. LAMP is an Open Source Web development environment based on:
- Linux as the operating system,
- Apache as the Web server,
- MySQL as a relational database management system (RDBMS) with add-on tools for Web-based administration (or other Open Source alternatives, such as PostgreSQL), and

- PHP (EasyPHP) - a popular object-oriented scripting language that encompasses the best features of many other programming languages to make it efficient for Web development.

Under the auspices of IMLA-IMEC, the databank will be maintained by the Foreign Languages Department of the Faculty of Maritime Studies, University of Rijeka, Croatia.

5. CONCLUSION – evaluation by peer teachers

The paper is aimed at introducing potential users and contributors to the concept and structure of the Maritime English Resources Database. Suggestions from readers as to possible improvements, changes, corrections, and modifications of any king will be most welcome. Most importantly, however, Maritime English teachers are challenged to offer their own materials and resources for insertion in the databank. It is a well known fact that there is no 'best' and therefore no single coursebook or any material on Maritime English for mandatory universal use. A combination of different materials from any provenance, using different media, and especially if well measured and proportioned to the needs analysis and learning objectives, is the best solution for a successful course of Maritime English for whatever purpose. This is why it is important that as many materials and resources as possible are available for evaluation and reference to any Maritime English teacher/instructor of learner. It is hoped therefore that the present databank will be a useful source of information for searching, evaluating and obtaining appropriate materials suitable to specific needs of both Maritime English teachers and learners.

Evaluation of Maritime English Materials

CHECKLIST 1 – EXTERNAL FACTORS OF EVALUATION

	External criteria:	**Yes/No, Scalar Rating, Description, Comment**
1.	AUTHOR(S):	
2.	TITLE	
3.	PUBLISHER: YEAR:	
4.	ISBN: (total pages:)	
5.	TYPE (textbook, video, CD, software, supporting/back-up material)	

6.	COMPONENTS:
	          SB/TB/WB/cassette/
	          video/CD/free tests:	

7.	LENGTH (units x hours):	
8.	TARGET LEARNERS:	
9.	TARGET SKILLS:	
10.	TARGET TEACHERS:	
11.	PURPOSE/RATIONALE (designed for the students of/ trainees in …)	
12.	AVAILABILITY (e.g. readily available)	
13.	LEVEL + USER DEFINITION (beginners, lower-intermediate, intermediate, upper-intermediate, advanced)	
14.	LAYOUT/GRAPHICS (clear, attractive print, …)	
15.	ACCESSIBILITY / ORGANISATION (arrangement of sections, parts, reading text, exercises, …)	
16.	PHYSICAL CHARACTERISTICS (e.g. space to write notes, fill out exercises) (1-6)	
17.	SUPPLEMENTARY MATERIALS (vocabulary, tables, additional reading, video,etc.)	
18.	CULTURAL BIAS (1-6) (meeting the requirements of multi-national/cultural/lingual crews/students; yes/no)	
19.	REFERENCE TO OTHER MATERIALS (maritime reference books, conventions, regulations, subject textbooks, …)	
	ASSESSMENT OF THE MATERIAL – **external evaluation:** (rating: 1 - 6)	

CHECKLIST 2 – INTERNAL FACTORS OF EVALUATION

		Internal Criteria	Yes/No, Scalar Rating, Description, Comment
	20.	PURPOSE / OBJECTIVES – explained in introduction	
	21.	APPROACH (acceptable to course curriculum, maritime authorities, maritime industry)	
	22.	TYPE OF MARITIME ENGLISH (Comprehensive/General Maritime English, register-oriented, genre-oriented, spoken communication, …)	
	23.	THE NATURE OF LEARNING (content-based, skill-based, task-based, competence-based, …)	
	24.	CONTENT PRESENTATION (systematic coverage of syllabus)	
	25.	ORGANISATION - layout (content clearly organized into units)	
	26.	SEQUENCED GRADING OF CONTENT THEMES AND TOPICS	
	27.	AUTHENTICITY (plenty of authentic language; modified texts)	
	28.	COVERAGE OF SUBJECT CONTENTS (IN THE CURRICULUM)	
	29.	GUIDANCE TO LEARNER (in introduction, units)	
	30.	INTERESTING & VARIED TOPICS & TASKS (to provide for different learner levels, styles) (1 – 6)	
	31.	DEVELOPMENT OF COMMUNICATIVE COMPETENCE: (1 – 6) fluency in communicative functions: requests, asking questions, permission; possibility; probability; compulsion, obligation, prohibition, denial, negation)	
	32.	SMCP-BASED TEXT & EXERCISES (totally, partly, none)	
	33.	PRONUNCIATION	
	34.	THE FOUR SKILLS (LISTENING, READING, SPEAKING, WRITING) (1 – 6)	
	35.	VOCABULARY DEVELOPMENT (1 – 6) (explanation and practice): terminology, multi-word lexical units, EGP lexical items in specialized use	
	36.	GRAMMAR (explanation and practice): (1 – 6) modals, tenses, passive; nominalizations, prepositional/adverbial phrases, syntax of complex sentences)	
	37.	DISCOURSE ELEMENTS – TEXTUALITY (1 – 6) (discourse markers, coherence, cohesion)	
	38.	EXERCISES (1 – 6) (relevant, to-the-point, practicing)	
	39.	SEQUENCED GRADING OF EXERCISES (1 – 6)	
	40.	CLEAR INSTRUCTIONS for exercises (1 – 6)	
	41.	KEY TO EXERCISES	
	42.	SUPPLEMENTARY (VISUAL/AUDIO) MATERIALS AVAILABLE (audio cassette, video, CD, multi-media, software , etc.)	
	43.	STUDENTS CAN DEVELOP OWN LEARNING STRATEGIES – INDEPENDENT LEARNING (1-6)	
	44.	GUIDANCE TO TEACHER (adequate, not to heavy preparation load)	
	45.	ASESSMENT (1 - 6) (in exercises, revision/review, final test)	
		ASSESSMENT OF THE MAETRIAL – internal evaluation: (rating: 1 - 6)	
		OVERALL ASSESSMENT	

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Supplements:

Supplement 1: Sample checklist for evaluating Maritime English materials

THE LIBRARY RESOURCES FOR MARITIME ENGLISH IN SELECTED   MARITIME ACADEMIES OF REGION III IN THE PHILIPPINES

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ABSTRACT

Undoubtedly, quality in maritime and education is equated with the quality of library resources a maritime institution has.

In respect to the different library resources for Maritime English, there seems to be a need to determine the present library holdings such as: textbooks, references or other instructional materials. This is in view of relating it to what is statutorily required.

The Philippines has fourteen (14) regions and Region III-Central Luzon has the largest number of Maritime Academies/Institutions in the Philippines. Some of these are the Philippine Merchant Marine Academy of San Narciso, Zambales, Baliwag Maritime Academy of Bulacan, Maritime Academy of Asia and the Pacific-Kamaya Point, Mariveles, Bataan and the like.

This paper is therefore intended to discuss the different library resources the students would use in Maritime English subject. Specifically, the paper will seek answers to the following questions:

1. What are the library resources and other instructional materials of selected Maritime Academies for Maritime English in the Philippines and how are they organized in the library?
2. What extent are these resources utilized by the midshipmen?
3. What do the findings imply in the actual teaching of Maritime English?

INTRODUCTION

In order to present equal perspective on quality maritime education through quality maritime resources this paper has been conceptualized. Because a quality maritime education is dependent on the quality of library resources a maritime library has. It has been observed that although national and international governing bodies' standards are present, there are still problems concerning the resources of the

Maritime English subject - the standard library resources to be used in the classroom and other instructional materials needed for this subject.

OBJECTIVES

The study focused on the various library resources and its type of organization in selected Maritime Academies of Region III in the Philippines. It also noted how the resources are utilized by the midshipmen and its implications in the actual teaching of Maritime English subject.

METHODOLOGY

This paper utilized descriptive type of research using the following methods of data collection: observation, interview and documentary analysis. The respondents were the Instructors and librarians of selected Maritime Academies of Region III in the Philippines. The institutions involved in this study were: Baliwag Maritime Academy (BMA), San Rafael, Bulacan, Philippine Merchant Marine Academy (PMMA), San Narciso, Zambales and the Maritime Academy of Asia and the Pacific (MAAP) -Kamaya Point, Mariveles, Bataan.

DISCUSSION

One of the greatest contributory factors in teaching and learning Maritime English subject is the use of the best library resources and instructional materials in the classroom. But, teachers play much a major role in teaching the students. They can establish a motivational impact on every student in learning the subject. Specifically, they provide an atmosphere that will stimulate the minds of the learners on how to proceed in learning the simulated exercises and other similar exercises in the classroom. The researcher can attest that there is always room for improvement thus this study is deemed necessary.

However, the school also plays a significant role by providing an excellent maritime resources intended for this subject, which serve as learning guides to both teachers and students.

Below is the table on the various maritime library resources and other instructional materials that are being utilized by some Maritime Academies and briefly state how these materials are organized in their specific institutions in order that the students could make easy access to these resources when needed:

TA BLE 1   LIBRARY RESOURCES/INSTRUCTIONAL MATERIALS OF
SELECTED MARITIME ACADEMIES IN REGION III

INSTITUTION	LIBRARY RESOURCES IN MARITIME ENGLISH	TYPE OF LIBRARY ORGANIZATION	OTHER INSTRUCTIONAL MATERIALS
MAAP	International Maritime Organization. Standard Marine Communication Phrases (SMCP). London, IMO,	Installed at midshipmen's computers	Videocassettes (Videotel Tapes) on the following:

	2000. International Maritime Organization. STCW 95. London: IMO, 1995. Bakr, M.A. English for Nautical Students. Great Britain:: Prentice Hall, International (UK) Ltd., 1987. Blakey, TN. English for Maritime Studies. Great Britain: Prentice Hall, International (UK) Ltd., 1987. Dela Rosa, Rowena D. English for Maritime Students. Quezon City: MARTA, 2001. Kluijven, P.C. Van. The International Maritime Language Programme. Netherlands: Alk & Heijnen Pubs., 2003. (with CD-ROM) Pace, Wayne R. Technidques for Effective Communication. Mass.: Addison-Wesley Pub., 1979. Pascasio, Emy, et.al. Basic English for College. Rev. ed. Quezon City: ADMU Press, 1997. Seidl, Jennifer. English Idioms. 5th ed. Oxford: Oxford University, 1988.	Books are cataloged based on DDC system Open-shelf filing To be included in the new program of the library i.e. **the Computerized Information File (CIF).** -Newly-acquired material as of July 8,2004	Shipboard familiarization, Understanding English Onboard Ship Parts 1 and 2, Basic Firefighting, Fire Party Operations, Personal Safety on Deck, Personal Safety in the Engine Room, Good Bunkering Practice and Safe Mooring Practice. IMO Model courses are also used in this subject. Handouts from the Instructors are also given Maritime Education Sweden AB. Maritime Communications (CD-ROM) : Interactive Multi-media Training Program according to GMDSS. 1999. Periodical articles like Lloyd's List, Maritime Review, AMOSUP Quarterly, Safety Digest, etc.
PMMA	Blakey, TN. English for Maritime Studies. Great Britain: Prentice Hall, International (UK) Ltd., 1987. Fernando, Jovita N., et.al. College Freshman English. Mandaluyong City: National Book Store, 1973. International Maritime Organization. STCW 95. London: IMO, 1995. Santos, Amanda F. Maritime Correspondence. Mandaluyong	Materials are cataloged Open/closed filing system	Handouts from the Instructors, newspaper and magazine articles and others.

	City: National Book Store, 1995. Ventosa, F. Maritime English (MTC Standard Course).		
BMA	Alviola, Victor Y., et.al. Shipping Terms and Abbreviations. (Comp.) Quezon City: Booklore, 2000. Jasmin, Magdalena C. , et.al. Communication Arts 1 and 2. Dagupan City: SLA Pub. House, 1995. Leonor, Ramon (Prep. And comp.) SOLAS. Manila: Merriam and Webster, 1996. Reyes, Edgardo B. A Quick Guide To GMDSS. [Manila]: Booklore, 2000. Santos, Amanda F. Maritime Correspondence. Mandaluyong City: National Book Store, 1995 International Maritime Organization. STCW 95. London: IMO, 1995. Ventosa, Florencio (Comp. and arranged). Maritime English. (MTC Standard Course).	Books are cataloged and organized on the open/closed filing system. Other books are personally acquired by the Instructor concerned.	Handouts from the Instructors, newspaper and magazine articles.

Most of the above library resources contain texts on language and language communication skills. It includes grammar, phonology, comprehension and maritime concerns/issues. The teachers of the Maritime English really have to observe flexibility and adaptation in using the various resources and enriching them through the use of pertinent current library resources and instructional materials like newspaper and magazine articles and the use of videos and casette tapes.

In Table 1, the Instructors remarked that SMCP is used as the main textbook of the Maritime Academy of Asia and the Pacific-Kamaya Point, Mariveles, Bataan which is readily installed in the computer's midshipmen file while the rest are just references. Among the common references are: the IMO model courses and the STCW '95. Other Instructional materials, which are used, are: videocassettes from the Videotapes collections and other multi-media resources of the MAAP library, newspaper, magazine and journal articles.

The Librarian's duty is to organize these materials accordingly. Such organization includes the cataloging of these materials and file them on the open shelves for easy access. MAAP is also now working on the Computerized Information File (CIF), which makes the library resources more accessible to use. Indexing of all the articles

in books is being done and this would be encoded and incorporated in the CIF program designed by the Management Information and Instructional Technology Department (MIITD).

The Instructor and the librarian of PMMA honestly admitted that there are very few materials on Maritime English but of course their primordial concern is to give what is best for their students. Thus, the Instructor really needs to research more on the internet and provide handouts with the students, if necessary. But there is a great problem on the use of the internet because there are very few computers intended for the faculty. Sometimes, the Instructors have to go out the campus and rent a computer to research.

Whereas the BMA also proved that teaching and learning is a two-way process, instructional materials as well as library materials should be given a priority according to the one handling the course. Thus, some of the materials are personally procured by the Instructor for the students' use. Although, majority of the titles listed above are organized in their library and properly circulated among midshipmen. However, the number of copies are not really enough for all midshipmen who are taking the subject at the same time.

Extent of Use of these Library Resources by the Midshipmen

The researcher found out that there is no common textbook of Maritime English in Region III. However, they have the common reference and that is the STCW '95 which is published by the IMO. This in fact the standard reference provided by the IMO and the CHED of the Philippines. SMCP formerly Maritime English has been created sometime in 2001 thus it is expected that there are minimal number of materials on this subject. Other instructional materials that are used are: handouts, which are personally produced by the Instructors teaching the subject and some newspaper, magazine and journal articles related to the subject.

The respondents of the selected Maritime Academies of Region III mentioned several titles of textbooks and references. But almost all of them claimed that their respective institutions lacked the necessary library resources and instructional materials that are needed in the subject. The students utilize those books listed above because their libraries have organized them accordingly. MAAP Instructors mentioned that the SMCP is used for communications during emergency cases while scenarios or problems to be encountered are culled under the various references like those written by foreign and local authors. Eventually, teachers who handle the subjects need to be creative and must have always something to share with his/her students like giving them new and different scenarios of accidents that are actually occurring on board the ship.

The schools believed that all the library resources and instructional materials used must be based on the requirements provided by the International Maritime Organization (IMO), STCW '95 and the local counterpart of it is the Commission on Higher Education (CHED). However, it goes back with the major problem and this is the lack of resources for the students to learn well the subject.

In Strategies for effective teaching (Ornstein: 2000), he stated that selecting appropriate materials, especially textbooks is the responsibility of teachers because he/she is psychologically close to students and should there fore know their needs, interests and abilities. The following general questions/guidelines should be considered:

1. Do the materials fit the objectives? Materials should fit the objectives of the course, unit plan and lesson plan. Given the general nature of published materials, some might fit only partially; or it might not be possible to find materials to cover all the objectives. In such cases teachers need to create all or some of their own materials. On the other hand, there can be times when the teacher expands the objectives or activities to include an outstanding set of instructional materials.

2. Do the materials provide sufficient repetition through examples, illustrations, questions and summaries to enhance understanding of content? Young students and low-achieving students need more repetition, overviews and internal summaries, but for all students the material should be paced properly, and students should have sufficient time to digest and reflect on it.

3. Is the material suitable to the reading level of the students? Many teachers can make this type of judgment intuitively by reading through the material and others can make the judgment after students experience the materials. The most reliable method for all teachers is to use a standard readability estimate.

4. Does the difficulty of the materials match the abilities of the students? The material must be appropriate for the age, maturity and experience of the students.

As a summary, the instructional materials best served the students. In order to select, use and develop an instructional materials, in the book "The Purposes, Uses and Contents of Workbooks and Some Guidelines for Publishers (Anderson: 1984) suggested many tips on how to do these and the researcher would like to adapt various tips as follows:

1. Materials should be relevant to the instruction that is going on in the rest of the unit or lesson.

2. Materials should reflect the most important aspects of what is being taught in the course or subject.

3. Materials should contain, in a form readily accessible to students and teachers.

4. The language used in the materials must be consistent with that used in the rest of the lesson and in the textbook or workbook.

5. The content must be accurate and precise.

6. Materials should contain enough content so that students *will learn* something and not simply be *exposed* to something.

