MARSEILLE, FRANCE
04 – 07 October 2005

INTERNATIONAL MARITIME ENGLISH CONFERENCE

IMEC 17

PROCEEDINGS

PROGRAMME AND SCHEDULE FOR IMEC 17
(October the 4th to the 7th)

Monday afternoon 1400 - 1700	Registration
1630 -	Meeting with the press (for Steering Committee members)
1800 -	"Welcome" cocktail at ENMM
Tuesday morning 0800 – 1000	Registration
Tuesday morning 1000 - 1100	**Opening ceremony**
Trenkner, Peter	The IMO-Standard Marine Communication Phrases (SMCP): Refreshing Memories to Refresh Motivation.
Tuesday afternoon 1400 - 1750	**Plenary session**
1st session 1400 – 1530	**Chairperson: Alain BRILLAULT**
Pritchard, Boris	Maritime English Resources Database – a year after.
de la Campa Portela, Rosa & Bocanegra Valle, Ana	A Survey Of Maritime Accidents As A Source For The Analysis Of English Language Needs.
Cole, Clive	A status report concerning the IAMU Research Project *The Professional Profile of a Maritime English Instructor (PROFS).*
1530 – 1600	Break
3rd session 1600 – 1730	**Chairperson: Peter TRENKNER**
van Kluijven, Peter	presentation of IMEC website.
Pavlić-Viskota, Adelija	~~Importance of Language Functions.~~
Li Yong Xing	A deep investigation into the Chinese Seafarers' difficulties in employing English.
1730	**Group discussion**

Wednesday morning 0830 1200	**Plenary session**
2nd session 0830 – 1000	**Chairperson: Ali Asghar ROSTAMI**
Liu Gang & Shi Zhubin	Which to Pursue, the MSA's ME Exam Pass Rate or the ME Communication Competence.
Maesel, Katrin	Blended approach of e-learning and classroom teaching ("FlexiMod - English for Mariners").
Schriever, Ulf Georg	A discourse on teaching and learning of maritime English in the context of different linguistic and cultural backgrounds.
1000 – 1030	Break
4th session 0900 – 1200	**Chairperson: Clive COLE**
Karlsson, Carl Johan	Using digital language labs in the teaching of Maritime English – combining content, software and pedagogy.
Youssef, Ahmed & Taher, Alia	Impact of new technologies on the development of Maritime English courses.
Meihua Luo	Integrating communication skills development in Maritime English curriculum.
Wednesday afternoon 1330 - 1730	**Visit of Marseille by bus**

Thursday morning 0830 - 1210 **Plenary session**

1st session 0830 – 1000 – Chairperson: Yong Xin JIN

Diaz Perez, Jose Manuel	Alternative use of a VTS simulator for SMCP teaching: Exploring new pa for a powerful training tool.
Katarzyńska, Barbara	Introducing The Mareng Project.
Guignot, Yves	An "exercise building" tool.
1000 - 1030	Break

2nd session 1030 – 1200 – Chairperson: Peter VAN KLUIJVEN

Zawadska, Kasia	Examples Of Mnemonic Techniques In Facilitation Of Maritime Vocabul
Tominac, Sandra	The use of concordances in teaching Maritime English vocabulary.
Fabe, Dušan	An Insight into the Meaning of Some Maritime Terms.

Thursday afternoon 1330 - 1650 **Workshops (2 parallel sessions + Plenary)**

1330 – 1500	
Albu Georgeta; Martes Liliana & Manolache Paula.	Mitigating Cross-Cultural Conflicts.
1330 – 1500	
Van Kluijven, Peter	Maritime English in practice.
1510 - 1610	
Konijn, Siep	'Cross-cultural awareness. The Geert Hofstede Analysis'.
1510 - 1610	
Lozinska, Maria	How to adapt authentic materials for communicative teaching of Maritime English - a practical workshop.
1620 – 1720	
Short, Valery	The IMO Convention on Standards of Certification, Training & Watchkee **STCW 95 – ~~English language requirements: reference Table A-111/1 & 1~~** To what minimum standard do we teach Maritime English ?

Thursday evening 1930 - **"Farewell" party**

Friday morning 0830 - 1200 **Plenary session**

1st session 0830 – 1000 – Chairperson: Valerie SHORT

Guo Jingyi (Alice)	Cultivate the International Mind-Set of Chinese Crew.
Huang Liping	The Development of Seafarers' English Training in QMC of China.
Polskaya, Tatiana	Using Current Trends In Post Graduate English Language Competency Assessment And Training For Seafarers.
1000 – 1020	Break

1st session 1020 – 1230 – Chairperson: Boris PRITCHARD

Hooshang Khoshsima & Ali Asghar Rostami	The Washback Effect of Alternative Assessment to Enhance Students' Achievement.
Toncheva, Sonya	A Genre Approach to the Qualification Profile of the Maritime English Lecturer.
	Group discussion
	Introduction of IMEC 18
	Closing Ceremony

Opening Address to IMLA – IMEC 17, ENMM Marseille
France (Oct. 03, 2005)
Prof. Dr. Peter Trenkner
Chairman of the IMLA Maritime English Sub-Committee / IMEC

Monsieur le Directeur Louedec, Monsieur le Préfet, Monsieur le Président du Conseil Général, Monsieur le Directeur des Affaires Maritime, chers invités, chers collègues, chers amis !
Le vous souhaite la bienvenue à cette conférence internationale de la langue anglaise maritime qui se tient à Marseille.
Je remercie particulièrement l'Ecole Nationale de la Marine Marchande pour l'invitation à cette conférence.
Je souhaite que cette rencontre se déroulera dans les meilleures conditions.
Permettez-moi de continuer en anglais, mes connaissances de la langue française sont limitées.
Merci beaucoup.

Distinguished Director of the National Maritime Academy of Marseille, esteemed governmental representatives, dear guests, staff and students, colleagues and friends.
Ladies and Gentlemen.