Implications in the Actual Teaching of Maritime English subject

Almost all the institutions that the researcher had gone through realized that the subject is very difficult to teach because their institutions could not really afford to

provide all the necessary resources and instructional materials due to lack of budget. Some of them remarked that they have to use their own resources in order to produce their own materials for the classroom. They tend to use the only materials present in their libraries. Others commented that they have to make use of what they have and they really cannot do anything about the problem. They produce their own handouts for the students in order to cope with the various lessons. The teachers concerned believed that this kind of learning is somewhat "spoon feeding" because there is no challenge on the part of midshipmen anymore to develop their reading, thinking and research skills. Teachers' techniques like giving the students constant follow-up and assignments do suffer because there are no enough resources to turn to and there are very limited copies to borrow from the library and from the Instructor. In other maritime school, Maritime English is integrated in their English 2 which is the Communication Skills 2 and this leads to the confusion of choosing what textbooks and references are to be utilized.

In the Philippines, there are some local authors who tried to write about Maritime English but a lot of them are compilers and arrangers of the texts only. In relation to library resources, Sarmiento in his book "Education, Law and the Private School" stated that that the textbooks and instructional materials in every school library shall be suitable for the programs or courses of study offered, of fairly recent edition, up to date in methods of presentation and content and reflective of current trends, etc. Ulpiano expounded that textbook is a book which is an exposition of generally accepted principles in one (1) subject, intended primarily as a basis for instruction in a classroom or student-teacher situation.

If the library resources and other instructional materials cannot be provided by the school, the teaching of Maritime English as a subject will be affected in terms of the major contents/requirements of the subject because these will not be taken up due to lack of resources. The Instructors concerned stated that target skills and competencies will not be acquired and the students would suffer due to this limited time and resources. The lack of technology hinders the teaching and learning of the subject.

Teachers consider this as a challenge so they should all do their best in order to provide at least, the necessary skills to be learned by their students. Filipino midshipmen, on the other hand, must also do their part in learning the subject by researching with other maritime institutions or using the Internet during their shore leave to supplement what the school can provide for them.

CONCLUSION

To ensure efficiency, both the International Maritime Organization (IMO) and the Commission on Higher Education (CHED) require such library resources and instructional materials that are suitable to the educational programs of the school as well as to the needs of our students and teachers. The school has to cooperate in providing the desired library and or instructional materials needed in the SMCP subject so that the students would be able to gain the necessary skills and knowledge that is expected of them. The school as provider of resources should go hand in hand with the Instructor who is the key to teaching-learning the SMCP productively well. The librarian must organize the library resources simply to attract his/her clients.

RECOMMENDATIONS

In light of the conclusions made, the following recommendations are advanced:

TO THE INSTRUCTORS TEACHING THE SMCP:

1. The Instructors should evaluate the present library resources in their own institution and discuss the changes with the management.

2. The Instructors should request additional library resources pertinent to the subject in order to improve the efficiency of teaching-learning Maritime English.

3. Teachers should motivate their students to utilize "all" the library resources and instructional materials by using unique techniques or strategies in teaching the SMCP.

4. Teachers should create his/her own instructional materials when there is no enough textbooks/references in the library. He/she can organize guide sheets with definitions, questions, review exercises, simulations and games, assignments and many others to help increase the knowledge of the students.

TO THE SCHOOLS' LEADERSHIP:

1. The Leaders should encourage their teachers to write books or articles to be published regarding Maritime English subject and these materials can also be utilized in the classroom. Such support maybe in the form of moral and/or financial aspects.

2. The management should allocate budget concerning the acquisition of library resources and instructional materials for the students and teachers.

3. School leaders must encourage the instructors and students to use a high-technology facilities like the simulated exercises in computers, etc. If not present in the institution, the school must do something in order to acquire such resources.

TO THE COMMISSION ON HIGHER EDUCATION AND OTHER GOVERNMENT AUTHORITIES CONCERNED:

1. Government agencies like CHED should welcome local authors to write books on Maritime English and include them in the program of the Philippine Foundation for Maritime Teaching Aids, Inc. (MARTA).

2. They should also provide a uniform Maritime English resources for all Maritime Education Institutions.

TO THE INTERNATIONAL MARITIME ORGANIZATIONS AND OTHER INTERNATIONAL BODIES CONCERNED:

1. International Agencies like the IMO should share copies of textbooks/references for all Maritime Education Institutions (for free) to augment the needs of the midshipmen and teachers as well.

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    Guide for Educational Leaders and Policy Makers. Manila: By the Author.

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RESTRICTIONS AND GAPS IN CROSS CULTURE COMMUNICATION ADDRESSED IN LINGUISTIC PHILOSOPHY

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Rationale

The paper aims to present various restrictions and communication gaps that we encounter during the process of communicating with other cultures. It shall contain detailed criticism of the proposal and alternatives for the syntax, semantics and pragmatics for the use of the English language. The focus is the linguistic phenomenon that we encounter in cross cultural communication. The very point of considering restrictions and gaps in cross culture communication addressed in linguistic philosophy shall present a philosophical linguistic analysis, some of which will present the elimination of some obscure features of ordinary language while establishing some rapprochement between linguistic understanding and cross culture communication as presented logically in the philosophy of language.

ABSTRACT

When realizing the problem behind gaps and restrictions in communication, we often tend to identify the knowledge, and the attitude of individuals involved in the communication. We often and now increasingly turn our backs behind the real operational and foundational issues of language and communication in the hopes of solving the problem in the naturalist way. When presenting maritime English as secondary language we tend to focus more on the English data, providing an empirical explication of the structure of the language rather than presenting the structure which includes phonology, morphology, lexical and sentence semantics, syntax, and pragmatics and analytical orientation. It is in my view that problems in cross culture communication should be addressed and investigated in a more formal detail exposing logical explanations, theories, semantics and the methodology of linguistic research and philosophy.

INTRODUCTION

"Culture" term being derived from the Latin word to tilling or cultivating the land. Cicero and other Latin authors used it for the cultivation of the soul or mind (*cultura animi*), for just as even good land, when left without cultivation, will produce only disordered vegetation of little value, so the human spirit will not achieve its proper results unless trained (Mathieu, 1967, Williams, 1958 and 1967). This sense of culture mostly corresponds most closely to the Greek term for education (*paideia*) as the development of character, taste and judgment, and to the German term "formation" (*Bildung*) (Tonnelat II).

Here, the focus is upon the creative capacity of the spirit of a people and their ability to work as artist, not only in the restricted sense of producing purely aesthetic objects, but in the more involved sense of shaping all dimensions of life, material and spiritual, economic and political. The result is whole life, characterized by unity and truth, goodness and beauty, and thereby, sharing deeply in meaning and value. The capacity to do so cannot be taught, although it may be enhanced by education; more recent phenomenological and hermeneutic inquiries suggest that, at its base, culture is renewal a reliving of origins in an attitude of profound appreciation. This leads us beyond self and other, beyond identity and diversity, in order to comprehend both.

On the other hand, "culture" can be traced to the terms *civis* (citizen, civil, society and civilization) (Malthieu, 1967). These reflects the need for a person to belong to a social group or community in order for the human spirit to produce its proper results. By bringing to the person the resources of the tradition, the *tradita* or past wisdom produced by the human spiritm the community facilitates comprehension. By enriching the mind with examples of values which have been identified in the past, it teaches and inspires one to produce something analogous. Tylor (1871) defined this classically for the social sciences as "that complex whole which includes knowledge, belief, art, morals, law, customs and any other capabilities and habits required by a man as a member of the society."

In contrast, Geertz (1973) came to focus on the meaning of all this for a people and on how a people's intentional action went about shaping its world. Thus he contrasts the analysis of culture to an experimental science in search of law, seeing it rather as an interpretative science in search of meaning. In this light he defines culture rather as "an historically transmitted pattern of meanings embodied in symbols, a system of intended conceptions expressed in symbolic forms by means of which men communicate, perpetuate and develop their knowledge about and attitudes toward life (Ibid, 1973)."

To summarize the intended purpose of citing the different definitions of culture, it is that values and virtues that reflects the cumulative achievement of people in discovering, mirroring, and transmitting the deepest meaning of life. This is tradition in its synchronic sense as a body of wisdom.

This thus raises a number of problem in the civil society which we have seen for some time. Sociologist would agree that communication barrier is not the only gap we face when exchanging ideas with that of people with other culture. Cross-culture communication therefore should be given primary concern in Maritime English Course provided the following facts:

- the seafarers deals with different nationalities across the globe;

- the seafarers are ambassadors of their own nation, making or breaking the perception of other nationalities towards their representation;

- culture defines people and people defines the way they communicate. Different cultures differs in the way they communicate whether verbal or nonverbal; and

- we cannot express and explain the rationality of why we behave in a certain way which is shaped by our own society and our own culture.

These are just some of the actuality that we can cite of how serious problems may result from lack of proper infusion of cross-culture communication in maritime English. To cite a few problems that may arise from cross-culture communication as such:

- "absolute knowledge of oneself or of others, simply and without condition, is not possible, for the knower is always conditioned according to his or her position in time and space and in relation to others. But neither would such knowledge be of ultimate interest, for human knowledge, like human beings, develops in time and with others (Gadamer, 1975)";

- according to Descartes (Discourse on Method, 1992), "reason is had by all and completely: authority, therefore, could be only an entitlement of some to decide issues by an application of their will rather than according to an authentic understanding of the truth or justice of an issue."; finally,

- further, "the limited number of people in authority means that the vision of which they dispose would be limited by restricted of even individual interest (Cua quoting Descartes, 1992)."

Traditionally, attempts to verify communications between individuals and cultures appeal to 'public' objects, essential structures of experience, or universal reason. Contemporary continental philosophy demonstrates that not only such appeals, but fortuitously also the very conception of isolated individuals and cultures whose communication such appeals were designed to insure, are problematic. Indeed we encounter and understand ourselves, and are also originally constituted, in relation to others. In view of this the traditional problem of communication is inverted and becomes that of how we are sufficiently differentiated from one another such that communication might appear problematic.

The aim of this paper therefore is to present the communication gaps and restrictions in a cross-culture situation and suggest the use of linguistic philosophy where it may also be helpful in the delivery of Maritime English Course. This paper is divided into three parts where it shall discuss communication, the individual and the society in a pragmatist point of view, second, we shall present linguistic philosophy of the latter Wittgenstein and as a final point we shall suggest application of the framework we have presented and aim to resolve the problems presented.

Communication, the Individual and the Society, a Pragmatist point of view

We shall be focusing on the Pragmatist view of communication and the society where George Herbert Mead is a major figure. Mead is one of the founders of Pragmatism along with Peirce, James, Tufts, and Dewey. Through his teaching, writing, and posthumous publications, Mead has exercised a significant influence in 20th century social theory, among both philosophers and social scientists. In particular, Mead's theory of the emergence of mind and self out of the social process of significant communication has become the foundation of the symbolic interactionist school of sociology and social psychology.

George Herbert Mead gives an analysis on how each individual mind and the self was formed by the society. Instead of approaching human experience in terms of individual psychology, Mead analyzes experience from the "standpoint of communication as essential to the social order." Individual psychology, for Mead, is intelligible only in terms of social processes. The "development of the individual's self, and of his self- consciousness within the field of his experience" is preeminently social.

Consciousness of meaning is that which permits the individual to respond to his/her own gestures as the other responds. A gesture, then, is an action that implies a reaction. The reaction is the meaning of the gesture and points toward the result (the "intentionality") of the action initiated by the gesture. Gestures "become significant symbols when they implicitly arouse in an individual making them the same

responses which they explicitly arouse, or are supposed [intended] to arouse, in other individuals, the individuals to whom they are addressed."

The essence of Mead's so-called "social behaviorism" is his view that mind is an emergent out of the interaction of organic individuals in a social matrix. Mind is not a substance located in some transcendent realm, nor is it merely a series of events that takes place within the human physiological structure. Mead therefore rejects the traditional view of the mind as a substance separate from the body as well as the behavioristic attempt to account for mind solely in terms of physiology or neurology.

Mead agrees with the behaviorists that we can explain mind behaviorally if we deny its existence as a substantial entity and view it instead as a natural function of human organisms. The emergence of mind is contingent upon interaction between the human organism and its social environment; it is through participation in the social act of communication that the individual realizes her (physiological and neurological) potential for significantly symbolic behavior (i.e., thought).

The act of the individual is the relation between him/her (the individual) and the environment. Meanwhile, he describes reality as a field of situations, which are characterized by the relation of the individual to his society. The society and the individual are what it becomes or what it has been because of the relationship between the individual and the society. It is by the act and the relationship of the society and its individual that the world is shaped and characterized.

The group of individuals in the society are created through the activity in the environment. The human individual, then, is a member of a social organism, and his acts must be viewed in the context of social acts that involve other individuals. Society is not a collection of preexisting atomic individuals, rather the whole process within which the individuals define themselves through participation in social acts. It is by way of the social act that persons in society create their reality. The objects of the social world (common objects such as clothes, furniture, tools, as well as scientific objects such as atoms and electrons) are what they are as a result of being defined and utilized within the matrix of specific social acts.

The human individual exists in a social situation and responds to that situation. The situation has a particular character, but this character does not completely determine the response of the individual; there seem to be alternative courses of action. The individual must select a course of action (and even a decision to do "nothing" is a response to the situation) and act accordingly, but the course of action she selects is not dictated by the situation.

The genesis of the self in social process is thus a condition of social control. The self is a social emergent that supports the cohesion of the group; individual will is harmonized, by means of a socially defined and symbolized "reality," with social goals and values. "In so far as there are social acts," writes Mead, "there are social objects, and I take it that social control is bringing the act of the individual into relation with this social object"

The self, then, has reference, not only to others, but to social projects and goals, and it is by means of the socialization process. The self is therefore one of the most subtle and effective instruments of social control.

For Mead, mind arises out of the social act of communication. Mead's concept of the social act is relevant, not only to his theory of mind, but to all facets of his social philosophy. His theory of "mind, self, and society" is, in effect, a philosophy of the act from the standpoint of a social process involving the interaction of many individuals, just as his theory of knowledge and value is a philosophy of the act from the standpoint of the experiencing individual in interaction with an environment.

There are two models of the act in Mead's general philosophy: (1) the model of *the act-as-such*, i.e., organic activity in general (which is elaborated in *The Philosophy of the Act*), and (2) the model of *the social act*, i.e., social activity, which is a special case of organic activity and which is of particular (although not exclusive) relevance in the interpretation of human experience. The relation between the "social process of behavior" and the "social environment" is "analogous" to the relation between the "individual organism" and the "physical-biological environment" (*Mind, Self and Society*, 1934).

The Act-As-Such

In his analysis of the act-as-such (i.e., organic activity), Mead speaks of the act as *determining* "the relation between the individual and the environment" (*The Philosophy of the Act*, 1938). Reality, according to Mead, is a field of situations. "These situations are fundamentally characterized by the relation of an organic individual to his environment or world. The world, things, and the individual are what they are because of this relation [between the individual and his world]" (*The Philosophy of the Act* 215). It is by way of the act that the relation between the individual and his world is defined and developed.

Mead describes the act as developing in four stages: (1) the stage of *impulse*, upon which the organic individual responds to "problematic situations" in his experience

(e.g., the intrusion of an enemy into the individual's field of existence); (2) the stage of *perception*, upon which the individual defines and analyzes his problem (e.g., the direction of the enemy's attack is sensed, and a path leading in the opposite direction is selected as an avenue of escape); (3) the stage of *manipulation*, upon which action is taken with reference to the individual's perceptual appraisal of the problematic situation (e.g., the individual runs off along the path and away from his enemy); and (4) the stage of *consummation*, upon which the encountered difficulty is resolved and the continuity of organic existence re- established (e.g., the individual escapes his enemy and returns to his ordinary affairs) (*The Philosophy of the Act* 3-25).]

What is of interest in this description is that the individual is not merely a passive recipient of external, environmental influences, but is capable of taking action with reference to such influences; he reconstructs his relation to his environment through selective perception and through the use or manipulation of the objects selected in perception (e.g., the path of escape mentioned above). The objects in the environment are, so to speak, created through the activity of the organic individual: the path along which the individual escapes was not "there" (in his thoughts or perceptions) until the individual needed a path of escape. Reality is not simply "out there," independent of the organic individual, but is the outcome of the dynamic interrelation of organism and environment. Perception, according to Mead, is a relation between organism and object. Perception is not, then, something that occurs *in* the organism, but is an objective relation between the organism and its environment; and the perceptual object is not an entity *out there*, independent of the organism, but is one pole of the interactive perceptual process (*The Philosophy of the Act*, 1938).

Objects of perception arise within the individual's attempt to solve problems that have emerged in his experience, problems that are, in an important sense, determined by the individual himself. The character of the individual's environment is predetermined by the individual's sensory capacities. The environment, then, is what it is in relation to a sensuous and selective organic individual; and things, or objects, "are what they are in the relationship between the individual and his environment, and this relationship is that of conduct [i.e., action]" (*The Philosophy of the Act*, 1938).

The Social Act

While the social act is analogous to the act-as-such, the above-described model of "individual biological activity" (*Mind, Self and Society, 1934*) will not suffice as an analysis of social experience. The "social organism" is not an organic individual, but "a social group of individual organisms" (*Ibid*, 1934). The human individual, then, is a member of a social organism, and his acts must be viewed in the context of social acts that involve other individuals. Society is not a collection of preexisting atomic individuals (as suggested, for example, by Hobbes, Locke, and Rousseau), but rather a processual whole within which individuals define themselves through participation in social acts. The acts of the individual are, according to Mead, aspects of acts that are trans- individual. "For social psychology, the whole (society)

is prior to the part (the individual), not the part to the whole; and the part is explained in terms of the whole, not the whole in terms of the part or parts" (*Mind, Self and Society*, 1934). Thus, the social act is a "dynamic whole," a "complex organic process," within which the individual is situated, and it is within this situation that individual acts are possible and have meaning.