On behalf of the International Maritime Lecturers' Association I have the extraordinary honour and pleasure to officially open the 17th International Maritime English Conference here in beautiful Marseille.
The President of IMLA, Prof. Günther Zade would have loved to personally participate in this outstanding event, but has been prevented from coming due to circumstances beyond his control. He asked me, however, to convey his sincerest regards to our conference wishing us all success. The greater is my pleasure to welcome at our conference the IMLA Chairman Prof. Gao Deyi of the Shanghai Maritime University who honours us by his participation.
I am furthermore extremely happy to welcome delegates representing as many as 22 different countries and the World Maritime University. These countries are in particular Algeria, Australia, Bulgaria, PR China, Croatia, Egypt, Finland, France, Germany, Ghana, Iran, Lithuania, The Netherlands, New Zealand, The Philippines, Poland, Romania, Russia, Slovenia, Spain, Sweden and the United Kingdom
It took some of our friends quite a few efforts and many an hours to get here to beautiful Marseille , but they did not mind all the stress as they were convinced that also IMEC 17 will turn out to become a further highlight in the glorious row of its predecessors, and it would be worthwhile attending – a good decision you made. I fee, and so does the IMEC Steering Group, that it was a splendid idea, indeed, to accept the invitation issued by our dear friend Alain Brillault at IMEC 16 in Manila one year ago on behalf of the management of his Academy. So I and with me all the IMEC Steering Group would like to express our utmost gratitude towards the Director of this Academy, Mr. Louedec, his academic and technical staff and especially Alain Brillault for having taken the burden of organising and hosting this international conference. This is the more remarkable as Alain, being the local organiser, did not have more than half a dozen subcommittees at his disposal assisting him in managing all the imponderables willy-nilly emerging when preparing an event like this. Get him a big hand, please!
Moreover, our Association feels extraordinarily honoured by the outstanding interest in our work demonstrated through the presence of high-ranking governmental officers of the Republic of France.

Furthermore, I have to thank the IMEC Papers and Activities Committee, for the first time chaired by Prof. Boris Pritchard of the University of Rijeka, Croatia, for the excellent and time consuming work they have done preparing the high-profile academic programme. Outsiders cannot imagine how much money the internet providers made merely through the exchange of the vast number of emails between Boris, me and the other members of the Steering Group. A perfect job you have done, Boris, and you deserve a good chance to do that very job for the forthcoming IMECs, too.

And I have to thank the Vice Chairman of IMEC, Clive Cole of the World Maritime University, who always managed to catch up the IMEC Chairman whenever he was in danger to stumble due to the heavy load of problems showering upon him in the fore field of this event.

On this occasion, I also want to say "thank you" to Peter van Kluijven of The Netherlands who manages our IMEC website which all of you will know meanwhile, and he is the editor of our electronically issued Newsletter more and more being downloaded by interested parties. All of you are invited to click on the website once in a while and, for example, join the worldwide discussions in the chat room or the Forum as it is called there. A splendid job you do, Peter.

Last but not least thanks have to be passed on to the PROMOSCIENCE company for their valuable assistance regarding the technical organisation of our conference.

The relations between IMLA are not restricted to the organization of conferences and workshops. Loïc Courcoux, for example, was the Chairman of IMLA between 1986 and 1990 and so was Pierre Léonard from 1990 to 1994.

Marseille, situated on the beaches of the Mediterranean Sea, is the oldest port in Europe and best reputed and so is the Ecole Nationale de la Marine Marchande.. This was, apart from many other good grounds, reason enough to invite the Maritime English family to this renowned institution to mediate Maritime English language acquisition amongst teachers and other interested parties through sharing classroom experiences and exchanging ideas. This way we may find appropriate methods and means to improve language communication at sea and in ports for the sake of safer shipping, cleaner oceans and a more profitable transport over sea. Please, dear colleagues, always keep in mind that we as Maritime English lecturers bear a considerable responsibility for the personal and professional welfare and performance of our students and cadets, i.e. the future ships officers who on board their vessels will navigate the seven seas of this beautiful globe – keeping that in our views should be motivation enough to perform training, education and research at our best. Dear colleagues, wherever we do our challenging jobs in this world – teach locally but think globally. And I appeal to the managements of maritime training institutions to weigh the consequences should they plan to reduce Maritime English instruction what unfortunately threatens here and there: A reduction in this field first of all means a reduction in safety.

To finish with: Language communication is – apart but not isolated from its maritime aspect – also an emotional matter: It strengthens friendship among people speaking different tongues. So I am very happy to embrace and kiss an ever growing number of old friends here in Marseille and to make new friends. The world's oceans do not separate people – they unite them and so does the language spoken within our community - Maritime English.

Distinguished audience. Our vessel named IMEC 17 is ready to sail. She is seaworthy, properly manned, equipped and supplied, hopefully with enough French wine and cheese, too. Her engines are standing by and so is her crew and the weather is fine. So, let go everything and full speed ahead.

Thank you very much and merçi beaucoup!

Papers or workshops presented at IMEC 17

bu Georgeta; Martes Liliana & nolache Paula	Mitigating Cross-Cultural Conflicts.
le, Clive	A status report concerning the IAMU Research Project *The Professional Profile of a Maritime English Instructor (PROFS).*
lić-Viskota, Adelija	Importance of Language Functions.
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tchard, Boris	Maritime English Resources Database – a year after.
hriever, Ulf Georg	A discourse on teaching and learning of maritime English in the context of different linguistic and cultural backgrounds.
ort, Valery	The IMO Convention on Standards of Certification, Training & Watchkeeping : STCW 95 - English language requirements: reference Table A-111/1 & 11- To what minimum standard do we teach Maritime English ?
minac, Sandra	The use of concordances in teaching Maritime English vocabulary.
ncheva, Sonya	A Genre Approach to the Qualification Profile of the Maritime English Lecturer.
enkner, Peter	The IMO-Standard Marine Communication Phrases (SMCP): Refreshing Memories to Refresh Motivation.
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eihua Luo	Integrating communication skills development in Maritime English curriculum.
oussef, Ahmed & Taher, Alia	Impact of new technologies on the development of Maritime English courses.

e: the papers and activities committee selected the papers from the abstracts given. The authors remain fully responsible for the content of full paper

CROSS-CULTURAL CONFLICTS

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Abstract

The session is meant to involve participants in the discussion of some instructional events during the refreshing course, illustrating the principles of a safety culture and the importance of a flexible approach to human relationships in a multinational crew.

A group of 5 "trainees" participate in the process of experiential learning, after a presentation made by the lecturers, on the importance of effective communication and mitigating conflicts on board the vessels.

"Trainees" (impersonating Romanian seafarers) are involved in role-play, then self-assessment and assessment of their colleagues' communicative performance. Scenarios are provided by the instructor (workshop coordinator) , but participants are encouraged to bring in their own experiences.

During the group activities, 'trainees' shall point out some of the main issues that lead to poor communication (fear of performing poorly, "not being one of them", lack of education, culture clash, minds filled with prejudices, etc.) and shall demonstrate that knowledge of and respect for other crewmembers' cultures as well as assisting less skilled colleagues to perform effectively will help seafarers communicate better and consequently control and manage minor conflicts before they develop into major incidents.

By the end of the workshop, participants are expected, on the basis of personal observations on the 'trainees' communication skills and behaviour, as well as the results of the questionnaires on work relationships provided by the instructor, to describe the 'profile' of the Romanian seafarer.