Mead defines the *social act* in relation to the *social object*. The social act is a collective act involving the participation of two or more individuals; and the social object is a collective object having a common meaning for each participant in the act. There are many kinds of social acts, some very simple, some very complex. These range from the (relatively) simple interaction of two individuals (e.g., in dancing, in love-making, or in a game of handball), to rather more complex acts involving more than two individuals (e.g., a play, a religious ritual, a hunting expedition), to still more complex acts carried on in the form of social organizations and institutions (e.g., law-enforcement, education, economic exchange). The life of a society consists in the aggregate of such social acts.

It is by way of the social act that persons in society create their reality. The objects of the social world (common objects such as clothes, furniture, tools, as well as scientific objects such as atoms and electrons) are what they are as a result of being defined and utilized within the matrix of specific social acts. Thus, an animal skin becomes a coat in the experience of people (e.g., barbarians or pretenders to aristocracy) engaged in the social act of covering and/or adorning their bodies; and the electron is introduced (as a hypothetical object) in the scientific community's project of investigating the ultimate nature of physical reality.

Communication through significant symbols is that which renders the intelligent organization of social acts possible. Significant communication, as stated earlier, involves the comprehension of meaning, i.e., the taking of the attitude of others toward one's own gestures. Significant communication among individuals creates a world of common (symbolic) meanings within which further and deliberate social acts are possible. The specifically human social act, in other words, is rooted in the act of significant communication and is, in fact, ordered by the conversation of significant symbols.

In addition to its role in the organization of the social act, significant communication is also fundamentally involved in the creation of social objects. For it is by way of significant symbols that humans indicate to one another the object relevant to their collective acts. For example, suppose that a group of people has decided on a trip to the zoo. One of the group offers to drive the others in his car; and the others respond by following the driver to his vehicle. The car has thus become an object for all members of the group, and they all make use of it to get to the zoo. Prior

to this particular project of going to the zoo, the car did not have the specific significance that it takes on in becoming instrumental in the zoo-trip. The car was, no doubt, an object in some other social act prior to its incorporation into the zoo-trip; but prior to that incorporation, it was not specifically and explicitly a means of transportation to the zoo. Whatever it was, however, would be determined by its role in some social act (e.g., the owner's project of getting to work each day, etc.). It is perhaps needless to point out that the decision to go to the zoo, as well as the decision to use the car in question as a means of transportation, was made through a conversation involving significant symbols. The significant symbol functions here to indicate "some object or other within the field of social behavior, an object of common interest to all the individuals involved in the given social act thus directed toward or upon that object" (*Mind, Self and Society* 46). The reality that humans experience is, for Mead, very largely socially constructed in a process mediated and facilitated by the use of significant symbols.

The Self as Social Emergent

The self, like the mind, is a social emergent. This social conception of the self, Mead argues, entails that individual selves are the products of social interaction and not the (logical or biological) preconditions of that interaction. Mead contrasts his social theory of the self with individualistic theories of the self (i.e., theories that presuppose the priority of selves to social process). "The self is something which has a development; it is not initially there, at birth, but arises in the process of social experience and activity, that is, develops in the given individual as a result of his relations to that process as a whole and to other individuals within that process" (*Mind, Self and Society*, 1934). Mead's model of society is an organic model in which individuals are related to the social process as bodily parts are related to bodies.

The self is a reflective process — i.e., "it is an object to itself." For Mead, it is the reflexivity of the self that "distinguishes it from other objects and from the body." For the body and other objects are not objects to themselves as the self is.

It is perfectly true that the eye can see the foot, but it does not see the body as a whole. We cannot see our backs; we can feel certain portions of them, if we are agile, but we cannot get an experience of our whole body. There are, of course, experiences which are somewhat vague and difficult of location, but the bodily experiences are for us organized about a self. The foot and hand belong to the self. We can see our feet, especially if we look at them from the wrong end of an opera glass, as strange things which we have difficulty in recognizing as our own. The parts of the body are quite distinguishable from the self. We can lose parts of the body without any serious invasion of the self. The mere ability to experience different parts of the body is not different from the experience of a table. The table presents a different feel from what the hand does when one hand feels another, but it is an experience of something with which we come definitely into contact. The body does not experience itself as a whole, in the sense in which the self in some way enters into the experience of the self (*Mind, Self and Society* 136).

Philosophy of Linguistics

Philosophy of linguistic is basically the nature of language. What is it to understand a language? Analytical Philosophy and some aspects of the empirical philosophy long before searches for the answer to the question, here we shall review Ludwig Wittgenstein's *Tractatus Logico-Philosophicus* – a major contribution in Analytic Philosophy.

Ludwig Wittgenstein's early attempt in Philosophy concerns Mathematical logic, his latter work becomes one of his famous writings--*Logische-Philosophische Abhandlung* (*Tractatus Logico-Philosophicus*, 1922). This work considers the relationship of language to the world. Words, Wittgenstein argued, were representations of objects and combining words led to propositions which were statements about reality, or as he says, pictures of reality. Such statements, of course, may picture a reality which is true or false. Conversely, the world as presented by Wittgenstein in the *Tractatus,* consists of facts. These facts can be broken down into states of affair, which in turn can be broken down into combinations of objects. This is essentially an atomic theory with the world built from simple objects. He argues that there is a bijection (one-one correspondence) between language and the world.

Wittgenstein recognizes explicitly that language is not merely a means of intellectual articulation, but also, and perhaps essentially, a form of spontaneous human expression, in which is manifested not merely — and sometimes not even — a cognitive relation, but various modes of experience and interaction with the world.

Language, like ritual practice, is the expression of a subject whose purposes go beyond merely representing and manipulating the world. Both phenomena, when seen correctly, show that they derive their meaning from a different source than the intellect. This is why Wittgenstein insists that we will not be able to appreciate them correctly if we try to explain them, that is: to reduce them to causal, historical or logical relations. As he wrote with regard to his ritual practices, but we can extend now also to language: "One can see how mistaken are [these attempts at] explanation... from the fact that the principle according to which these practices are ordered is much more general than thought, and it is found in our own soul... (Cavell, 1969)."

In other words, Wittgenstein is telling us that the principle in terms of which these phenomena acquire their meaning is more general than our intellectual understanding. Wittgenstein locates it here in "our own soul", but later he identifies it

with "an instinct we have" and yet in another place with our "thoughts and feelings," and also "with an experience inside us". All these are attempts to articulate a deeper and more complex conception of the self than the purely cognitive subject.

In both cases what prevented a more adequate vision of these human phenomena, we mean of rituals and language, was what Wittgenstein called "the stupid scientific prejudice of our time (Cavell. M., 1963)", which is nothing other than the belief that positive knowledge is our highest form of relation with the world. All our practices are therefore considered as more or less perfect approximations to that form, which, thus becomes an interpretive principle and universal criterion of validity for any human phenomenon.

But the root of this prejudice is found in the identification of the human subject with the cognitive self. It is against this identification that we can understand Wittgenstein's discussions of language in the *Investigations*.

When we conceive language as the product or instrument of an exclusively cognitive subject, then it is merely representational. The meaning of our words depends directly on their correspondence to things in the world, and we recognize no other meaning than the literal. Sentences like "this is a chair", or "Macchu Picchu is two thousand meters above sea level", or "the glass broke", all ilustrate this use of language. They are clearly literal, they serve to communicate facts, and they can be verified by direct observation of the facts they register. In these cases there is no problem in ascribing language to a cognitive subject, nor in limiting the sense of its words to the literal mode, nor is there any problem in attributing to these sentences a belief as their base, or a utilitarian action as their purpose. In other words, these are the cases that support the identification of the linguistic subject with the cognitive self.

But Wittgenstein shows us that to a large extent in our ordinary use of language, and especially in our psychological language, it is many levels of consciousness and diverse modes of knowing that are active beyond the rational. In these cases, language functions primarily in a non-literal way. Expressions like: "I have it on the tip of my tongue", or "it breaks my heart", or "I have a great idea" function in a very different way than literal statements. While the latter can be verified by direct observation of the facts they register, the former are verified in a very different way. For, when I say that my heart is broken, or that I have a great idea, or that it is on the tip of my tongue, I am not making a literal assertion. I am not making reference to something in my heart, or inside my head, or on my tongue (!) but, as Wittgenstein wants to put it, I am making signals that show that my animic state is very poor, or that I am just about to give you a surprise, or almost ready to let you know the name of that author's name. In other words, language helps me to

announce a certain state of consciousness which, expressed in that way, allows you (and sometimes makes it clear to me) how I find myself, or how my actions are to be understood, or what you can expect from me.

The difference is even clearer in the case of aesthetic judgments with which Wittgenstein assimilates psychological expressions. When a wine connoisseur tells us that this wine has a slight metallic taste, for instance, we will not try to prove his competence by searching for a piece of metal at the bottom of the bottle. And even if we did find it, this fact would be completely irrelevant to his judgment (Cavell.S., 1969). .It might be relevant for the chemist who is attempting to give us the composition of the wine, but not for the wine taster. And the reason is simply that the aesthetic judgment — just as the psychological expression — is not a literal assertion that refers to something in the world, but rather a signal that locates the wine or the taster's experience within a specific web of linguistic meanings that constitute a particular realm of our world.

Now, in this vision of language arises a very different concept of the inner, or of psychic life, than that which we have inherited from Augustine through Descartes. According to this tradition, the inner is constituted by a private world innaccesible to others. But in Wittgenstein the inner constitutes an area of the person's discourse in which she articulates her animic orientation in the world. Our access to the inner — our own as anybody else's — is not by introspection, but through the word. In language we are able to express our animic state, placing it within the linguistic and cultural coordinates where the possibilities of psychological experience and expression of the human universe are already found. In this way we don't just communicate our animic states to others, but we also make them conscious, clarify them to ourselves, by articulating them in our tongue.

Here we touch upon a second important difference between Wittgenstein's view and that of the Cartesian-Augustinian tradition we find so natural. For, according to the latter, our subjectivity is not only private and hermetic to others, but it is also pre-formed at birth, and the acquisition of language simply provides us with the tools to communicate to others that wich has been inside us from the start. For Wittgenstein, on the contrary, the subject conscious of himself, — that is, the subject with a psychological life — does not exist before his entrance into the linguistic community, except potentially.

The process by which one acquires an inner life, a consciousness, a sense of self, begins with the substitution of primitive by the word. This, however, is not a matter of finding a word that fits and refers to an inner subjective entity, but rather — as Wittgenstein puts it — of substituting a behavior of sensation, as for instance the baby's crying, for an expression of sensation, that is, for the word "pain". It is at this

moment that the psychological realm is inaugurated, and the subject and its subjective life begin to emerge; for it is through this event that the child enters into a world that is built step by step in that living web that is language.

Instead of simply crying the child will learn to describe his pain, distinguish it form other types of discomfort, compare it to other kinds of experience. That is, he will be able to hook his primitive experience and behavior to the net of linguistic connections that provide him with the possibilities of extending and enriching his own awareness. Learning a psychological vocabulary will mean learning to articulate different shades of his experience that become distinct in virtue of a context into which the child is being initiated. What was before a confused and formless experience, he is now able to distinguish and articulate in various ways through new concepts.

In this sense we can understand our subjectivity as a pure linguistic substance. But this does not mean that there is no depth to it, "that everything is just words"; in fact, my words are an extension of my self, which shows itself in each movement of my tongue as fully and a deeply as it is possible. Rather than devaluing our experience to "mere words" this reconception of the self forces us to re-value language. Furthermore, giving primacy to our words instead of to private experience in defining subjectivity does not deny that I am, indeed, the most able to give expression to my inner life. For under normal circumstances, it is still only I who knows fully and immediately, what my psychic orientation — my attitude — is towards the world; only I know directly the form of my reactions, my wishes, desires, and aversions. But what gives me this privileged position is not an inner access to something inside me; it is rather the fact that *it is I* who articulates himself in this language, with these words. We do not learn to describe our experiences by gradually more and more careful and detailed introspections. Rather, it is in our linguistic training, that is, in our daily commerce with beings that speak and from whom we learn forms of living and acting, that we begin to make and utter new discriminations and new connections that we can later use to give expression to our own selves.

In my psychological expressions I am participating in a system of living relations and connections, of a social world, and of *a public subjectivity*, in terms of which I can locate my own state of mind and heart. "I make signals" that show others not what I carry inside me, but where I place myself in the web of meanings that make up the psychological domain of our common world. Language and conscioussness then are acquired gradually and simultaneously, and the richness of one, I mean its depth and authenticity, determines reciprocally the richness of the other.

In that gradual constitution of our inner life we will have the possibility of projecting and extending our concepts in new and unexpected ways. When we

discover that we feel pain not only in our body, but also "in our hearts" or "in our pockets", or "in our egos", that it is possible to kill someone not merely by blows but also "with kisses" we are broadening our inner life by increasing the range of expression for our animic states. It is thanks to the natural projectability of our words, and to our capacity to invent new projections, and recognize them as new resources in other people's mouths, that we define and constitute our inner life in increasingly more complex and richer ways.

CONCLUSION

In the continuous effort to address different communication problems we come to conclude that it is important to know our own self being as for us to easily be receptive to other culture. Entering into communicative relation with the other we come to re-cognize this relation as the primordial ground from which the notions of self and other, together with the problematic of communication, derive. Thus as in genuine recreation, where one forgets oneself, the abandonment of the "self" to genuine communication, results in its "re-creation" in communion with the world and others from which reifying self-reflection has misconceived it as separate.

To ascertain some distinctions, the common assumptions are that language is fundamental to thinking and culture; and language, thought, culture or humanity is a natural product of biological evolution. Two other philosophers Karl Popper and Michael Polanyi who are seen as diametrically opposed both independently criticize those assumptions. Moreover, both provide alternative theories of humanity (i.e. culture, thinking, and language) whereby cross-cultural understanding is a real problem that can be broached through engaging in the pursuit of scientific knowledge. So, though language and culture creates hurdles for achieving cross-cultural understanding, the pursuit of science transcends the limitations of culture. For Popper, science follows the methodology of rational dialogue which transcends culture; for Polanyi scientists use tacit knowledge to make scientific discoveries by joining the distinctive culture of science.

Perhaps the most exciting thing about philosophy of language is its openness towards genuine linguistic problems. Restrictions and gaps in cross-cultural communication may not be fully abridged with linguistic philosophy but indeed; it shows that we can use it as an efficient tool specifically in the course of teaching and understanding Maritime English.

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Resume

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Wilhelmina A. de Guzman, born on April 19, 1978. She finished Bachelor of Arts major in Mass Communication at St. Scholastica's College Manila. She started working in the Marketing and as a Researcher in her father's Company – MARITAS Training Center. With perseverance and hard work she is now currently the Quality Assurance Manager and Vice President for Business Development. She is also working as a Quality System Auditor for the AJA-EQS Registrars under the International Registry of Certificated Auditors and is now finishing her doctorate degree in Philosophy at De La Salle University. Currently she is writing her dissertation on Feminism in Process Philosophy.

INTEGRATION OF LINGUISTIC UNDERSTANDING AND CROSS-CULTURE COMMUNICATION IN THE DELIVERY OF MARITIME ENGLISH

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ABSTRACT

In 11th of December 1995, MARITAS (Maritime Technological and Allied Services, Inc.) initiated, designed and held the pilot class of Maritime English in Manila, Philippines. MARITAS is also the pioneer in radio communication courses – GMDSS, INMARSAT, and Radiotelephony. During that time we have concluded that the course is indeed a milestone in creating a highly qualified Filipino seafarers for global challenges.

MARITAS has been delivering Maritime English both for ratings and officer for seven years now and several problems and complications as regards to the language acquisition and application is the main problem that has been usually encountered during course deliveries:

1. *debased educational background of the trainees;*

2. *limited trainees-trainor interaction that involves discussion of meaning and feedback which are critical components to successful delivery and acquisition of knowledge of the course;*

3. *the difficulty in copying the mechanisms of child's natural acquisition of language process in the adult's artificial way a learning a secondary language;*

4. *the impracticability of delivery the course in a dynamic process;*

5. *lack of skills necessary to facilitate transfer of one language to another.*

These are only some of the numerous complication that our training institutions faces in the delivery of maritime English. This paper therefore aims to illustrate the innate linguistic and behavioral constraints in ensuring that graduates of the Maritime

English course reaches the highest challenging academic standards. Moreover, throughout the experience and expertise of MARITAS training center we shall tray to suggest, illustrate and postulate inter-language operational theories and some linguistic theories now utilized by the Institution to improve the level and quality of ultimate attainment of necessary knowledge in Maritime English.