Key-words: conflict mitigation, cross-cultural conflicts, effective communication, experiential learning, initiative-centred reflection process, , role-play, safety culture.

1. Introduction

The workshop session is meant to involve participants in the discussion of some instructional events recorded during a Romanian Maritime English Refreshing Course (RoMERC) delivered by CERONAV illustrating the principles of a safety culture and the importance of a flexible approach to human relationships in a multinational crew.

During this workshop we propose to discuss the principles promoted by the IMO Resolution A.792 (19) regarding the SAFETY CULTURE on board the ships, pointing out that the adopted proposals shall not be fully justified unless safety attitudes are consolidated at all levels, involving persons professionally connected with ships navigation and operation. To consolidate such attitudes it is necessary to develop **social skills, organized, coordinated activities for relating to a situation** and involving a whole chain of perception, action and control mechanisms.

Enlarging on the idea that interpersonal relations effectiveness does not lie in 'fighting a conflict', but in using constructively its energy, the participants in this workshop are expected to suggest, discuss and analyse the best ways for channelling such energy towards solving critical situations on board ships.

In accordance with the Memorandum of Understanding between the Ministers of Higher Education in South-Eastern Europe, the strategic development of the human resources involves the 'opening' of the education and training system in a global way. The core objective of language education, in this intercultural approach becomes, as stated in the Common European Framework (CEF-0521803136), **the promotion of the favourable development of the learner's whole personality and sense of identity enriched by the 'experience of otherness' in language and culture.**

The harmonization of standards and methodologies will become a fact IN-DEED when teachers/ trainers and the trainees have actually demonstrated their cooperation for 'reintegrating the many parts into a healthy developing whole' (CEF).

The workshop (2h.30' duration) starts with the **introduction of CERONAV trainers and of the participants** in the session. Mrs. **P.Manolache briefly presents the Centre** and its Training Methodology (5'), then Mrs. **L.Martes speaks about human relations**, conflict mitigation and effective communication (10'). Mrs. **G.Albu sets the structure** for the experiential learning session, pointing out the main objectives and providing the briefing for the tasks involved in the sea-story and the role-play (10').

After watching a **video-cassette** with the recording of some genuine parts of a RoMERC (10') the 3 CERONAV trainers distribute **copies of the sea-story and the questionnaires** to all participants, as well as support-material for the '5 volunteer-trainees'(10').

After a 15' break (if this suits the organizing committee) the actual **'role-play'** starts followed by **feedback** from the participants, discussions and evaluations (1h.30').

2. General Presentation of CERONAV. Methodology of Training and Maritime English Inter-Active Teaching Techniques

Having a long tradition in educating and training maritime and technical personnel to its merchant fleet, Romania represents the alternative source for experienced and cost efficient crews in present days.

CERONAV RoMTC was established in 1976 in Constantza, Romania, in order to respond the training necessities in the navigation and port operation field. CERONAV has ever since met the standard requirements and training criteria under the STCW Convention as far as the training of the seafaring personnel is concerned, providing a wide range of education and training courses. CERONAV was certified to ISO 9002 standard by BVQI in 1999 and re-certified to ISO 9001:2000 in 2002. We gained recognition by international accrediting bodies such as UKAS, RVA and ANAB through BVQI.

The permanent improvement of professional training and specialization in compliance with the national and international standards and requirements for the safety of navigation and port operation, which is meant to lead to the fulfilment of the clients' requirements, is the main objective of CERONAV quality policy. The quality management system is monitored by internal and external audits and it is periodically analysed in order to ensure the observance of the adopted principles and the efficiency and continuous improvement of services.

The knowledge and skills of a merchant fleet officer require constant updating. On the one hand, the safety of men working at sea is the most important. On the other hand, modern ships are an example of rapid technological development. It is the combination of these human safety requirements with skilful operation of increasingly sophisticated and automated equipment that calls for highly qualified staff.

In conjunction with local maritime academies and as a Marlins Approved Test Centre, CERONAV focuses on all aspects of the training of seafarers to ensure all trainees are competent enough to undertake the business of transportation of dangerous cargoes in a safe and timely manner.

CERONAV liaises with international organizations particularly with the I.M.O., such decisions opening the following opportunities:

- Access to standardization, thoroughly documented training methodology, common procedures and standards for the development and delivery of courses, including the training for trainers.
- Access to updated and high quality teaching aids and training packages, designed on a modular basis to ensure maximum flexibility.

CERONAV has a permanent staff of competent, professional lecturers, whose vast experience does not derive only from their scholarships but also from their participation in the international symposiums, conferences and seminars, from their membership in the Drafting Committees of International Conventions and last but not least from their research, documentation and publishing activities.

Effective communication has become an important part in the CERONAV training programmes for seafarers. This is to fulfil one of the requirements of the new revised STCW Convention, which is the **elevation of the English language proficiency**. Seafarers need comprehensive practice in effective communication and we have to raise their enthusiasm to improve speaking skills.

The teaching staff are aware that in the business world of today, a mastery of the art of communication is a vital necessity. That is why we offer the trainees the possibility to present themselves, put their arguments across during meetings, briefing and discussions and know how to organize materials for maximum effectiveness in the highly competitive shipping industry.

CERONAV Methodology recommends the **Communicative Approach** and our courses use its characteristics:

- Language focus: All elements of natural language.
- Teaching aims: Ability to use English fluently, accurately and appropriately.
- Typical activities: "Real life" and topic-based communication tasks.
- Skills practiced: All communication skills.

and **Teaching Methodology** principles:

- The syllabus is partially determined by the specific learning requirements of the trainees.
- The trainees learn by taking part in activities that enable them to try out new information.
- Social interaction: the trainees learn from many sources.
- Independent learning: trainees work out actively rules by themselves.
- Trainee - centred teaching: instructor facilitates the trainees' learning.

As **Resources** for the Maritime English Course we use:

- SMCP.
- CERONAV maritime training packages: textbooks, handouts, videos, slides etc.
- Authentic materials from: IMO, other maritime organizations, the Internet, ship's correspondence, the shipping companies, fleet standing instructions, college technical departments, industry journals, newspapers, radio and TV programs, teaching staff, trainees, etc.
- Visual aids.
- Textbooks, dictionaries, grammars.

During **Computer-Based Training,** Marine Software "**S.M.C.P.**" is used in accordance with IMO **Model Course 3.17.** It is well suited for self-study as well as for group training and it offers interactive possibilities such as *language courses*, *routine scenarios* and *emergency scenarios, drills and evaluation tests.*

Here are some of the tasks included on our training agenda:

- To relay experience about safety, based on modern information and communication technologies and on information from the trainees.
- To organize and conduct "safety lessons": learning from others' experience and getting information on correct procedures. Such an "event" is part of the "Maritime English" seminars. The reports are a prime example of lessons to be learned from others' misfortune.