INTRODUCTION

In the present classroom-teaching of maritime English it is in my view that we should not only focus on vocabulary building and traditional linguist approach but we should also give emphasis to cultural diversification—behavior, cross-culture communication and linguistic constraints and we should put into consideration that:

> "If knowledge is action, the Greek ideal of knowledge as contemplation must be given up or modified. It is true that the Greeks also knew that knowledge is discovery; but if it is discovery of what is already there in complete definition, the discovery is merely the introductory step to contemplation. After the discovery is made, the results may be contemplated. If, however, knowledge is action forever carving out its objects and continually interacting with them, the discovery is never finished and there is no final result. Modern science has shown that there is no finality of knowledge. Knowledge is not only action, but it is hypothetical in form, always seeking new evidence." (Lee, 1973)

Many of us will agree that education, cultural differences, behavioral constraints, and gaps in cross-culture communication are all linked to competence in linguistic understanding and language acquisition. Linguistic understanding particularly "Second language acquisition relies on comprehensible input being available to the internal processing mechanisms of the learner" (Long, 1983). Meanwhile, we are also faced with the challenge of cross-culture communication. As communication is culture bound. The way an individual communicates is influenced by culture. Cross-cultural theories, studies, and adaptations has now been the focused in numerous multi-disciplinary studies and multi-societal approaches since the turn of the century. As "the flow of humans across national and cultural boundaries is more active than ever" (Kim 1987:07), and the obvious movement of the world toward internationalism, thus, creating a 'global village', "the concept of 'adaptation' takes on a special social and academic significance" Ibid.

Moreover, if we look at communication at its simplest form as coding and decoding or messages, it will be evident that there are many points in the process where the communication can break down. In particular, successful communication can be culture bound and depends on a shared culture. When we look at communication between different cultures even if they share a common language, problems can occur and where communication is at its vulnerable condition. In particular, knowledge of

the language does not automatically give us the background that native speakers assume we share. Churchill once said that "the British and the Americans are two people separated by a common language." It is an aphorism but it is a good example to ponder.

Another instance, knowing that native Americans and Mexicans use eye contact-a non-verbal communication component- differently than Anglo-Americans, would help in averting gross misunderstandings in the class-room. (American teachers, oblivious to this cultural phenomenon, misconstrued their Indian students' reluctance to 'look them straight in the eyes' as a sign of defiance or poor concentration, whereas, in truth, by Indians' cultural standards a direct eye contact is a sign of disrespect, particularly to one's elders/teachers?!). "In essence, what we are saying is that many problems can be avoided by understanding the components of intercultural communication

Young Yun Kim, from Governors State University, defines the term and domain of intercultural communication: "...direct, face-to-face communication encounters between or among individuals with differing cultural backgrounds" (Kim 1988:12). The focus of attention is not the group, rather, the individual "Our concern is with the more personal aspects of communication-what happens when people from different cultures interact face-to-face. Hence, we identify our approach as one that examines the interpersonal dimensions.." (Samovar and Porter 1985:02). Thus, the variables that follow will deal with "...both culture and communication that come into play during the communication encountered during the time that participants from different cultures are trying to share ideas, information, and feelings" Ibid.

The aim of this paper therefore is to illustrate the Institution's (MARITAS') experience in the delivery of Maritime English particularly linguistic theories so as to widely contribute to the upgrading of maritime training and to the industry at the most. Primarily what we simply like to accentuate is to address the problems involved in linguistic understanding and cross cultural communication and propose theories that can be utilized to solve such problems.

This paper will show the problems in secondary language acquisition which is divided into three sections:

- linguistic acquisition of secondary language
- behavioral constraints; and
- cross-cultural gaps

Secondly, it will present the application of inter-language operational theories and linguistic theories that our institution finds helpful in the delivery of maritime

English. In the last part of this paper, a more general and concomitant conclusion/recommendation will be presented.

Problems in secondary language acquisition

Many arguments have been advanced to explain the low achievement levels of nonstandard English speaking people in acquiring oral competence in standard English. "The most tenable argument suggest that the philosophy, assumptions and traditional classroom methodologies employed in language arts education have failed because they have been prescriptive and corrective and have focused too much on language structure rather than on communicative competence" (Taylor, 1985). Moreover, traditional teaching methodologies have not be typically been culturally sensitive, nor they made use of indigenous, nonstandard dialects. These significant deficiencies are probably due to naivete, or to negative attitudes toward language variations by language arts teachers. Indeed there are lots of problems that we encounter not even primarily in the maritime sector but in the whole academe as well. I find that the following notions are the most important aspects of all.

Linguistic acquisition

All of us who has lived with a small child or who has the greatest opportunity to have our own child and watch them grow would easily recognize the stage called "the terrible twos." It is in this stage that the child want something but doesn't have the words yet to express what it is. His/her reaction to now being able to communicate what s/he means would probably scream or to give signals or to throw a temper tantrum. While growing up children soon grasp a great power of understating, communication and language acquisition.

While, it is not suitably applicable to describe this linguistic acquisition of a child to that of secondary language learners particularly in the field of maritime industry and in acquiring maritime English efficiently, this has become one of our problem when approaching the maritime English classroom arrangement. We tend to teach the subject approaching the learners as if they still have zero knowledge of the English language. We start to give them the basic English and then progress to vocabulary building. However, different thought-experiments clearly shows that this may not be the case. Let us consider that there are also connotative meanings to words. Language or phrases that we use in the Maritime English classroom may not even be understood by the learners.

It is in my view that although we need abstract connotative words to express ideas, precise denotative words work better when we want to convey information or get things done. For it applies to all language learners that when studying a native or foreign language, one must learn what the words stands for; that is, you have to know both their denotative and their connotative meanings. When we present Maritime English we must also present the learners on how to put the words together to make

the phrases and sentences that express relationships between the words. This is the grammar of a language. Notice, however, that our idea of an object or concepts is never exactly the same of that of another person's, because each individual has had different experiences. We must remember that we are presenting new language and vocabulary to those who have and have not yet experience the world of maritime and so diverse notions are to be considered.

A theory of language developed by Edward Sapir and Benjamin Whorf suggest that the way we see and thing about the world is through language. "They believe that language restricts the thoughts of people who use it and that the limits of one's language become the limits of one's world" (Weaver II, 1997). In their study of the Hopi language—a North American Indian Language of the Uto-Aztecan family, "they discovered that Hopi has limited tenses and makes no distinction between the concepts of time and space. English however, has many tenses, and English speakers often discuss events from the point of view when they happened. One author commenting on these differences says that Hopi language would enable a child to understand the theory of relativity while a native English-speaking child could more easily understand history because history depends on the concept of time and space." (Ibid).

In addition, every language has a certain amount of indirectness built into it. As an example, in English, instead of saying "Take these charts to the Captain," native English speaker would most likely ask, "Would you mind taking these charts to the Captain?" The question is still a command, bit its indirect form makes it seem more polite. Thereby, a lot of people who speaks English as secondary language would presume that the statement is more of a question than a command. In connection to this, a native English speaker might have similar problems with indirect language in another culture. For example, an English speaker who knows Japanese may still get in trouble if he or she is not aware of the indirect language of Japan. Robin Tolmach Lakoff, a linguist, points out that Japanese speakers have a more round-about way of using language. For example, personal pronouns are not used in contexts where Westerners are used to them, tenses are not explicitly expressed where English speakers expect them. In summarizing the distinctions between Japanese and Western languages, Lakoff writes: "While most Western cultures are speaker-based in their communicative strategies (the job of determining what an utterance is to mean is up to the speaker, who bears the responsibility for the meaning), the Japanese strategy is hearer-based; the meaning resides in the hearer's mind, and it's the hearer's job to extract the point of what is said, not the speaker's to be clear about it."

In our training center it is our experience that the maritime English Instructor should be well versed and should have experience in the maritime industry. For the listener to understand what a speaker intends, the speaker should have something definite in mind. If an idea or impression is vague in the speaker's mind, the resulting message will be confused and ambigious. Understanding is the core of meaning, and understanding is a two-way process; that is, the speaker is responsible for presenting

the idea clearly, and the listener is responsible for trying to understanding it accurately. Meanings are ultimately determined by people, not by words.

When speaking of some subjects, you have to used specialized vocabulary. For example, to discuss personal computers, you need to understand such terms as RAM, gigabyte, and hard drive. In fact, you probably need to learn these terms before you can even think about computers.

Languages differences might even occur within a family. The world of adults is different from the worlds of children or adolescents. Parents might wish, for example, that their child were popular. But "popular" to a teenager may mean "being able to stay out late and own a car"—possibly unacceptable conditions to the parents. Because the experiences of the teenager and parent are so different, their values and vocabulary also differ.

Behavioral Constraints

Our predisposition to interpret and make predictions about other people's behavior is a universal human trait. But just how we interpret actions and just which predictions we will tend to make are "programmed" into us, they are part of the socialization process, which takes place on the collective level of human consciousness and where culture is one of the dominant influences.

Here we can site two specific conditions where behavior plays a large part in cross-culture communication barring them from linguistic understanding. Firstly, when interacting with people who have been socialized differently from ourselves, we find that our predictions of the others. behavior become less accurate. And when their behavior does not match up to our expectations, we are bound to react emotionally. As Brislin (1993) explains, "people put a great deal of time and effort into becoming well-socialized members of their own culture. They develop a view of the world that makes sense to them. When they discover that members of other cultures have a different view, some of their fundamental assumptions about life are challenged."

An instinctive human response to such a challenge is to categorize people into two classes, "us" and "them." We and ours become the center of what is reasonable and proper in life; they and theirs represent the quirky, the strange, the potentially dangerous. This is called ethnocentrism.

"When people observe behaviors that are different from what they expect in their normal, everyday routines, they make judgments and draw conclusions so that they

can make sense out of their observations. Attributions refer to judgments about the *causes* of behavior" (Brislin, 1993).

Secondly, it is a common experience of Maritime Training Center and Institutions in the Philippines where seafarers only ask for the certificate of completions. It is a common behavioral problem among some Filipino seafarers that they view training and upgrading courses as a means to fulfill Government requirements. Sad for us to see this degrading and unprofessional behavior but this is a fact that we have to face and we have to address. It is true that the root of bad behavior patters such as this needs to be addressed in the society, the family, and in the early education. But knowing that we can still address it in our own Institutions is a welcoming and an encouraging concept.

Let us look back in the early Filipino governance where a view of higher education was not the primary concern of the Filipino people. As Dr. Gripaldo an expert in Filipino philosophy wrote:

> *According to Manuel L. Quezon (Filipino Hero), there are two objectives of Philippine Education: (1) for better citizenship, and (2) as a means of livelihood. Quezon emphasized that the primary objective of the government in training or educating the Filipinos is not so much "that they may have a means of livelihood," but that they "may better serve the nation."*

> *... For higher education, however, Quezon emphasized that only those intellectually gifted should have the ambition to follow a college or university education The Government could provide them scholarships. It would be difficult for a person with an ordinary ability to succeed in his academic profession. He may be disillusion and despair could only be his only reward after years of struggle to obtain his college or university diploma. The average student, Quezon contended, especially the poor, should be satisfied with a vocational education. He need not feel ashamed of it because "the true worth of a man is measured not only by a diploma but by his proficiency in his chosen line of work."*

> *Academic education in itself, Quezon maintained has no value unless the recipient is "capable of making a practical and socially beneficial use of it." Quezon strongly endorsed the employment of foreign professors for the time being until such time that Filipinos themselves would have developed their own expertise. The diploma to Quezon is simply a stepping stone towards various paths of progress.*

Philippine schools and institution fights hard to contend with this fight against behavior problems and so with the maritime industry. What we are seeing nowadays is a decline in English language proficiency among high school graduates and even among our cadets and maritime English course have to be strengthened in its core and along with this address the behavioral concerns. The whole maritime industry should play a part in this task.

Cross-cultural gaps

As we all know that communication is a process involving the encoding and decoding of messages and culture plays a large part in the encoding and decoding of messages. As Gudykunst & Kim (1984) explore communication as a basic human activity in their book *Communicating with Strangers* they stated that

> *"The several layers of influence that surround each human being have an impact not only on how we formulate our thoughts and communicate messages, but conversely on how we interpret the messages we receive. In effect they function as conceptual filters, that is, mechanisms that delimit the number of alternatives from which we choose when we encode and decode messages. More specifically, the filters limit the predictions we make about how strangers might respond to our communication behavior. The nature of the predictions we make, in turn, influences the way we choose to encode our messages. Further, the filters delimit what stimuli we pay attention to and how we choose to interpret those stimuli when we decode incoming messages."*

I find this insight plausible for the following reason:

- Communication takes place at varying levels of awareness;
- Good communication may only take place between two sides (encoder-receiver) who are in the same level of understanding that of which is being communicated.
- communicators make predictions about the outcomes of their communication behavior
- Every communication message has a content dimension and a relationship dimension.

Cross culture communication means that encoding not only encompasses different use of language but also alludes to experiences that are not shared by the interlocutors. Here environmental influences plays a large part and where cultural, socio-cultural,

and psycho-cultural influences are all involved in the message/feedback interaction among communicators.
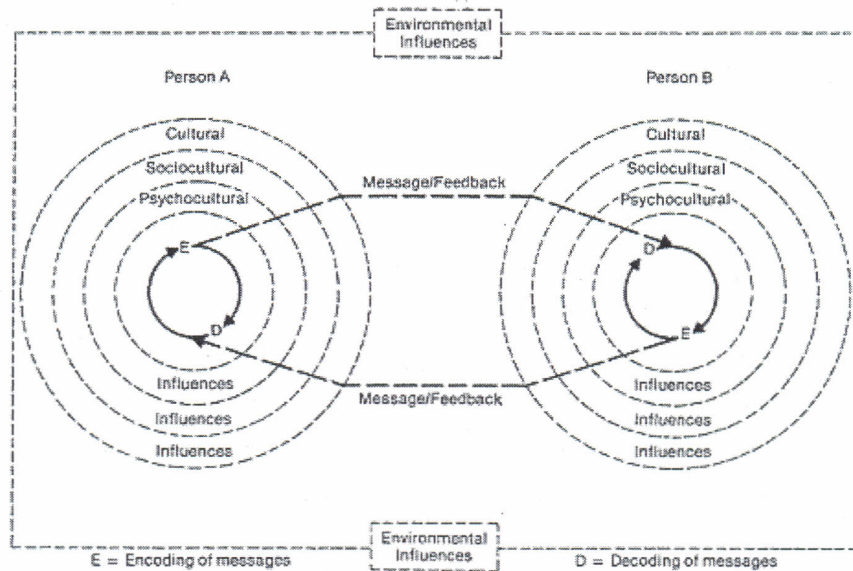

Figure 1. An Organizing Model for Studying Communication with Strangers. (Gudykunst & Kim, 1984)

Unfamiliarity with cultural communication differences can lead to misinterpretation, misunderstanding and even unintentional insult. For example, the African American student who shows little reserve in stating his or her feelings may be misperceived as hostile, or perhaps as dangerous. The student, meanwhile, may see himself or herself as an honest person willing to share feelings as a necessary first step in resolving problems.

Teachers, like all human beings, have their own expectations about communicative behavior. Therefore, the teacher should 1) recognize any incongruencies that may exist between his or her expectations and those of the learner; and 2) make certain that behavioral norms in the classroom are sufficiently broad to embrace all cultural groups.

Communication is culture bound. The way an individual communicates emanates from his or her culture. Of course, a person may know more than one culture or may

be competent in a combination of cultures. Nonetheless, one basic truth prevails: communication is a product of culture.

Application of Inter-language Operational Theories and Linguistic Theories in the delivery of Maritime English

The problems and gaps in cross culture communication as presented in the later part of this paper present us with various strategies and theories that of which we have applied in the delivery of maritime English in our Institution. For a communication to come across, proper understanding, and usage of words, terms, and the language itself should be given importance. With the following, I shall outline several Inter-language Operational Theories and Linguistic Theories presented as logic of language.

The Fallacy of ambiguity

There are several patterns of incorrect reasoning that arise from the imprecise use of language. An <u>ambiguous</u> word, phrase, or sentence is one that has two or more distinct meanings. The inferential relationship between the propositions included in a single argument will be sure to hold only if we are careful to employ exactly the same meaning in each of them. The fallacies of ambiguity all involve a confusion of two or more different senses. This fallacy in logic is so important in connection with reasoning, and defeats the purpose thereof throughout such a wide realm of thought, and so with language. To avoid ambiguity in language we must be careful as to give propositions especially when dealing with a sensitive subject matter or issue of the communication. We should also avoid ambiguous words such as the word "north" because of its two meanings which would be most likely to be confounded in connection with compass readings, viz (1) geographic north, and (2) magnetic north. Moreover, language users must be able to identify and recognize the meaning of ambiguous words. In order for a speaker to precisely define the words s/he is using it is plausible for the speaker to multiply the word/terms and sufficiently answer a probable question, thereby making a sentence or question more concrete. Throwing as an example here cited into this standard form will illustrate the general rules, and indicate how to apply it in other cases:

- Ambiguous question:
  - Does the compass point to the North?
- Ambiguous word:
  - North
- Insufficient definition:
  - North means "a direction to the right hand of the setting sun."
- Sufficient definitions:
  - North (a) (geographic north) means "the direction of the north geographic pole."
  - North (b) (magnetic north) means "the direction of the north magnetic pole."
- Multiplied questions and answers:
  - Does the compass point to north (a) (geographic north)? Answer, No.
  - Does the compass point to north (b) (magnetic north)? Answer, Yes.

It is easily be seen here that the process is not of word-splitting, but of meaning splitting. The more the meanings are divided, the more the questions are multiplied. It might indeed be called a process of meaning splitting, or a process of dividing meanings and multiplying questions, or perhaps it can be a process of definitional analysis. However, the comprehension of the process is more important than its name. What I have stated here is just the basic example of avoiding ambiguity in language, other "confusions" may still be considered such as "confusion of two ideas," "confusion of two forces," "confusion of two evers," and the list goes on but the most important aspect to understand is how can a speaker or language user use the fallacy of ambiguity in order to have good communication and to avoid cross-culture gaps.