- In situations of transience and wide cultural diversity, the kinds of psychological climates conducive to effective team working are unlikely to develop sometimes. That is why there should be tasks to be performed in the zone of the human element.
- One of the routes to increase safety is to raise the awareness of the human element across a range of disciplines.
- Reducing accidents, particularly those caused by human error, should be our primary concern, and we are committed to create an open and favourable climate to support this valuable effort.

Testimonial of a cadet: *"One of the things I liked most about studying at CERONAV is that not only did I learn English, but I also learnt about different cultures and how to socialize with others, whose home is so far from mine. Studying English has helped me open my mind about many things and has helped me realize that I am a member of a bigger world, while making me feel like I'm at home."*

3. Personal Interaction and Human Relations. Principles of Conflict Mitigation and Effective Communication

More often than not people are not characterized by so many positive attributes and yet objectives have to be reached and results have to be achieved. The solution is team working, where personal attributes can be used as a "whole" for mutual benefit. The teams of people at work are varied in the degree of involvement and roles played; groups need both members who are effective in the task area and those who are effective in the social and emotional area. There are always the conciliators, the antagonists and the neurotics, working together with the questioners, clarifiers and directors. Neither can succeed without the other and each group member will be partly task oriented and partly social-emotional oriented, with one orientation typically dominant.

A great deal of work is done by individuals. However, many of the problems organizations face cannot be solved by the individual because no person has all the experience, all the resources, or all the information to accomplish such a task alone, and so teams are formed. Teams of people have successfully scaled insurmountable heights. But **teamwork** brings its own set of problems.

Many things can go wrong with teamwork. Participants may fail to understand why their goals may lack focus or may have hidden agendas. Some people may be afraid to speak up, while others may dominate the discussion. Misunderstandings occur through differences of language, gesture, or expression. Besides being difficult, teamwork is expensive.

For all its difficulty, teamwork is still essential; for all the expense, teams will not go away. People must still collaborate to solve tough problems.

Seafaring, as we all know, is not only about commitment, attitude, pride and adventure, but about a group of people staying together and making the best out of the toughest deal regardless of age, position, nationality and most importantly, culture. There was a time when seafaring was just a simple way of life and not as complicated as it is now. In the past ships used to be manned by a homogenous group, meaning that people onboard originated from one place, thereby sharing the same traditions and the same beliefs.

Nowadays, it is gradually changing into a community composed of multinational crews, Filipinos, Chinese, Norwegians, Danish, Germans, Russians, Greeks, Italians, Turkish, Japanese, Polish, Indians and so many others. However the blending of multinational crews

sometimes create conflicts onboard such as misunderstandings due to miscommunication, misinterpretation of actions and expressions.

So how do we make this "blending" a success? The answer is simple: we bridge **Cultural Gaps.**

Conflicts arise due to culture clashes. Sometimes, we may not be aware of it but by a simple gesture, we may have hurt others. This is because what we see when we interact with other nationalities is deeply affected by what we don't see.

Ships today may be regarded as small international communities, on which multinational crews live, work and face all changes together under the terms and conditions imposed by company policy, the latter being more or less interested in crew members' living standard, basic necessities or moral values. These are the main grounds for conflict.

The term **Conflict** is mainly used as a descriptor, rather than "dispute," because conflict is the broader, more encompassing term. Conflict is defined by some researchers as a "*perceived divergence of interest, or a belief that the parties' current aspirations cannot be achieved simultaneously.*" (Rubin, Pruitt & Kim, 2003). Disputes, on the other hand, are manifest disagreements, often following legal or quasi-legal or otherwise confrontational procedures (such as complaints, charges, grievances, and lawsuits). Conflict embraces all the differences between persons, whether or not they become disputes.

People involved in conflict have perceptions about their own thoughts and feelings, and they have perceptions about the others' thoughts and feelings.

Conflict is present when there are joint communicative representations of it. Often, the communicative behaviour is easily identified with conflict, such as when one party openly disagrees with the other. Other times, however, an interpersonal conflict may be operating at a more tacit level. Two friends, for instance, may be consciously avoiding each other because both think, "*I don't want to see him for a few days because of what he did.*" The interpersonal struggle is expressed by avoidance. Intrapersonal perceptions are the bedrock upon which conflict is built, but only when there are communicative manifestations of these perceptions will an "interpersonal conflict" emerge.

Communication is the central element in interpersonal conflict. Communication and conflict are related in the following ways:

- Communication *creates* conflict.
- Communication *reflects* conflict.
- Communication is the *vehicle* for the destructive or productive management of conflict

Conflict parties engage in an expressed struggle and interfere with one another because they are interdependent. "*A person who is not dependent upon another – that is, who has no special interest in what the other does – has no conflict with that other person*" (Braiker & Kelly, 1979). Each person's choices affect the other because conflict is a mutual activity. People are seldom totally opposed to each other.

The following considerations should be taken into account when dealing with a conflict:

- Conflict is inevitable and usually can be resolved constructively.
- Interest-based processes and rights-based processes need to be included in conflict mitigation.
- Interpersonal relationships are important in the workplace.

Managing conflict implies: **Understanding conflict, knowledge of the ingredients of conflict** (*needs, perceptions, power, values, feelings and emotions*), **being aware of how**

public and private conflicts differ. In dealing with conflict within a group, **Constructive Conflict** may:

- Introduce different solutions to the problem.
- Clearly define the power relationship within the group.
- Encourage creativity and brainstorming activity.
- Focus on individual contributions rather than group decisions.
- Bring emotive, non-rational arguments into the open.
- Provide for catharsis, release of interdepartmental or interpersonal conflicts of long standing.

while

Destructive conflict may:

- Dislocate the entire group and produce polarizations.
- Subvert the objectives in favour of sub-goals.
- Lead people to defensive and blocking behaviour in their group.
- Result in the disintegration of the entire group.
- Stimulate win-lose conflicts, where reason is secondary to emotion.

There are five steps to managing conflict. These steps are: *analyse the conflict, determine management strategy, pre-negotiation, negotiation* and *post-negotiation.*

Negotiation is an important skill for coming to an agreement when conflicts develop at home, at work and when dealing with issues like those related to mitigating conflict. When negotiating, we should:

- Separate people from the problem.
- Distinguish between Interest and Position.
- Focus on interests, not positions.
- Develop optional solutions.
- Develop objective criteria.

So, **who is the best seafarer?**

It is he who is technically, socially and culturally equipped.
It is he who can do the job with great mastery and yet knows how to adapt, to adjust and to interact well with other seafarers.

When faced with a difficult person who refuses to perform, it is important to have coping strategies in place. To gain a better understanding of the points of view of the situation, we have to move first into deeper rapport to empathize better with the difficult person. In negotiations and conflict mitigation, as in every other circumstance requiring implementation of the ***Planning principle,*** the 7 Ps should not be forgotten and should be implemented:

PROPER PLANNING AND PREPARATION PREVENTS PANIC AND POOR PERFORMANCE!

Because by facing up to conflict and acknowledging there is a problem, we have an opportunity to solve the problem together.

4. Teaching Interpersonal Communication Skills. Main Objectives, Briefing on the Tasks Involved in the Sea-Story Role-Play

4.1. Teaching inter-personal communication skills

It is useful to differentiate between social skills and professional skills with regard to communication. Teaching interpersonal communication skills needs, above all, an atmosphere of psychological safety and trust in which the trainees can explore their feelings and reactions. Topics such as self-awareness may engender considerable anxiety, particularly if there is fear of exposing "weakness" in front of a group. Many trainees find it difficult to see why the various activities used in interpersonal skills training are important, so the overall framework for the program of training in this field should be explained from the very beginning.

Interpersonal effectiveness requires ***knowledge, skills and attitudes,*** which are of paramount importance in encouraging assertive communication during the training course.

4.2. Main objectives. Briefing on the tasks involved

This section contains the narrative of Marin, a senior Romanian deck officer involved in a critical situation on board a vessel with a multi-national crew which was discussed by Romanian seafarers during RoMERC and recorded on a video-cassette. The technical details, irrelevant for the demonstration of the development of the conflict situation have been omitted.

The Ground Rules listed below are designed to support the **main objectives** which, in a nutshell, can be summarized in: **Following the presentations made by the CERONAV trainers and acting within the general RoMERC framework provided, participants in this workshop shall be able to demonstrate an understanding of the positive effects of cross-cultural conflict mitigation (awareness of the real conflict and of its cause/s, confrontation and discussion of disagreements, assertive behaviour and negotiation experience) and to describe the Romanian Seafarer profile.**

- *Everyone participates.*
- *Safety/Trust values are pre-requisites.*
- *The Coordinator provides the structure for the activity but relies on the group to come forth with their perceptions and conflicts and provide the solution.*
- *The experience is focused on achieving positive outcomes.*
- *Group and individual issues are seen as problems to be solved.*
- *The Coordinator and the participants are bonded by their experience together.*
- *Emphasis is on present experience and present tense is to be used when referring to the case-study, to re-live the seafarers' experience.*

A group of five volunteer 'trainees' participate in the process of experiential learning, after the presentations made by the two lecturers.

Besides their involvement in role-play the 'trainees' are expected to perform the following tasks:

- *Point out some of the main issues that lead to poor communication an board ships (fear of performing poorly, 'not being one of them', lack of education, culture clash, minds filled with prejudices, etc.).*
- *Analyse the performance of the actual seafarers (see the video-cassette).*
- *Assess their communicative competence (language used and relations established).*
- *See whether they demonstrate knowledge of and respect for other cultures.*
- *Identify the conflict sources.*

- *Analyse the negotiation stages.*

SEA-STORY: MARIN'S NARRATIVE

"Five years ago I was employed by a company from Cyprus, with a Syrian owner and local representative. The need of a working place made me overlook some strange clauses in the contract.

After several delays, superficial repairs and many other off-hand procedures, we left towards an Indian port, with a mixed crew, mainly Syrian in the deck department and Romanian in the engine room department.

Three months passed, we completed discharging in the Indian port, without any sign of wage payment. I gathered the Romanian crew and presented them the situation as it was, asking everybody's opinion referring to the course of action we were supposed to take in order to get our wages and fly back home.

We mutually agreed to go on strike and 'freeze' the vessel at berth. We immediately notified the Port Authorities, the ship's agent and the representative of the International Trade Federation (ITF).

Then a period of waiting of about one month and a half started without the vessel being involved in any significant activity.

After a voyage of about four months, some of the crewmembers became unrecognisable, excessively petulant, permanently criticizing their mates with no grounds at all and suggesting irrational solutions to the critical situation experienced. Disputes arouse almost daily, in the circumstances of the few daily duties (superficially dealt with), the tobacco consumption grew significantly, as well as the drinking of alcohol, in secrecy.

In order to solve the difficult situation faced by the Romanian crew I took the following steps:

1. *I organized meetings, in order to discuss and mitigate personal conflicts, underlying the importance of being united in order to achieve the main objective, namely wages payment and receiving the plane tickets.*
2. *I drew the crew's attention to the importance of accomplishing current duties properly, not to give reasons for dissatisfaction to the Syrian owner and place the Syrian crew in an even more difficult position as they were forbidden by contract clauses to get on strike.*
3. *I strongly rejected the intimidation and discord attempts of the Syrian owner.*
4. *The final result was a total success: the owner sent us the wages and the plane tickets."*

During the Sea-story discussion, the group of Romanian trainees identified and made comments on the following:

- Ineffective communication between the owner and the shipmaster.
- Different priorities in values (short-term economic results/crew's welfare).
- Contradictory policies and work practice (in compliance with the international regulations/ breach of contract provisions or obscure clause statement).
- Dangerous attitudes and inadequate behaviour.

The essential elements of the conflict development and of the negotiation process were summarized as follows:

1. *Intercultural relationships*, unawareness of the value priorities in Cypriote, Syrian and Indian cultures.
2. *Existential pressures,* neglecting safeguarding through adequate contract clauses, embarking on a vessel in un-seaworthy condition, wages unpaid, which in fact started the personalized phase of the conflict.
3. *Relationship between departments,* respectively between deck and engineer officers.
4. *The negotiation stake,* getting the wages paid and the plane tickets, the Romanian deck officer, in the position of a negotiator, involving the engineer officers to this purpose and discussing with them a realistic and coherent plan of action.
5. *The strike,* the action in force, with severe consequences for the Syrian owner and the Indian Port Authorities (financial losses through berth and operational obstruction).
6. *Deterioration of interpersonal relationships on board the vessel*, the crew making use, due to stress, of alcohol and tobacco, for a seemingly emotional relaxation.
7. *The plan of measures for maintaining the crew united,* controlling the situation and avoiding the development of major conflicts with other protagonists, as well as discomfiting the manipulative techniques used by the Syrian owner.
8. *The careful surveillance, the accurate information and the crew cooperation* finally contributed to the successful conflict settling.