Inference of Meaning

Inference of meaning means the decoding of language. It is the authentic meanings. This is especially applicable in a cross-culture communication. When two persons communicate by means of language, oral or written, one is the speaker or writer, the other the hearer or reader. The process of associating word and meaning is different in the two cases. The speaker or writer writes with a meaning in mind and attaches the word to it. The hearer or reader starts with the audible or visual perception of a word and attaches a meaning to it. Thus, the former proceeds from meaning to word, whereas the latter proceeds from word to meaning. The meanings put into code by the speaker must be decoded by the hearer. The former assigns words to meanings, whereas the latter is required to infer what meaning has been assigned to words. The assigning of words to a meaning; the coding of language, is similar to the stipulation of meaning except that it is not always explicit.

Therefore, it applies that the process of understanding what another person means is a process of inference. No one can directly observe another's mind. But from his/her words we may infer what it is in his/her mind. What s/he seeks to direct attention to; and it is the purpose of language to make such inference possible and successful. It is evident, however, that the process may not always be successful. The inferred meaning may not be the reasonably inferable meaning, and from this discrepancy misunderstandings arise.

Failure to understand the meanings of words is a failure of inference. We may call meanings which are correctly inferred, authentic meanings. Further discussion of such will fall under the logic of denotative defining.

Denotative Defining; the establishment of authentic meanings

Denotative defining is a process which results in denotative definitions, which in turn yield connotative ones It seeks the connotation of a word through its denotation. In the absence of stipulated definitions of adequate intelligibility, it is usually the best

way of discovering the meanings attached to words. It is an inferential process and may be accomplished by calling attention to representative specimens or classes of specimens of the class of things to which a given word is applied. Thus when I point out that the word "bird" is applicable to such organisms as sparrows, robins, pheasants, ostriches, hawks, crows, herons, swifts, gulls, and other sharing the characteristics common to these, I am defining by denotation because I am directing attention to representative specimens of the species to be defined. If qualities common to these specimens and to no others are discoverable by means of such a list, a connotation is inferable from them.

Connotative understanding of meanings

The denotative understanding of the meaning of a term means the capacity to recognize the denotation and to recognize it as that of the class of which the term is the name. The connotative understanding of the meaning of a term means the capacity to recognize the connotation, and to recognize it as that of the class of which the 'term' is the name. In the former case the mental association which constitutes understanding is that between a name and the specimens of which it is the sign; in the latter case, that between a name and the attributes of which it is the sign. Denotative understanding is more common than connotative, and is an association established earlier in human experience. It is the more primitive form of understanding and therefore, aptly applicable in cross-culture communication using maritime English vocabulary.

In serious thinking, connotative understanding is in most cases essential. Mere denotative understanding will not do; and the attempt to use it as a substitute for connotative leads to failure of the reasoning process and so with the elements of the communication. But not only is it possible by the denotative method to discover connotative meanings of which persons are unconscious, but to discover a person's authentic meaning when he supposes it to be entirely different, and will even disclaim the authentic meaning when presented to him. This is possible because in the use of language, as in other forms of behavior, actions speak louder than words. And if we discover that in actual practice, the denotation disclosed by a person's use of language, yields a given connotation, then his own claim that he means something else may be disregarded, for it is in their application to concrete specimens that the meanings of words are revealed.

CONCLUSION/RECOMMENDATIONS

Maritime English is just one single, minute subject that this paper presents. If we were to further examine, Integrating linguistic understanding and cross culture-communication is an immense and abounding topic. We should therefore choose that this paper be a presentation of how we should present knowledge through communication and through the application of existent language theories for our learners to convert this knowledge into wisdom which is what is really needed to help upgrade and maintain the integrity of our seafarers. Furthermore, as the maritime

industry brings cultures, people, and nations closer; let us use good communication to bridge the remaining gaps there is for verifiable global equality and internationalization of cultures.

We lecturers, trainers, and instructors of learning should help propel the maritime industry into shaping the minds and the hearts and the moral virtue of our trainees and of our learners. As Aristotle once said "All men by nature desire knowledge." Let us lead the conversion of knowledge that we give to our students into wisdom and into virtue. For if wisdom is of paramount importance in directing human existence towards its purpose or end, ignorance in turn, is the cause of varied obstacles that hinder this task. Thus, ignorance inflict serious harm on individuals. It is our primary concern that we as instillers of thoughts should leave our students the proper knowledge, proper way of thinking and to direct these individuals into bridging the gap between cultures and nations.

As a final note we in the maritime academe and in the maritime industry should spearhead bridging gaps and bringing forth peace in the world by means of communicating across cultures that the world is not separated but it is bounded by the seas.

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**President
MARITAS**

Maritime Technological and Allied Services, Inc. –

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Chairman

Marine Services and Supplies Corporation
Maritime Training and Marine Supplies

President

Maritime Technological Institute – MTI
Maritime School

Chairman

Aquatic Technological Resources
Fishermen/Domestic Training

Organizations:

Member: PAMTCI - Philippine Association of Maritime Training
Centers, Inc.

Director: COMMA – Conference of Maritime Manning Association

Adviser: FILMOA – Filipino Marine Officer's Association

Member: The Maritime League

Member: PHILMEPA

Governor: The Maritime Movement

Adviser: 104th Philippine Coast Guard Auxiliary Squadron

Member: Philippine Coast Guard Auxiliary Promotions and Awards
Board

Private Sector
Representative: Malabon/Navotas Technical Education and Skills
 Development Commission

President: CAMANAVA Technical Education and Vocational Schools
 Administrators Association

Treasurer: Technical Education and Skill Development Foundation

Executive Vice President:	Greater Malabon Chamber of Commerce and Industry
Member:	Association of Maritime Education and Training in Asia and Pacific

Biography

Celso M. De Guzman was born on July 14, 1941, a self-made man, he started as a Radio Operator on Domestic Ship in his very early years in 1958. He worked ashore after five years of sea service as a tug boat dispatcher with the same salvage tug and barge company, Luzon Stevedory Corporation. He rose from the rank at 25 years of age, when he started as a supervisor in the operations office of the same company.

Perseverance, hard work and faith in God brought him to be successful in the maritime business, as he managed several shipping agencies. In 1987, De Guzman put up his own institution the—Maritime Technological and Allied Services, Inc. (MARITAS), a training center that caters for seafarers training to comply with the STCW '95 requirements, and a maritime school, Maritime Technological Institute.

Presently, he is the chairman of the following enterprises:

1. MARITAS (Maritime Training Center);
2. Maritime Technological Institute;
3. MARECOR – Marine Equipment and Supplies Corp.;
4. CELMINA Shipping Corp.; and
5. Aquatic Technological Resources

De Guzman is happily married to Zenaida De Guzman, from whom he bore four children, all the family member are busy manning the business, and he hoped to retire in his farm after this transition period when his children is ready to receive the responsibility to continue the undertakings not only for the business interest but for humanitarian concerns as well.

AMETIAP TRAINING PROGRAMS IN TEACHING MARITIME ENGLISH
- CASE STUDY IN ADJUSTMENTS

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Organising: Tokyo University of Marine Science & Technology,
Institution Tokyo, Japan

Cooperating The National Institute for S0a Training: NIST
Institution Yokohama, Japan

Funding: The Nippon Foundation, Tokyo, Japan
Organisation

Abstract

This Paper discusses the original objectives, delivery and subsequent evaluations of these training programs over their 3 - year period. The original concept of the requested training is provided plus a discussion explaining how it became necessary for this concept to be completely changed.

Time constraint limits the provision of too much detail - however, since the final training took place in Tokyo just last month, it is possible now to look back to the planning and delivery of Stage I in 2002, briefly also to Stage II in 2003 and now to Stage III, because very definitely, the three training programs changed dramatically, and were directly affected by
the organisational changes, unforeseen by the Director of the training.

These training programs have proved to be an important exercise in 'experiential learning' for their designer who, unwittingly became involved in cultural misunderstandings, differing educational beliefs and expectations; yet finally, sufficient time remained to adapt the Stage III
training which was declared a great success by the trainees and the Organisers; a copy of a recent congratulatory email is given at the end of the paper.

Beginnings

These AMETIAP training programs for teachers of Maritime English have been discussed at previous IMEC Conferences, having been provided in the Asia Pacific region since 1991. During these 14 years, the introduction of interactive, communicative teaching strategies utilising thematic content and authentic maritime materials, relevant audio and video, plus visits to ships as often as possible, has opened many new doors for English teachers required to teach Maritime English, who normally expected to employ teacher centred methodology, textbooks and language labs.

Indeed these years have provided so many wonderful experiences observing the pleasure of so many teachers in this region gradually understand how they could still teach effectively but from a new and very different perspective, leading their trainees towards understanding new concepts, vocabulary and technical details, without having to stand in front of them every minute of each English lesson.

Developments

The quality and reputation of the training programs having gradually spread, it was no surprise to be asked to prepare a Stage I program for English instructors, teachers and some ships' officers in Tokyo for early September 2002. As is the usual practice, all Members of the Association were also invited to send teachers of Maritime English to this program and we were very pleased to welcome teachers from Sri Lanka, Tuvalu, Kobe University and even a lady from the Arab Maritime Academy in Alexandria. From COSCO's Ocean Shipping Mariners College came one teacher of Maritime English, and two ladies from the administration.

There were also several trainers from Shipping companies in Tokyo who were trying to understand how to teach Maritime English, so that Stage I program was particularly interesting, followed the usual teacher training format, and included a visit to one of the training vessels of Japan's national Institute for Sea Training, alongside in Tokyo Bay.

I was also very happy to have the assistance of a colleague from the Far Eastern State Maritime Academy in Vladivostok, a trainer from the United Kingdom, and also an Associate Professor from the Tokyo University of Mercantile Marine, as it was then named.

So far so good - the trainees provided positive evaluations, requesting more of these interactive training programs, expressing their pleasure at so much involvement and our University hosts were very pleased with the training program.

Consequently, early in 2003, another request was received to provide a Stage II programalso in early September, same location, same funding agency and, what was more, this time the trainers were to include our own - highly revered, Mr. Clive Cole from the World Maritime University, plus another very experienced maritime trainer from California's Maritime Academy, Captain John Keever, and Master of the 'Golden Bear' training ship. Having previously discussed these possibilities with

both gentlemen, I was more than thrilled to welcome them aboard - literally, because the National Institute for Sea Training had been approached, and had agreed, that two days of the training program could be held on board one of their excellent training vessels, the 'Taisei Maru'. The Associate Professor from the University was joined this year by a colleague, and both proved very helpful when direct translation into Japanese was necessary.

As part of the design for this Stage II program, I suggested it would be very beneficial to include far more technical training, firstly because we had the excellent knowledge and experience of Captain Keever, and secondly, could utilise an actual vessel for two whole days - so my photographs of vessels and their equipment could be left at home. This was agreed, and John kindly undertook to provide relevant, on board training sessions.

I have since realised this was my first major misunderstanding because by leaving the on board training to John, the emphasis automatically shifted from training teachers or instructors how to teach Maritime English effectively, to teaching ship's personnel about their vessels, navigating them, and utilising English language for communication, which they
badly needed to learn, the SMCP, talking to pilots etc.

I'm not sure whether John, or Clive realised this at the time, I certainly didn't - my expectation having been that our trainees would include those required to teach others in English because I had been led to believe young trainees came to the NIST vessels from Indonesia, the Philippines and other regional countries which had been discussed with some of the trainees in Stage I.

Nevertheless, the Stage II program was again pronounced as highly successful, the trainees had enjoyed our team-teaching, the practical approach and being steeped in English language for an entire week. However, I was very aware that we hadn't been teaching any teachers of Maritime English so felt somewhat confused when flying away from Tokyo.

Fortunately a long itinerary lay ahead and I had to concentrate on providing the Stage II program in Vladivostok, then a long haul to London and the wonderful experience of IMEC 15 in St. Petersburg, back to London, and on to San Francisco for the annual AMETIAP Conference, where it was a pleasure to meet both John Keever and Professor Hagiwara again, both of whom were most congratulatory about the recent Stage II in Tokyo, so I had to keep my reservations to myself and go along with their beliefs in our success.

I do recall discussing my concerns with my other half on our long flight across the Pacific to Auckland, but he equably assured me I was being too purist and that it hardly mattered as the trainees had learnt a lot more Maritime English which they needed.

Realisation

It had been established that the training was to be spread over three years which meant one more program to be provided in September this year; however, when

confirmation was received in January and I was asked to prepare a Stage III program, I had to face up to my own misgivings.... did I once again design training for teachers and instructors at a more advanced level, or should I take a more direct approach this year? Deciding honesty was the best policy, I asked for clarification, pointing out that this final program had been expected to concentrate on the implementation of teaching Maritime English which meant including micro-teaching sessions for the trainees.

No response was received for some time and this was perhaps evidence of cultural misunderstanding I had missed previously. When a reply did arrive, I was assured that yes, we could concentrate on the implementation of Maritime English with the trainees and that this year would be most fortunate to conduct three entire days of the training on board the newest of NIST's training vessels, the 'Ginga Maru' - and a long list of this vessels' characteristics was provided in very glowing detail. I was advised 'Ginga' means 'Star", so this was the 'Star ship' or as we might say, the 'Flag ship' of Japan's National Institute for Sea Training.

Again, Clive and John were to be invited to participate which was of course wonderful news and all AMETIAP Members would be invited to send their Maritime English teachers to the program. This invitation was circulated, but in the event no-one participated from outside Japan. I feel cost is probably the problem here.

This year wasn't easy for email communication, Clive was in great demand to work in various countries, while John left California on the 'Golden Bear' training vessel in June on a long north Pacific training voyage. Also, it wasn't until early August that I received advice of the 25 trainees, all ships' officers, plus 8 trainers from shipping companies in Japan, and 1 from Kobe University.

Immediately I could see that the teacher training content of the Stage III program I'd prepared would probably be misunderstood by the majority of the ships' officers and unless the others had attended Stages I or II, it would also be confusing for them.

Turning the problem on its head..

So there was I, away down in the south Pacific, deep in my quandary, realising just how misled I'd become and pondering just what to do about rescuing everything.

Eventually, it dawned on me that - as I'd been advised when flying across the Pacific last year - it really didn't matter if the program I'd designed was intended for teachers of maritime English or if the content was aimed directly at those wishing to improve their use of Maritime English, especially seagoing personnel, the important aim should be to provide as much opportunity as possible for interactive training, utilising the shipboard environment to the utmost and giving all the trainees opportunities to extend their technical vocabulary and knowledge of new developments, for example, the ISPS Code which came into force on 1 July this year.

So all the teacher training content was removed, more language study included, and technical vocabulary training sessions were added with different video input where relevant; both Clive and John - experienced, unflappable professionals both – agreed

with the new approach and objectives, offering various ideas which could easily be incorporated into the training sessions. In fact I believe we excelled ourselves in the high level of team-teaching we achieved - a quite unique pleasure for me.

The result can be judged from the congratulatory email mentioned earlier and the final celebration was most heartwarming. It could be stated this was vindication of the last-minute changes made to the training program, but perhaps these should not have been necessary in the first place if better communication had been forthcoming earlier in the year? - perhaps I should also have been more courageous in asking direct questions?

Conclusions and evaluations..

This case study then contains many important lessons for anyone with the responsibility of designing material for unknown groups of trainees. We can think of all the lst year cadets and trainees who arrive each academic year expecting their needs to be met at every level, yet are we always provided with full details of their educational achievement and English proficiency levels?

If the same syllabus is begun each year, does it always achieve good results? If there are discrepancies, is it the trainees who have not worked hard enough, or is there perhaps something not quite adequate with the syllabus?

How often do we come together to review the year's teaching and agree there is room for improvement?

These are some of the questions we can discuss with a view to improving the training programs we design for the trainees.

From: "Hideki HAGIWARA" hagiwara@e.kaiyodai.ac.jp
Date: Tue Oct 05, 2004 02:20:02 PM Australia/Hobart
To: <maritime.edu@paradise.net.nz>, "Clive COLE" <Clive.Cole@wmu.se>,
"John Keever" <jkeever@csum.edu>
Cc: <takagi@netws8.ipc.e.kaiyodai.ac.jp>, é ß ~ { å \
fuji@e.kaiyodai.ac.jp

**Subject: Many thanks for your great effort to complete Maritime English
Training -Stage III-**

Dear Mrs. Valerie Short, Mr. Clive Cole, Captain John Keever,

I returned back from AMETIAP Conference held in Vladivostok on September
24, and resumed busy days in Tokyo.

I express my heartfelt gratitude to you for your great effort to successfully complete the
Maritime English Training Program and Seminar -Stage III-. It was very beneficial
training program for the trainees. I have received many thanks from the trainees of
NIST and shipping companies.

In Stage III Training Program, you focused on the practical Maritime English training
for the seafarers (not for the English teachers) with the support of Dr. Takagi and Dr.
Fuji, which greatly stimulated the trainees to learn Maritime English. The use of a new
training ship "Ginga Maru" also gave a nice environment for the training. The
communicative, interactive and trainee-centered learning, e.g. group discussion and
presentation, was very much appreciated from the participants.

I have studied many things through this 3-year Maritime English Training Project, i.e.
importance of communication with trainees, importance of team teaching, importance
of the use of authentic materials, etc. I am convinced that this project was also
beneficial for the trainers.

Although this Maritime English Training Project completely finished, I should be very
pleased if we could cooperate again in some project to improve maritime education and
training in the near future. I sent you the photos taken during the Stage III Training
Program and the DVD video which outlines the Training Program by mail. Attached
files show our happy time
at the farewell party.