5.Conclusion

The conclusion of the trainees' analysis was that **the strategy of human resources optimisation on board ships constitutes the most effective way of conflict mitigation.**

We have to keep in mind that each culture has its own concept and its own definition of what is right or wrong. It depends on us to train our crew to understand why their mates behave the way they do and their reasons for continually doing so. It is up to us to make the crew respect the culture of others because it is as sacred as their own and to remember that one's culture is not universal. And there is no pattern to be followed. Otherwise, we will only end up with reports of repatriations as well as conflicts onboard.

Besides ship owners and manning agents, we, the trainers, must be the catalyst in the constant education of the crew not only in the promotion of the safe, efficient and economical operation of the vessels but also in the promotion of good and healthy working relationships. We must ensure the crew's cross cultural awareness and sensitivity through training and facilitating team-building exercises.

Our job therefore is to guide and educate them to be the best in their craft, not only professionally speaking but also in social terms through understanding and appreciating the culture of others.

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Supplement

Personal Information:

1. Georgeta Albu: Qualified as an Expert Advisor 1A which is the top level of competence for CERONAV experts. Work experience covering university teaching, training and consultancy in the maritime field. Main specializations in communication and human resources management. Member of Romanian delegations to IMO STCW and MSC sessions, BSMU and PSC. STCW competent person, chairperson/member of international panels for the evaluation of information submitted by several Administrations in compliance with the provisions of Article IV and Regulation I/7 of the STCW Convention. Publications in the field of maritime training methodology and the human element (Training for Trainers), Maritime English and PSSR. Participation in National and International Conferences.
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THE PROFESSIONAL PROFILE OF A MARITIME ENGLISH INSTRUCTOR

PROFS

iamu

International Association of Maritime Universities

-IAMU-

- Founded in 1999
- Funded by Nippon Foundation
- Current membership 47 MET institutions worldwide

www.iamu-edu.org

IAMU - *Goals*

1. *Seeks participation of as many qualified maritime universities (!) as possible*
2. *Maintains regular and ongoing communication and exchange among members*
3. *Holds an annual General Assembly*

IAMU - *Goals*

4. *Invites rank and file members to present project proposals*
5. *Publishes academic periodicals, news and summaries of activities and research papers*
6. *Pursues measurable and worthwhile outcomes on specific subjects primarily through...*

...3 working groups

1. MET System
2. Maritime Management System
3. Promoting Global Maritime Excellence...

A survey of Maritime English Teaching Materials – Prof. Dr. Pritchard

PROFS

The Professional Profile of a Maritime English Language Instructor

- Boris Pritchard
- Peter Trenkner
- Clive Cole (LR)

WHY ALL THE FUSS?

English is...

the *lingua franca* of trade and commerce

WHY ALL THE FUSS?

Maritime English is...

an essential career tool permitting

Mobility

Flexibility

Competitiveness

WHY ALL THE FUSS?

3 of 10 accidents at sea

Communication deficiencies!!!

Hot Topic

STCW demands...

- **Knowledge = know how : *M courses***
- **Competence = ability to do the job : *supervised practice***
- **Application = doing the job, part of a team : *on board***

STCW tries to prevent...

- **Incompetent failure : they did not know what to do**
- **Competent failure : they knew what to do but did not do it**

often linked to communication failure

STCW Requirements for Engli

Adequate knowledge of the English language to enable the officer to

- **Use charts & other nautical publications**
- **Understand meteorological information & messages**
- **Communicate with other ships & co stations**
- **Perform the officer's duties with a multilingual crew**

STCW Requirements for English

- **Use engineering publications & perform engineering duties**
- **Communicate with passengers during an emergency**
- **Use and understand the IMO Standard Marine Communication Phrases**
- **And about 100 requirements where a command of Maritime English is presupposed**

STCW Requirements for Engli

Interpretation means:

- **Seafarers need to develop *communicative competence* in English**
- **Seafarers need to demonstrate t they are able to use English for t purposes of communication**

STCW Requirements for English

Implication for training means:

- **All seafarers need to be trained to use English for practical communication purposes to achieve IMO competences**
- **The language teaching methodology must prepare seafarers for this**

STCW Requirements for Instructors

Section A-I/6(3) of the STCW 1978/95 requires, that *"<u>all instructors</u>... are appropriate qualified for the particular types and levels of training... seafarers either on board or ashore."*

MANAGERIAL RESPONSIBILITIES

MET INSTITUTIONS

Are being **Squeezed** by:

- the tighter legislation
- their students
- the demands of the end users

INSTRUCTOR RESPONSIBILITIES

Maritime English instructors bear considerable responsibility for the safety of seafarers and the ships they sail in

HOW TO ACCOMMODATE TODAY'S DEMANDS?

MORE HOURS

MORE EFFECTIVE COURSES

PROFS

A perceived need

Hatched in discussions based on own experience and research

Two papers prepared
IAMU AGA 4
IMEC 15

IAMU invitation

Began on October 01, 2004

AIMS OF THE STUDY

- To make a solidly based investigation into the professional profile of the Maritime English instructor
- To create generally accepted guidelines and recommendations for MET institution management on...

AIMS OF THE STUDY

...how to qualify teachers of general English and other substandard qualifications currently teaching English to nautical/ marine engineering students to become lecturers in Maritime English...

AIMS OF THE STUDY

...meeting at least the requirements of the current legislation

and

...providing prospective candidates to a Maritime English teaching profession with an idea of what will be expected from them

SIX WORK PACKAGES

1. **Categorising the profiles of the various types of currently employed ME instructors, clarifying the usefulness and limitations of each**
2. **Identifying the linguistic and methodical requirements of a qualified ME instructor and the ways of meeting them**

SIX WORK PACKAGES

3. **Identifying the horizontal/ vertical maritime background knowledge** (scope/depth) to be expected of a ME instructor & the ways of acquiring such
4. **Identifying adequate, appropriate & practicable further qualification measures** for ME instructors in the maritime field, in language teaching/acquisition methodology & course development

SIX WORK PACKAGES

5. **Proposing an appropriate affiliation** of the ME teaching sta within the structures of MET institu in order to guarantee their involvem in the overall MET conception of the latter
6. **Proposing a suitable body t oversee developments** and advise IAMU & other relevant authorities on progress (certifying t the legal requirements are being me

FINAL REPORT WITH EXECUTIVE SUMMARY

end of 2005

METHODOLOGY

Deductive element:

- Desktop research
- Field studies

Inductive element:

- Specially designed questionnai
- Evaluation of structured round table discussions and intervie

TYPOLOGY 1

CAREER SPECIALISTS

- Are graduates/qualified teachers
- Have become "marinated" (hit & miss); may have seafaring credibility
- Have a reasonable institutional standing
- May or may not be "qualified" to teach Maritime English

Institutional support?

TYPOLOGY 2

ENGLISH LANGUAGE AND LITERA GRADUATES

- Are lovers of English (lit & gramm
- Not necessarily interested in app linguistics
- Prefer to teach general English
- Are often asked to teach Maritim English but fail to meet the STCW standards

Institutional ignoranc

TYPOLOGY 3

FORMER SEAFARERS

Are technical experts BUT ...

- Not necessarily skilled at English
- Not necessarily skilled at teaching
- Often over-challenge their students
- Could deliver technical subjects in English ("feel the vibrations")
- Expensive

Institutional "twinning"?

TYPOLOGY 4

NATIVE ENGLISH SPEAKING PERSO
("backpackers", housewives, spouses, retirees,

Are often employed to motivate stu to listen/speak in English BUT are.

- Not necessarily skilled at English
- Not necessarily skilled at teaching
- Rarely knowledgeable in maritime matters
- Cheap

Institutional definiti

TYPOLOGY 5?

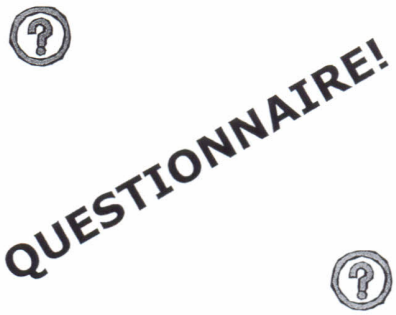
ISTRUCTORS ENCOURAGED OR ORDERED TO USE ENGLISH WHEN TEACHING TECHNICAL SUBJECTS

Are seen by management as the source of supplying the required ME dosage

Bye, bye ME instructors!

Are unaware of the learning outcomes

Not ME Instructors!



QUESTIONNAIRE - 4 parts

Part 1: to be answered by ME instructors

Part 2: to be answered by mariners teaching or expecting to teach ME

Part 3: to be answered by managers responsible for, but not teaching, ME

Part 4: "opinion" to be answered by all respondents

QUESTIONNAIRE

129 responses

from 30 countries

80% MEIs

QUESTIONNAIRE

Do you regard yourself as a native speaker of English?

Yes	**12%**
No	**88%**

QUESTIONNAIRE

Do you hold an academic degree in English linguistics/ applied linguistics/ literature?

Yes	**77%**
No	**23%**

QUESTIONNAIRE

Are you qualified to teach <u>Maritime</u> English?

Yes	**76%**
No	**24%**

QUESTIONNAIRE

Rank your maritime background knowledge

Advanced 6..... None 0

<u>Average 3.9</u>

QUESTIONNAIRE

How/Where did you acquire your maritime background knowledge?

- **Teaching experience, consulting with tech teachers, through maritime literature, internet etc**
  99%
- **By paying regular ad hoc visits onboard ships or simulators**
  66%

QUESTIONNAIRE

My institution:

- **expects me to acquire/ update m maritime knowledge**
  Yes 85% No 15%
- **demands**
  Yes 49% No 51%
- **doesn't seem to care**
  Yes 47% No 53%

QUESTIONNAIRE

OPINION

At your institution Maritime English study is recognised by the students as being important for future employment.

Strong yes 6.....3.5..... Strong no 1

5.1

QUESTIONNAIRE

OPINION

At your institution the English departm is treated as less important than oth departments.

Strong yes 6.....3.5..... Strong n

2.7

QUESTIONNAIRE

OPINION

At your institution incentives are in place for teachers of English to improve their qualifications and become qualified ME teachers.

Strong yes 6.....3.5..... Strong no 1

3.1

QUESTIONNAIRE

OPINION

At your institution subject lecturers are encouraged to conduct classes toget with Maritime English teachers ("twinning").

Strong yes 6.....3.5..... Strong n

2.9

QUESTIONNAIRE

OPINION

Maritime English teachers, from your institution, are encouraged to attend Maritime English further qualification courses.

Strong yes 6.....3.5..... Strong no 1

3.6

QUESTIONNAIRE

OPINION

At your institution most of the teaching efforts are directed at passing examinations.

Strong yes 6.....3.5..... Strong n

4.0

QUESTIONNAIRE

OPINION

At your institution the curriculum is strictly controlled and followed by all teachers.

Strong yes 6.....3.5..... Strong no 1

4.6

QUESTIONNAIRE

OPINION

At your institution Maritime English teachers are given the opportunity to sail abroad on training or regular vessels.

Strong yes 6.....3.5..... Strong no 1

2.5

QUESTIONNAIRE

OPINION

Maritime English teaching is a good career step.

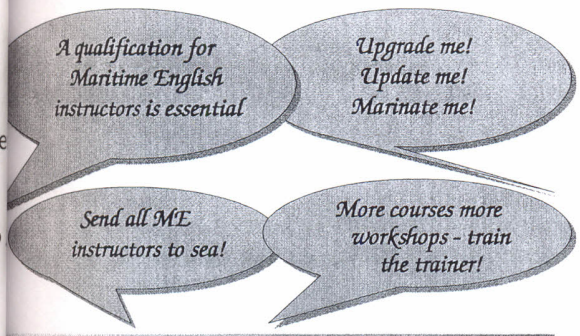
Strong yes 6.....3.5..... Strong no 1

4.0

Structured round table discussions and interviews

- **What types of ME instructors are currently employed at MET institutions? What is the usefulness and limitations of each type?**
- ***How, based on your experience, can MET institutions improve ME instruction?***
- **What is the minimum maritime background knowledge necessary for a ME instructor to adequately perform his/her job? How can this be best acquired?**
- ***Can/ could a ME instructor become "qualified"? If so, what are/ would be the language and teaching requirements? How can these requirements be met?***
- **Which professional institution, organisation or affiliation would best assist ME instructors in meeting the requirements of STCW 78/95?**

WHAT HAVE WE BEEN HEARING?