With best wishes,

Yours sincerely,

Hideki Hagiwara
TUMST

TEACHING SMCP ON BOARD T/S KAPITAN FELIX OCA

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Introduction

This paper aims to present a technique on the teaching-learning process of the Standard Marine Communication Phrases (SMCP). Taken from the proponent's teaching review (reflective) during her shipboard experience teaching SMCP (Maritime English Course) on-board the Training Ship Kapitan Felix Oca last April 2003, the proponent firmly upholds the teaching principle of bringing out the classroom instruction into a more near-to-life or hands-on experience in the learning of SMCP. There were 143 MAAP deck and engine second year cadets/students who underwent the Summer Class Program for the period of six weeks; 4 weeks on board and two weeks in MAAP classroom.

It is said there is no better approach than the Communicative Approach in the teaching of SMCP in the classroom setting. Using the said approach could make practical use of the target language without the necessity of memorizing verbatim the standard phrases but for the learners to maximize the functional schema of the language into a more meaningful experience. Limiting the conduct of the instruction of Maritime English inside the four walls of the classroom using imaginary scenarios and less realistic simulations might not be enough however for the learners to encompass the real communication on-board.

The Maritime Academy of Asia and the Pacific, with thorough review of the Academic Council, has devised the Summer Class Program offering the Maritime English Course as one of the subjects being taught on-board its training ship at T/S Kapitan Felix Oca for all the second year students. Thus, SMCP is taught on a real scenario on a ship giving more hands-on experience for the students and improve their command of the language.

This presentation aimed to discuss the following:

a. Hands-on teaching-learning technique of Maritime English on board the TS Kapitan Felix Oca of Class 2006;
b. On board experience of the language teacher exposing herself to real ship's routine, and
c. Team teaching of English teacher and marine deck and engine officer in teaching Maritime English on board.

Discussion

The past 3 years of offering the Maritime English Course among the deck and engine midshipmen of the Maritime Academy of Asia and the Pacific was just then in the four-walls of the classroom. Though, the batches of Class of 2003, 2004 and 2005 were using the Communicative Approach then with the utilization of the audiotape of IMO SMCP, videos on ship's routine and operation, and other Marcom materials for familiarization. The Role Playing in the classroom and at the Vessel Training Center was highly used. The course is to be completed within 54 hours or within 18 weeks of 3 hours per week classroom instruction. The instruction follows the subject framework patterned after the IMO SMCP. The main corpus of the course is divided into two parts: External communication and On-board Communication Phrases (Subject Manual- Maritime English D34/E34). Please refer to Appendix A.

Summer Class Program of Maritime English On Board TS KFO

The Maritime English Course of the Class 2006 of MAAP was somewhat modified from the previous batches for it was offered and conducted on board the training ship of MAAP, the TS Kapitan Felix Oca for 4 weeks, and in the classroom for 2 weeks. The Academic Council of MAAP who is in-charge of the planning and review on its academic policies, programs and implementation designed the Summer Class Program for Class 2006 of Marine Transportation and Marine Engineering to undergo ship familiarization and have 4 courses offered on board, namely: Maritime English, Deck and Engine Watch Keeping, Thermodynamics and Marine Power Plant. The first two mentioned are both being taught among the deck and engine maritime students. The Academic Council believed that bringing the students to the real ship would maximize and concretize the learning of the students, which holds true to the case of Maritime English where the students have the hands-on of the ship's facility like in communication – the VHF and others.

Since the class or group was very big in size of 143 students/midshipmen from the Marine Transportation and Marine Engineering, the only Instructor of Maritime English on board, divided the group into small clusters of 8 members each and devised classroom rules and groupings to manage easily the big group. Each group has an assigned leader to facilitate the small group. There were 9 groups formed from the College of Marine Transportation and 9 groups also from the College of Marine Engineering.

The instructor-facilitator of Maritime English designed a Portfolio to monitor the activities and assessment of the students. The Portfolio was done by group. It includes the results of the Diagnostic Test both in listening and written tests on the schema of student's learning on Seamanship and Navigation that are useful in Maritime English which is predominantly communication by nature, Quiz, Graded Recitation and Mastery Test. Daily publications on the schedule of assessments and activities, assessment results and instructions were posted everyday on the bulletin board for the students to verify their weekly performance.

The same syllabus and the approach were used on board based on the Maritime English Subject Manual, but this time it was majority on hands-on of the ship's facilities, real or live gadgets. It was Communicative Approach and Interactive

Method. Few lectures were adopted, simulation and hands-on were frequently used. Usually the groups were tasked to write a script on a particular SMCP lesson then they simulate. Other techniques included were situational and case studies.

The conduct of the classroom instruction was not only done in the four-walled classroom (Lecture Room) on board but always the students were brought around in the bridge, mock bridge or even down in the engine room. The instructor and the students have free interaction of the ship's officers and crew. The SMCP lessons were not memorized verbatim and were limited only to the structures as given in the IMO SMCP. The students were given the wide range of usage on the language on the different on board scenario. Moreso, students were made able to experience on the 'real language'- based usage of the SMCP. Teaching was much maximized with the help of deck and engine officers while doing the hands-on instructions both in the deck and engine departments.

The class of Maritime English was conducted for 2 hours everyday of 5 days a week on board. Below was the observed schedule of classes in Maritime English.

| BS Marine Transportation | 0800-1000H |
| BS Marine Engineering | 1300-1500H |

Special Instructions and make up classes were also conducted in the evening on special cases due to the disruptions of the day classes when the ship is sailing where the students were allowed to observe ship's movement, operation and communication.

| BS Marine Transportation | 1900-2000H |
| BS Marine Engineering | 2000-2100H |

Assessments were done by certain assessors who are deck and engine officers. The Instructor tapped the ship's officer or the other marine instructors on board being the assessors. Most often the case, the assessors also acted as consultants who checked on the facts of the students' work. The assessor was free to give his comments or critique on the activity.

Instructor Immersion

It was a very good opportunity for the English instructor also to be exposed on the real scenario on board. Conducting the Maritime English class on board a real ship would be a good training venue for the instructor who is not a maritime personnel to concretize his/her lessons likewise to be familiar with what are authentic on his/her teaching. It was not only teaching the course on board but also an experience the life and work on board. Exposure on the ship's routine, operation and hands-on equipment is a big help.

The instructor spent 2 hours everyday on the bridge and in the engine room for familiarization and review of her knowledge related to the teaching of Maritime English. The ship's officers and crew contributed a lot on the interaction, and being the subject matter expert, the instructor learned from them.

More immersion was done on the part of the instructor by getting a hands-on also on the VHF radio communication, portable radio, etc. Not to exclude the real hands-on of plotting, ECDIS usage, life saving apparatus checking, etc.

Conclusions

  a. The four-week on board exposure of the students in Maritime English made way the hands-on learning experience in the learning of SMCP.
  b. The English teacher of Maritime English maximized her learning which would be very helpful in her teaching from the ship's officers and crew through wide range of exposure to ship's routine, operation and environment on board.
  c. The ship's officer and crew were very helpful on the teacher and students learning experience being the subject matter experts.

Recommendations

  1. Other MET institutions that would like to adopt a shipboard exposure for the learners of Maritime English Course but have limited resources should find every possible means to familiarize their students on board.
  2. The teacher of Maritime English whose background is not in the maritime should immerse her/himself on the ship's routine particularly on the communication on board. The MAAP Management would be very pleased to discuss with interested entities or individuals.
  3. Team teaching or "twinning" of English teacher and a marine officer could be very ideal. If financial implication is a constraint, then the marine officer could just be a subject-matter consultant.
  4. Government and non-government organizations in the Philippines should pool resources to enable the students and faculty of MET institutions experience taking Maritime English aboard a ship.

Appendix A -Subject Timetable in Maritime English

SUBJECT TIMETABLE IN MARITIME ENGLISH

Week	Session 1	Session 2	Session 3
1	Subject Overview	General Procedures	General Procedures
2	General procedures	General Procedures	Glossary
3	Glossary	Glossary	External Communication Phrases (Part A)
4	External Communication (Part A)	External Communication (Part A)	External Communication (Part A)
5	Mastery Test	External Communication (Part A)	External Communication (Part A)
6	External Communication (Part A)	External Communication (Part A)	External Communication (Part A)
7	External Communication (Part A)	External Communication (Part A)	On Board Communication Phrases (A)
8	On Board Communication Phrases (A)	On Board Communication Phrases (A)	On Board Communication Phrases (B)
9	Mastery Test	Mid Term Exam	Midterm Exam
10	On Board Communication	On Board Communication	On Board Communication

	Phrases (B)	Phrases (B)	Phrases (B)
11	On Board Communication Phrases (B)	On Board Communication Phrases (B)	On Board Communication Phrases (B)
12	On Board Communication Phrases (B)	Search and Rescue On Board Activities	Search and Rescue On Board Activities
13	Search and Rescue On Board Activities	Mastery Test	Cargo and Cargo Handling
14	Cargo and Cargo Handling	Cargo and Cargo Handling	Cargo and Cargo Handling
15	Passenger Care: Briefing and Instruction	Passenger Care: Briefing and Instruction	Passenger Care: Briefing and Instruction
16	Passenger Care: Briefing and Instruction	Passenger Care: Briefing and Instruction	Passenger Care: Briefing and Instruction
17	Analyzing case Study	Analyzing case Study	Analyzing case Study
18	Mastery Test	Final Exam	Final Exam

Appendix B - The Instructor's Lesson Guide

IG3D EXTERNAL COMMUNICATION PHRASES (PART A): DISTRESS COMMUNICATIONS

OBJECTIVES:

3.8 Define the vocabulary items used in SMCP: External Communication Phrases Part A: Distress Communication

3.9 Give the appropriate command or call or response for distress communication (fire and/or explosion; flooding; collision; grounding; list and danger or capsizing; sinking; disabled and adrift; armed attack, piracy; undesignated distress; abandoning vessel; person overboard)

3.10 Define the vocabulary items used in SMCP: Search and Rescue Communication

3.11 Give the appropriate command or call or response for search and rescue communication (fire and/or explosion; flooding; collision; grounding; list and danger or capsizing; sinking; disabled and adrift; armed attack, piracy; undesignated distress; abandoning vessel; person overboard)

3.12 Define the vocabulary items used in SMCP: Rescue Activities and Finishing with Search and Rescue Operations

3.13 Give the proper response to a command or call in Rescue Activities

3.14 report cancellation of search and rescue operations

Time HR:MIN	Topic Unit	Method STEP/AID	CONTENTS SUMMARY OF ACTIVITIES, POINTS TO BE EMPHASIZED, ETC.
0:30	Motivation	Class Interaction	*Ask students to relate incidences where they have to describe the distress situation they are in.
	Presentation of Vocabulary Items and Phrases	Discussion	*Write the pertinent vocabulary and phrases as students do so *Let students guess what the topic is. *Give the Topic's objectives. *Elicit vocabulary and phrases

			about the topic and write them on the board. *Present vocabulary and phrases. Elicit meanings from students and augment their understanding if needed.
:30	Familiarization of the Vocabs and Phrases	Simulation	*Remind students to mind the structures and vocabulary. *Big Group/Class is divided into small clusters of 8 members. *Assign a specific scenario each group has to come up with a script and simulate.
0:40	Presentation of Group Work	Simulation Using TS KFO's facilities	*Note: Students must not limit the conversation exchange or structure only from what has been written on the SMCP.*
0:20	Synthesis	Lecturette	*Other groups speculate and prepare comments on the performance of other groups. *Instructor summarizes key points and reveals weakness/errors on students performance.

Note: Assessment was conducted by an assessor who is a marine officer. Students were given practical usage of the target language of the SMCP based on a scenario.

Appendix C One of the Students' Written Scripts for the Practical Assessment

Sample of Students' Written Script on SMCP Practical Assessment on Standard Phrases for Distress Communication FIRE, EXPLOSION

Group II   FIRE FIGHTING DRILLS (3.2, 1-14)
B.S. Marine Transportation Group
By: Inong, Philip Albert Frances V; Ginez, Ernesto; Linsangan, Paolo Caesar; Odal, Teri; Manuel, Mark Edmundson; Gementiza, Arjim; Moncada, Frederick; Dumalag, Elegio

Narrator: On a voyage going to Dar es Salaam, Tanzania. M/T Teekay Vision ELKM4 is carrying tons of crude oil coming from Persian Gulf. During this time, the climate was extremely hot on this region. It was Friday, 1300H, when the unforgettable story was told.

Captain: Good afternoon Sec! How's our voyage going on? How far are we from the pilotage area?

2/M: Good day, sir! We are experiencing hot weather as you can feel We are about 40 nautical miles and about 3 hours from the pilotage area. I have already prepared all necessary things for the pilotage, you don't have to worry.

Captain: Good! How's the condition of our cargo? Did the Chief Mate already conduct inspection on the tanks?

2/M: Aye, the Chief Mate has just checked the cargo tanks, 30 minutes ago. It was reported that it was all in good condition. The temperature of the tanks was already adjusted.

Captain: Well done! Call me back when we're 30 minutes from the pilot position. I am going back to my room. Have a sharp look out, Sec. Especially the temperature condition and the fishing vessels in the area.

2/M: Aye, Sir!

Narrator: An hour after the Master has gone to the bridge. An alarm was heard. The Master immediately run to the bridge to find out what's the alarm all about. He found the Second Mate conversing with the duty engineer on the ship's telephone.

2/M: Engine Room. This is bridge. Do you copy? Over.

3/E: Aye, sir! I copy! Over.

Narrator: The Master took over the CONN from the Second Mate. The C/M reported to the Master about the fire in the Engine Room, and the back up team mustered and accounted for and preparing to assist the Fire Fighting Team 2.

Captain: Engine Room. This is the Master. What is the status out there? Over.

C/E: Sir, we have a leak on the main pipe of the settling tank 1. The leak resulted to fire! Our men are taking necessary action to control and prevent the fire from spreading. Over.

Captain: Is there any casualty? Over.

C/E: Sir, the Oiler is badly burned and in pain. He is in stable condition. Over.

Narrator: The back up leader calls the stretcher party to proceed to the Engine Control Room and pick up the Oiler who is badly burned. The 2/M reported to the Master that the Oiler was out from the Engine Control Room and was brought to the hospital and treated with first aid. The patient's condition was then okey.

Captain: Second Mate. This is Master. Keep me posted about the patient's condition. Over.

2/M: Aye, aye sir! Over.

Captain: Engine Room, what's the situation now? Over.

C/E: Sir, we will inform you of any information we can get as soon as possible. We need to stop the main engine, repeat we need to stop main engine. Over.

Captain: Okey. Main engine stop. Over. Third, raise the delta Flag and warn vessels in the vicinity.

3/M: Aye, sir!

C/E: Bridge. Engine. Sir, fire is difficult to control. Fire starts to spread to the fuel tanks and machinery. We need reinforcement repeat we need reinforcement immediately. Over.

Captain: Copy. Chief Mate, send back up to the Engine Room. Over.

C/M: Aye, sir. Second Mate is proceeding to the Engine Room. I stay here on deck with the back up for cooling system. Over.

2/M: Aye, aye sir! Bridge. Second Mate. Patient is conscious and I'm leaving the C/Ck to look after the patient. Over.

Narrator: The Chief Mate reported to the bridge that the Fire Fighting Team 1 (FF1) is now in the Engine Room and backing up the Fire Fighting Team 2 (FF2). After 10 minutes of fire fighting, the fire was still uncontrollable.

2/E: Bridge. This is FF2. Fire can't be controlled due to leaks in the pipe. We need to release CO_2. Over.

Captain: Third, sound the CO_2 alarm. Chief Engineer, proceed to the CO_2 station for releasing. Wait for my signal. Over.

C/E: Aye, sir! Over. Call all teams to move out! CO_2 will be released in 2 minutes after all personnel have moved out.

FF1&2: Aye, sir! We are moving out!

Narrator: After a while...

FF1&2: Sir, all teams have moved out. Openings and entries are closed. Everything is secured. Standing by for your orders to commence operation. Over.

Captain: Very well. Ten seconds to release CO_2! Over.

C/E: Aye, sir! Over.

Narrator: CO_2 operation has been conducted out. Fire is totally extinguished!

C/M: Sir, CO_2 operation is successful! Fire is out! Over.

Captain: Okey. Maintain the fire watch and continue the cooling system for the Engine Room. Over.

Narrator: After 3 hours, the Master ordered FF1 and FF2 to open the openings of the Engine Room and ordered ventilation to the Engine Room

Captain: Team 2,move inside and check the area. Over.

2/E: Copy sir. We are proceeding! Over.

Captain: Team 2, what is the status? Over.

2/E: Sir, fire is out. I repeat fire has been totally extinguished. Over.

Captain: Fire is totally out. Very good. Thank God! Maintain fire watch on the area for re-ignition. Assess all damage! Over. Third, shout Securite message to the VHF fire under control and assessing damage.

3/M: Understood, sir!

Narrator: The Master called up the officers and the rest of the crew to report to the bridge. While the 2/M stayed at the ship's hospital to look after the patient. After assessing the damage, the Captain asks the C/E if the vessel could proceed to the pilot area.

M/T Teekay Vision has been saved from fire. Upon arrival at the shore, an investigation was conducted and found out that the cause of the fire was due to the leak on the valve. M/T Teekay has survived from almost a tragic accident at sea. Full cooperation of the crew was a good factor. But Drills are really important factor to save the lives, property and environment at sea.

Characters:

Narrator: Inong, Philip Albert Frances V

Captain: Ginez, Ernesto

Chief Officer: Linsangan, Paolo Caesar

Second Mate: Odal, Teri

Third Mate: Manuel, Mark Edmundson

Chief Engineer: Gementiza, Arjim

Second Engineer: Inong, Philip Albert Frances V.

Oiler: Moncada, Frederick

Fire Fighters: Moncada, Frederick; Manuel, Mark Edmundson; Linsangan, Paolo Caesar; Dumalag, Elegio

THE RELEVANCE OF THE STANDARD MARINE COMMUNICATION PHRASES (SMCP) TO MARINE TRANSPORTATION AND MARINE ENGINEERING CADETS OF THE MARITIME ACADEMY OF ASIA AND THE PACIFIC – KAMAYA POINT, PHILIPPINES

Arleo Zoniko C. Tolentino, Engine Cadet

Maria Kristina B. Javellana, Deck Cadet

ABSTRACT

The Maritime Academy of Asia and the Pacific with its mission of producing world-class seafarers has included the SMCP in their curriculum in line with IMO's objective of having a common language at sea among international ships with mixed crew.

Deck and engine cadets have always known the merits of having a standard language at sea since the safety of the ship and the speedy delivery of the cargo relies on efficient and effective communication from ship-to-ship and ship-to-shore.

The purpose of this paper is to determine the relevance and the extent of usage of the Standard Marine Communication Phrases (SMCP) as well as the suggestions of the cadets to make it more suitable to their needs.

The researchers conducted interviews and distributed questionnaires to the deck and engine cadets of Class 2005, who have undergone their shipboard training either in international and training ships. This study showed that the SMCP was "SELDOM USED" by the cadets. The greater the value of the deviation, the greater is the disagreement of the midshipmen to the extent of usage of the SMCP.

It revealed that we must not disregard the relevance of the SMCP as an aid in standardizing the English used at sea despite the different nationalities of seafarers on board. IMO must also encourage not only the maritime schools and training centers but as well as the shipping companies to let their seafarers take this course. The long-term solution is to train the incoming wave of ship officers with the use and importance of Maritime English specially the IMO SMCP. The maritime English teachers also play a very important role in the effective learning of various communication skills and knowledge of the midshipmen.

Key words: MAAP, perception of cadets/midshipmen

Introduction

The maritime field is one of the most important means of getting various supplies to different countries. The primary transportation used in moving bulk supply all around the globe is through ships plying the oceans. Effective communication from ship to ship and from ship to shore is very important for the speedy and safe delivery of the cargo. This is why the IMO launched the SMCP on November 2001. The SMCP is the result of the functionalism of the Maritime English. This is known as a "Specific Maritime English Style", which creates the dominant communicative features of Maritime English at least as its spoken part is concerned. (Trenkner, 2000)

Seafarers who have already taken up this course have an edge compared to non-native English speakers since the goal of Maritime English is to enhance the level of English communication skills in writing, listening and speaking. "Maritime English is all of the means of the English language used as communication devices within the international maritime community contributing to the safety of navigation and the facilitation of the sea borne business." (Trenkner, 2000)

The safety of navigation depends largely on the officer of the watch present during the distress situations. Dangers at sea can be reduced by shaping the human element that causes errors (Manolache, 2000). But how can this be done?

IMO's member countries have adopted the SMCP and consequently maritime schools started to include it in their curriculum. The Maritime Academy of Asia and the Pacific, founded in 1998, is one of the Philippines' premier Academy that have included Maritime English in its curriculum for both courses namely: BS in Marine Transportation and BS in Marine Engineering. Entry students from high school have the basic knowledge of English necessary for day-to-day conversation. SMCP, drafted in a simplified version of Maritime English, simply builds upon this knowledge. It includes phrases and response for use in routine and distress situations (Seong, 2000).

To provide real scenarios in the actual usage of SMCP various role-playing exercises are done at MAAP's Vessel Training Center (VTC). The VTC is fully equipped with complete navigational and communication equipments and fully operational auxiliary machines and main propulsion unit. Thus midshipmen can manipulate and operate these equipments while applying the principles of SMCP either in ship-to-ship, ship-to-shore and internal communications on board.

Nevertheless, situations at sea can be complex under time pressure and hostile conditions.

Thus, this research opts to find out how the deck and engine midshipmen who have completed the subject perceive the extent of usage of the SMCP in relation to their experience onboard including their suggestions and comments on upgrading the teaching efficiency of the SMCP.

Method

The descriptive-comparative research was used in the study. The perception of the students with regard to the extent usage of the SMCP Phrases is the dependent variable; the course and type of vessel are the independent variables.

One hundred thirteen (113) deck and engine cadets from class 2005 of MAAP – 63 from the College of Marine Transportation and 50 from the College of Marine Engineering who have undergone their shipboard training both in inter-island and international vessels responded to the questionnaire on the use of SMCP onboard.

Questionnaires were given to the respondents to determine their perception on the extent of usage of the SMCP. Interview was also conducted to all cadets to know their suggestions and recommendations in relation to the use of SMCP aboard ship. Respondents were asked to rate the SMCP from 1 if "never used", 2 for "seldom used" and 3 for "always used". To interpret the obtained scores, the following means and corresponding descriptions were utilized:

Mean Score	Description
1.00 - 1.66	Never Used
1.67 – 2.33	Seldom Used
2.34 – 3.00	Always Used

Necessary permit was secured from the Dean of Academics in distributing the questionnaires and interviewing the first class midshipmen. After retrieving the accomplished questionnaires from the respondents, the researchers encoded, tallied, and analyzed the data obtained. Data were processed using the SPSS (Statistical Packages for Social Sciences) with the assistance of the Department of Research and Extension Services (DRES).

Descriptive analysis was applied to the data generated by the questionnaire. Means and standard deviations were computed to determine the extent of usage of the SMCP on-board ships as experienced by the Class 2005 cadets. Computations are employed across department and type of vessels. Means are arithmetic averages and measures of central tendency. Standard deviations are measures of dispersion or variability. Generally speaking, the smaller the standard deviation, the less the response scores comprising a particular distribution vary from the mean. A pragmatic interpretation of the standard deviation is agreement: the larger the standard deviation within a scale, the more disagreement among the respondents.

Results

This section presents the results of the investigation. Data for this study was obtained by making a questionnaire from the Standard Marine Communication Phrases Handbook (pages 5-10) issued by the IMO on 14 July 2000. Suggestions for improvement and the proper implementation of the SMCP were gathered from interviews conducted to the midshipmen.

PERCEPTION OF THE MIDSHIPMEN

Generally, the midshipmen of both departments regarded sixty percent of external communication phrases as NEVER USED and forty percent as SELDOM USED. On

the other hand, they regarded twenty-one percent of onboard communication phrases as NEVER USED and seventy-nine percent as SELDOM USED.
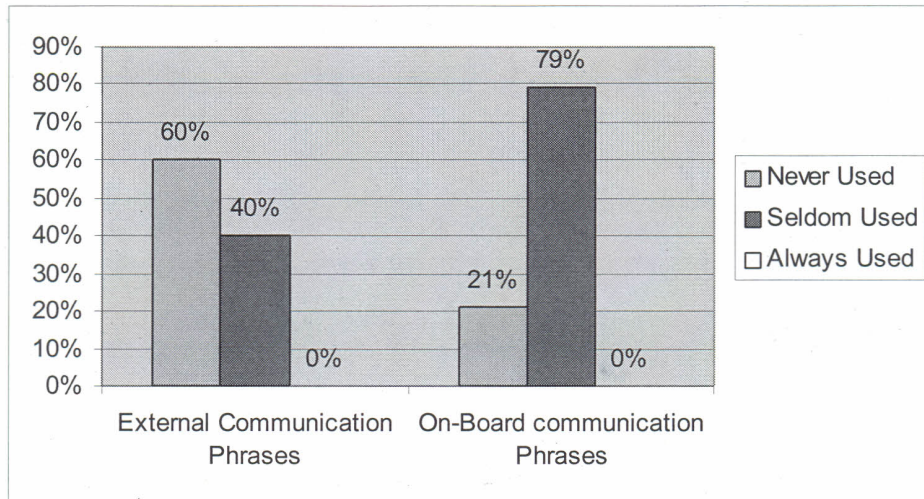

Figure 1. Perception of Cadets On External and On-board Communication Phrases

This means that midshipmen of both departments regarded sixty percent of external communication phrases as NEVER USED and forty percent as SELDOM USED. On the other hand, they regarded twenty-one percent of onboard communication phrases as NEVER USED and seventy-nine percent as SELDOM USED. Thus, this was in reference to their experienced of the extent of usage of SMCP for both international and training ships.
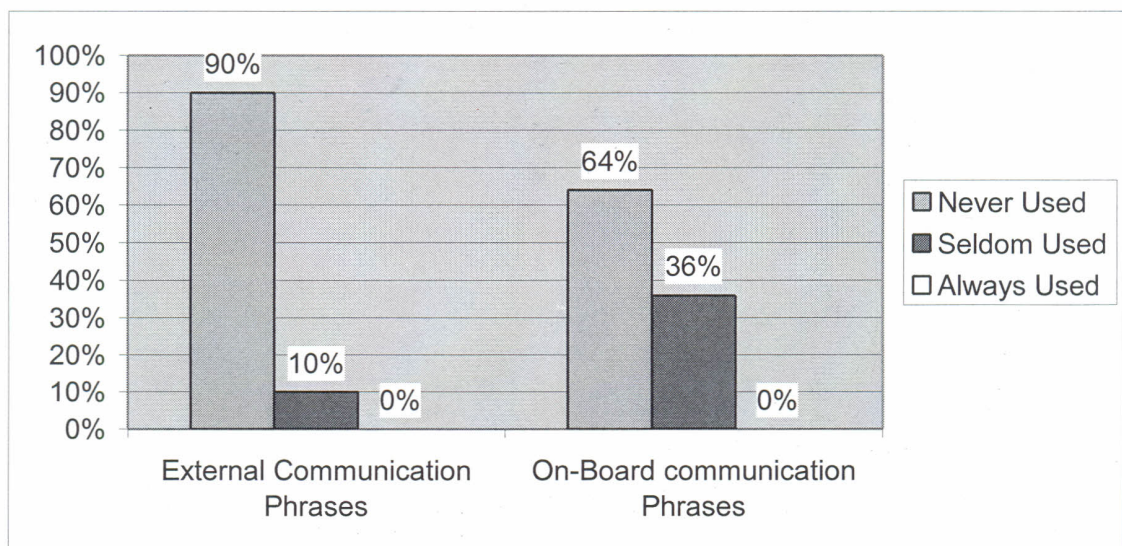
Figure 2.A Extent Usage Of SMCP by the Deck Department
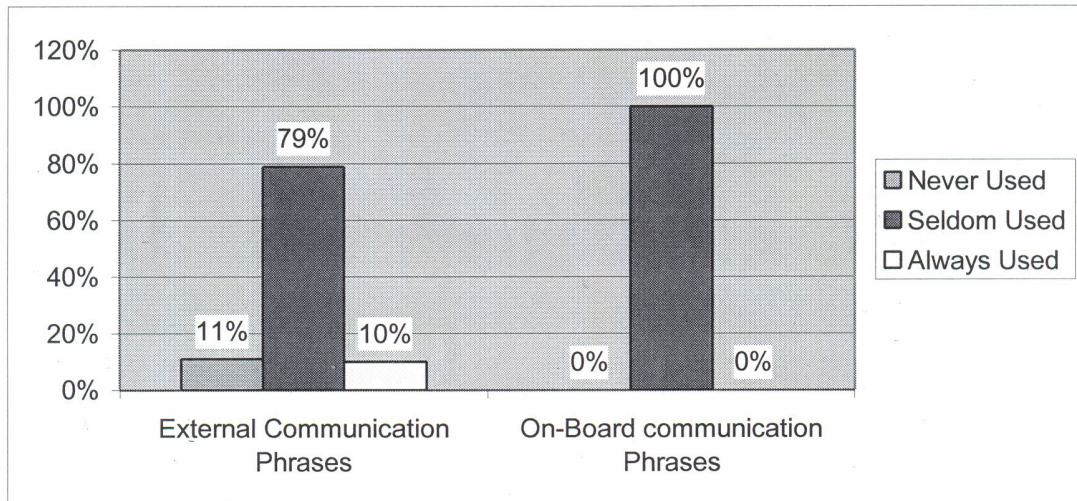
Figure 2.B Extent Usage Of SMCP by the Engine Departments

Hence, the deck cadets most used the External Communication Phrases, which includes phrases of distress, safety and urgency traffic, environmental protection, VTS Services and Fire Fighting and Protection since they were most exposed to communicate externally especially when it comes to reporting and transmittals.

However, the engine midshipmen considered twenty percent of external communication phrases as NEVER USED and seventy percent as SELDOM USED and ten percent as ALWAYS USED. They regarded ALL onboard communication phrases as SELDOM USED. Thus, the Engine cadets were more trained to use the SMCP On-board Communication Phrases that includes the Cargo operations, Ship handling, Cargo and Passenger Care and Safety Communication Phrases. All cadets normally used these phrases as part of their daily routine on board. Likewise, during cadetship training, deck and engine cadets were taught all the phrases first to prepare them in times of any distress situation, and not only those phrases being used as part of their daily routine.

SMCP USAGE AT THE TRAINING SHIP

The extent of usage of the SMCP was also based on whether the cadets boarded the Training ship or International ships. The phrases was divided into two functions: Part A - SMCP External Communication Phrases and On-Board Communication, which is more on distress, safety and urgency traffic, engine and wheel orders, pilotage and assistance; and Part B – IMO On-Board Communication Phrases which is more on ship handling operations, cargo and passenger care and Safety Briefing and Operations. Following are the figures which show the various results:
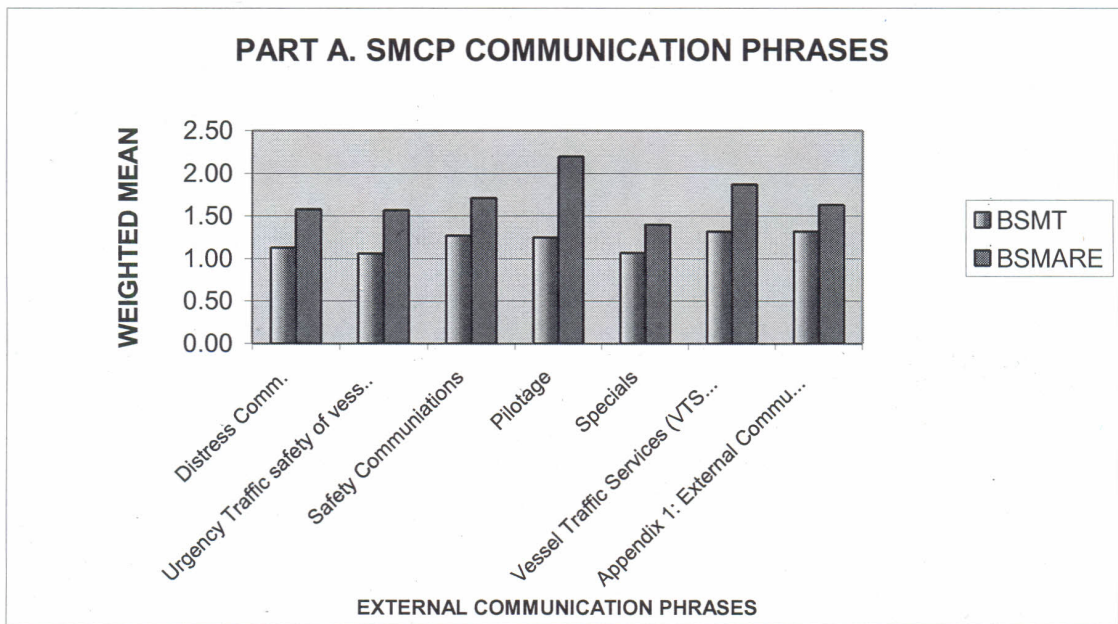
Figure 3. PART A. EXTERNAL COMMUNICATION PHRASES

Figure 3 shows that the higher the value of the mean the seldom that the cadets used the SMCP. For the Deck Cadets, they most used *Vessel Traffic Services (VTS) Standard Phrases* and *Phrases from Appendix 1 of External Communication phrases* with the value of mean as 1.32. On the hand, the *Phrases for Pilotage* are most used by the engine cadets with the value of mean as 2.20.

The phrases above have been categorized as main phrases but under each category are the divisions of situations and its corresponding usage.
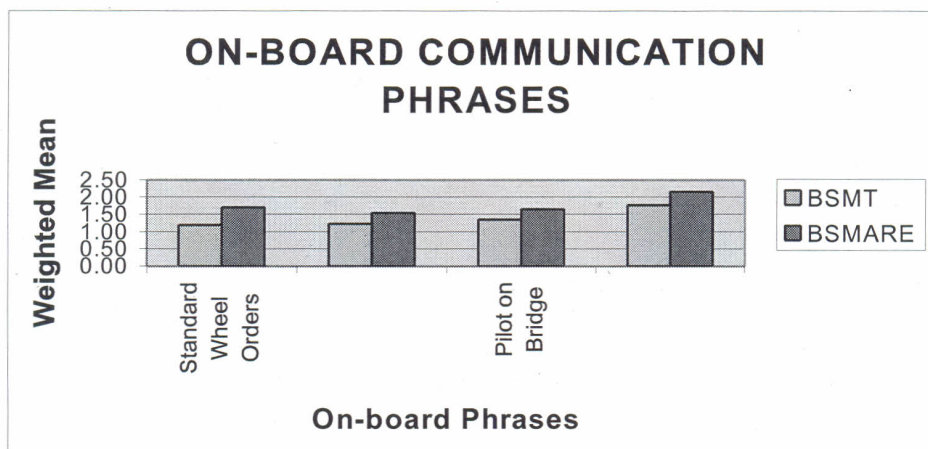
FIGURE 4. ON-BOARD COMMUNICATION PHRASES

Figure 4 pertains to on-board communication phrases, which deals with the standard engine and wheel orders, Pilot on Bridge and Appendices involved. The deck and engine cadets most used the *Appendices Phrases*, which are the Distress, Safety and Urgency Situations and Phrases. It revealed that these communication phrases are invaluable since it is a 'must know' for everyone because these are being used during the most critical and urgent cases on board the vessel.
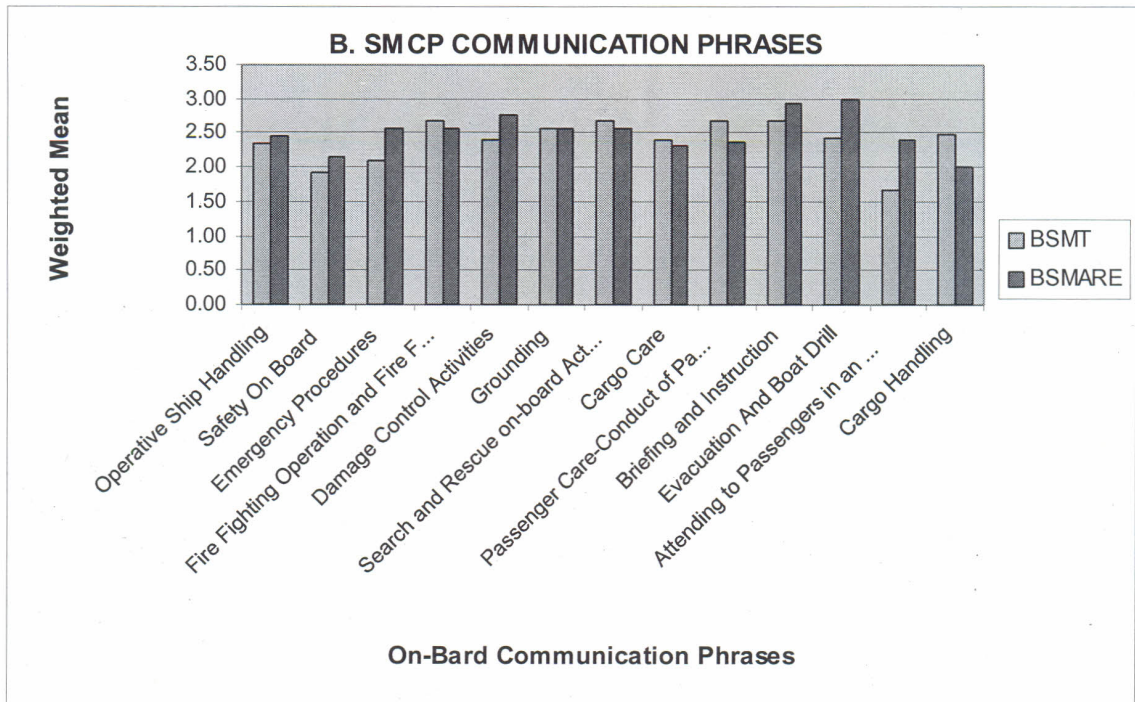
FIGURE 5. PART B- ON BOARD COMMUNICATION PHRASES

Figure 5 shows the results of the Deck and Engine Cadets on the use of the On-Board Communication, which is more on operative ship handling, cargo care and passenger care. For the Deck Cadets, *Operative Ship Handling Phrases* are most used and obtained the mean of 1.77, while the Engine Cadets most used the *Fire Protection and Fire Fighting,* which obtained the mean of 3.00.

SMCP USAGE AT INTERNATIONAL SHIP

International ships are ocean-going vessels that are plying around the globe. Thus, the extent of usage of SMCP is very different from those who boarded the inter-island training ship. International Regulations requires the usage of SMCP when it comes to reporting in VTS, Pilot Stations and other Stations. The figures below show the results:

PART A. SMCP PHRASES (EXTERNAL COMMUNICATION)
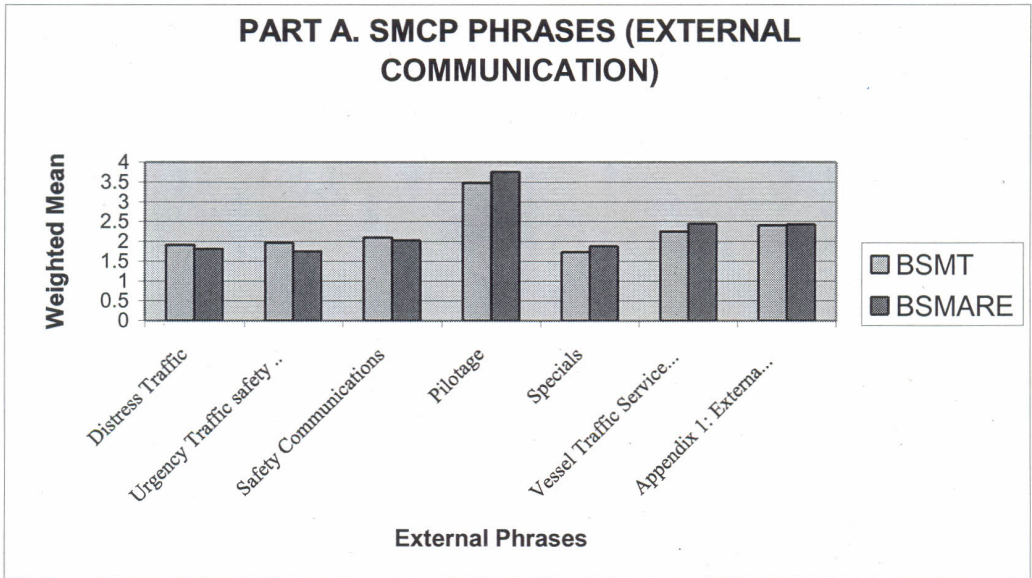
FIGURE 6. SMCP EXTERNAL COMMUNICATION PHRASES

In Figure 6, Deck Cadets who boarded International ship most use the *Appendix 1 of external Communication Phrases* and the least use is the *Distress Traffic Phrases*. The Engine Cadets rated the *Pilotage Phrases* as most used rather than the Urgency Traffic safety of the Vessel Phrases because the former were utilized more as part of the exercises on-board.
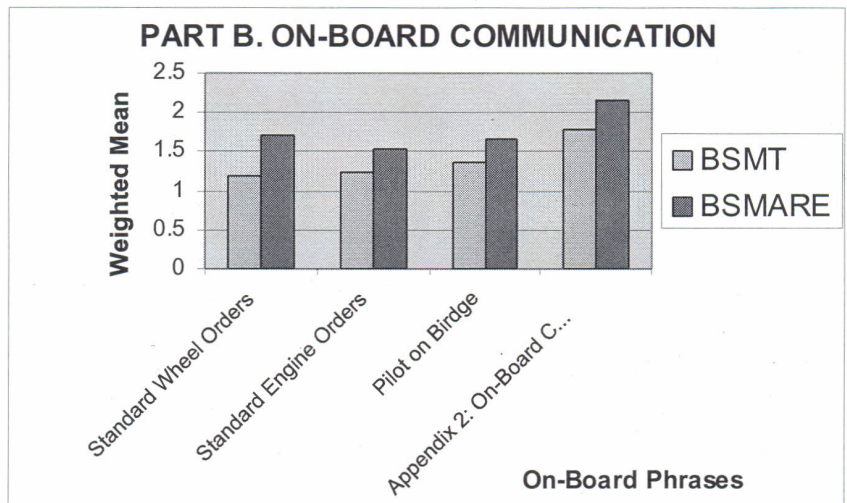

PART B. ON-BOARD COMMUNICATION

FIGURE 7. SMCP ON-BOARD COMMUNICATION PHRASES

In Figure 7, *Standard Wheel Orders* is most used by the Deck Cadets because proper and exact communication and reporting must be done during wheel maneuvering while *Standard Safety Message* is considered the least used since they never encountered such aboard ship.

On the other hand, the Engine Cadets considered *Appendix 2 of On-board communication Phrases* as most used and surprisingly, the *Standard Engine Orders* as the least.
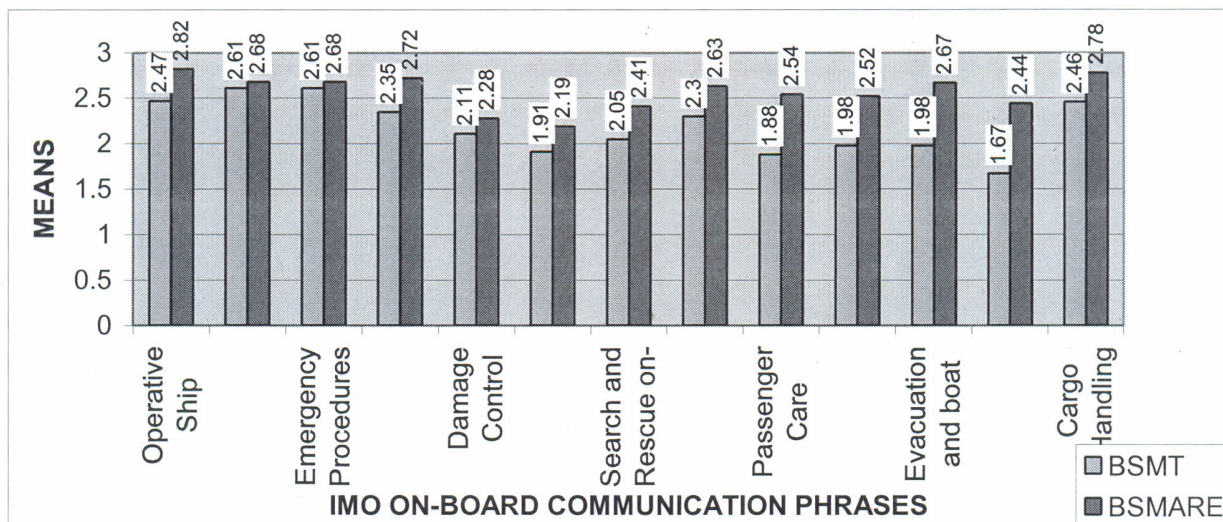
FIGURE 8. PART B. IMO ON-BOARD COMMUNICATION PHRASES

In Figure 8, *Safety On-Board and Emergency Procedures* are used most of the deck cadets_least use the Attending to the Passengers in an Emergency Phrases since nobody boarded any passenger vessel. Engine Cadets on the other hand most used the *Operative Ship handling* and least use the *Grounding* because during operations of the ship such as the cargo operations and maintenance, engineers are involved.

SUMMARY OF THE FINDINGS

We would like to reiterate some of the suggestions of Seong in his paper entitled 'Experimental Use of IMO Standard marine Communication Phrases (SMCPs) in Korea' that correlates to our study:

a)　　　The SMCP is a very large body of work. It should be divided into parts based upon experience level (Captain, Chief Officer, Pilot, Cadet, etc.)

b)　A general competency level examination is strongly recommended to develop to international standards.

c)　Traditional sea terms for measurement should be eliminated because using these words provides an impediment in learning the SMCP.

d)　A basic glossary of shipboard terms should be provided so that the standard terminology for navigating within a vessel.

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e) A list of approved abbreviations should also be included.

f) Publications concerning navigation and other maritime topics should incorporate the SMCP terminology (when written in English).

g) A comprehensive dictionary of terms used in navigation and shipping should be developed.

The study results revealed that:

1. Generally, the midshipmen who have undergone shipboard training regarded the SMCP as seldom used. This is a realistic perception since the SMCP has only been adopted in 2001. Those cadets who boarded the training ship most used the Part A of SMCP External Communication Phrases, which comprises the *Distress, Safety and Urgency Traffic* because they were not exposed into ship handling and cargo operations since the vessel that they boarded is the training ship. On the other hand, those cadets who boarded international vessel had more experiences on *Operative Ship Handling, Cargo Care and Passenger Care, Emergency and Safety Procedures*. Thus, this reflects the results of their extent of usage of the SMCP preferably the On-Board Communication Phrases. Another thing is, as being implemented also by the International Rules in reporting to the various reporting systems and stations, which requires the use of the SMCP External Communication Phrases.

2. Results were obtained on how and when the deck and engine cadets use the SMCP. Hence, their extent of usage was also based on the situations that they had experienced, and on how their ship officers implemented it and their attitude towards the SMCP.

3. The following are the suggestions of the midshipmen for the improvement of the SMCP and its usage:

   a) Maritime schools should teach this subject strictly and effectively.

   b) Qualified instructors who are familiar with current maritime issues based on the STCW 1995 implementation in the national education and training.

   c) Various role-playing and complex situational exercises in a realistic way instead of 'canned and preprogrammed exercises' (Mitroff, 1997) should be done.

Conclusion

The findings only affirm that the midshipmen view the SMCP as seldom used even after three years of implementation in the national education and training. This only further reflects the attitude of current seafarers whom the cadets have worked with during their shipboard training. The use of SMCP also depends on its implementation of the master of the ship and on various international reporting systems.

The midshipmen differed little in their perceptions of SMCP usage. It is surprising to note that the engine cadets considered the SMCP important more than the deck cadets. This only proves that the less an object is seen, the more you think of that object as important. Hence, the engine cadets were seen to use more strictly the SMCP with regard to safety and the deck cadets for the reporting. Results were obtained based on how the deck and engine cadets use the SMCP in their situations on board their respective vessels.

"The ability to use and understand the IMO SMCP is required for the certification of officers in charge of a navigational watch on ships of 500 gross tonnage or more." (IMO SMCP, 2000). Yet this study shows that the deck cadets deem the SMCP as a minor requirement.

If the cadets of both inter-island and international sea-going vessel were given the same quality and level of training on an ideal ship where SMCP is properly delivered and implemented, the extent of usage of the SMCP will be uniform.

Midshipmen considers Maritime English as a "nice to know" subject along with general subjects. Yet they do not realize that technical knowledge is rendered useless if one has no ability to communicate it effectively. English competence is one of the main reasons why the Philippines remains as one of the highest supplier of manpower in the shipping industry.

Recommendations

The extent of usage of the SMCP and its proper implementation must be further studied to know what should be enhanced and developed. IMO must also coordinate with the CHED to established a law which directs all maritime schools to strictly implement the use of SMCP in Maritime English subjects.

Hence, this includes also the proper hiring of qualified instructors that has the knowledge and background on maritime issues so that the SMCP will be taught to the maritime students effectively and realistically. IMO must also encourage shipping companies to have their seafarers take the Maritime English Course because good communication plays a vital role to the safety of life at sea.

Acknowledgement

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MIDWN. 1CL JAVELLANA MARIA KRISTINA B.

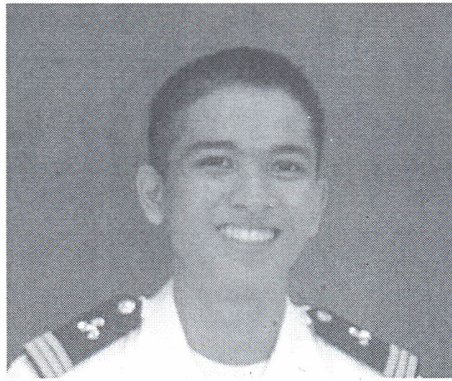*Maritime Academy of Asia and the Pacific – Kamaya Point*

Bachelor of Science in Marine Transportation

20 Years Old, Fourth - Year Level

The researcher was born on the 7th of July 1984 in Quezon City but grew up in Silay City, Negros Occidental and started his primary education at Silay South Elementary School.

She attended Dona Montserrat Lopez Memorial High School where she served as the Editor-in- Chief of the school paper alongside being the Corps Commander of the school's Cadet Military Training. She finished her high school year with a bang as the valedictorian.

She joined the Class 2005 of the Maritime Academy Of Asia And the Pacific. She is an excellent dancer-whether folkdance, modern or ballroom. She is currently the Midshipman In-Charge (MIC) of EU-ASEAN FOR WOMEN SEAFARERS GROUP of MAAP, which is under the EU-ASEAN International Group and the MAAP PROTOCOL AND ETIQUETTE COMMITTEE, and a member of the MAAP Research and Extension Services Circle.

MDN. 1CL TOLENTINO ARLEO ZONIKO

Maritime Academy of Asia and the Pacific – Kamaya Point

Bachelor of Science in Marine Engineering

20 Years Old, Fourth - Year Level

Arleo Zoniko C. Tolentino's physical body was born on 19^{th} of May 1984 in a small fishing town of Hagonoy in Bulacan.

He started his primary education at Hagonoy Central School where he served as the Student Chairman on his sixth year and graduated as valedictorian.

He attended St. Anne's Catholic High School where he fell in love with a girl, joined many extracurricular events and on his senior year, became the Student Mayor and graduated sixth overall, and received the PGMA Leadership award, and eventually, got the girl.

He reluctantly said goodbye to his girlfriend and joined the Class 2005 of the Maritime Academy of Asia and the Pacific. He wields the nunchakus, and practices yoga. He formed and currently heads the Jeet Kune Do Club and is also active in the Dialectic Society as its assistant Midshipman-in-Charge. He is also a member of the MAAP Research and Extension Services Circle.