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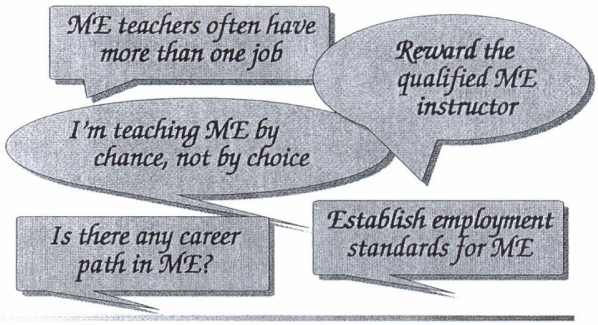

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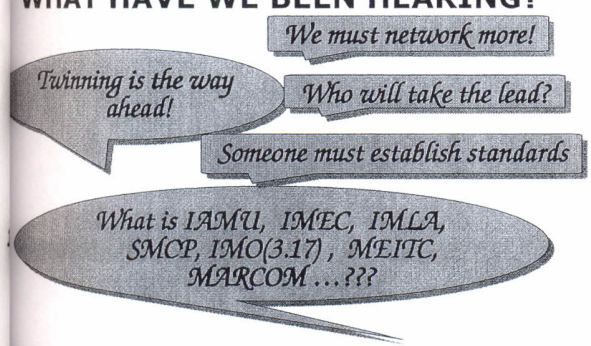

CONCLUSIONS *so far*

- **Today's learning process has to be effective and efficient**
- **Heeding the legal requirements places a considerable burden on institutional managers and the practitioners of ME**

CONCLUSIONS *so far*

- **Matching the right type of ME instructor with the course aims, objectives and learning outcomes is imperative**
- **As is the recognition of Maritime English as a fully fledged subject, *and***
- **the need to ensure that ME instructors are qualified to do the job**

CONCLUSIONS *so far*

A programme of

- MARINAID -

would clearly set out how teachers of general English can become qualified instructors in Maritime Engl

MERCI BEAUCOUP POUR VOTRE ATTENTION!

IMPORTANCE OF LANGUAGE FUNCTIONS

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Abstract

A Maritime English lecturer's aim is to teach English to future seafarers for different communication goals. Appropriate communication involves much more than standard phrases related to seafarers' tasks on board and is based on their mutual understanding developing in their free conversations. Since ship's crew is becoming increasingly multi-national, it is essential for students to get acquainted with the basic functions of English as global language in the maritime environment. A Maritime English lecturer should obviously teach his/her students the vocabulary and grammar required for efficient carrying out specific tasks on board and for communication with services on shore. However, the lecturer should not neglect the functional aspect of the English language used as a means of inter-personal cross-cultural communication. This is where modality plays an important role as it serves to modify utterances in order to make communication effective. The aim of this paper is to propose a functional approach to lecturing English to students of maritime faculties and to present the results of an initial research on the ability to use English functionally for communication purposes by students of the Faculty of Maritime Studies in Split.

Key words: language functions, communication goals, global language, cross-cultural communication, free conversations

Introduction

This paper takes as its starting point most language functions a student at a faculty of Maritime Studies and a future seafarer is likely to need in English. One of the principles of the English course should be that in real life our students - future seafarers will not play the social role of student to teacher relation or the psychological role of equality in a lecture room setting. They will not always talk about predictable topics and the function of their English will have to be more than that of simply imparting factual information. At this stage, i.e. when they have already reached the stage in their learning of English when they feel quite confident about using basic English grammar and vocabulary, most of them become aware that knowing grammar and lexis is not enough if they want to be effective English speakers. In real life situations there are a lot of other things they become aware of, for example: the social and psychological roles they are playing at the moment of speaking, the setting they are in, the topic they are speaking about, the language function they are performing by their utterances and so on. Therefore, students should be taught how to express these functions in the

language that is not their mother tongue as it is rather difficult to take care of different factors simultaneously when producing an utterance, and these are: the formal aspect of an utterance on one hand, and its communicative aspect on the other. The two aspects can be analyzed separately for certain purposes but their interlocking cannot be overlooked. This paper is an attempt to clearly define the speaker's roles and particularly accentuate the importance of the functional role. This is followed first by a general examination of the status of English in the maritime environment and then by the analysis of the results of a research into the ability of students at the Faculty of Maritime Studies in Split, Croatia to use English so as to perform various communicative functions.

Speaker's Roles

The communicative aspect of an utterance is based on the following roles: social role, psychological role and functional role. The social role is built up of different elements such as the nature of relationship between the speaker and the hearer, the setting in which an utterance is produced as well as the topic about which the speaker wishes to express his opinion. The psychological role reflects the speaker's status in relation to the hearer. The functional role is fulfilled if the utterance produced performs the function that the speaker has intended to perform.

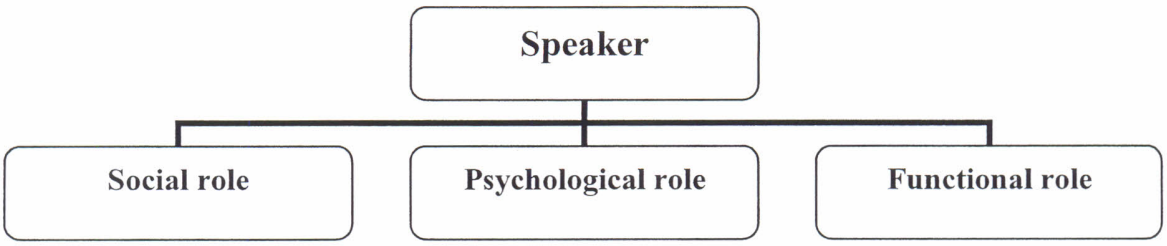

Fig.1 Roles performed by the speaker

Social Role

The social role a speaker is playing at the moment of producing an utterance affects the language s/he uses as the language may change when s/he plays different roles such as that of friend, stranger, customer, employee, etc. The setting in which the speaker finds himself at the moment of speaking also affects the use of language as it may change according to whether s/he is on the plane, at his/her workplace, in a restaurant, etc. The topic about which the speaker is trying to express his/her opinion may also affect the language s/he uses in a particular situation. One will adapt one's utterance according to what one is talking about, e.g. business, travel, leisure time, and so on.

Psychological Role

The psychological role a speaker is playing affects the language s/he uses as it may change in dependence on whether the speaker's role is that of equality, inferiority or superiority. Thus, it

refers to the speaker's decision on where his/her utterance should be placed on the scale of formality. This decision again depends on the speaker's social role since he/she will naturally be more or less formal according to whether he/she talks to a fellow seaman or a stranger, on boarding a new ship or when leaving, as well as according to whether the topic of the conversation is, for example, business or leisure time.

2.3 Functional Role

Native speakers perform various important language functions with naturally developed sensitivity. Non-native speakers on the other hand have to develop this kind of sensitivity in an artificial manner if they want to communicate effectively because communication is pragmatic and speakers strive to achieve goals. Intentionality is therefore an essential component of communication. As Searle (1983) suggests the speaker's intentional state consists of a representative content in a psychological mode. What the speaker needs is what Searle calls *the background*, i.e. a set of skills, capacities, and presuppositions that are non-representational but make all representations possible. The background is a tool that helps the speaker match the content he/she wishes to communicate with the mode of appropriate formality in order to perform a certain function. The role of the lecturer is to place this tool into his students' hands and teach them how to make the best possible use of it.

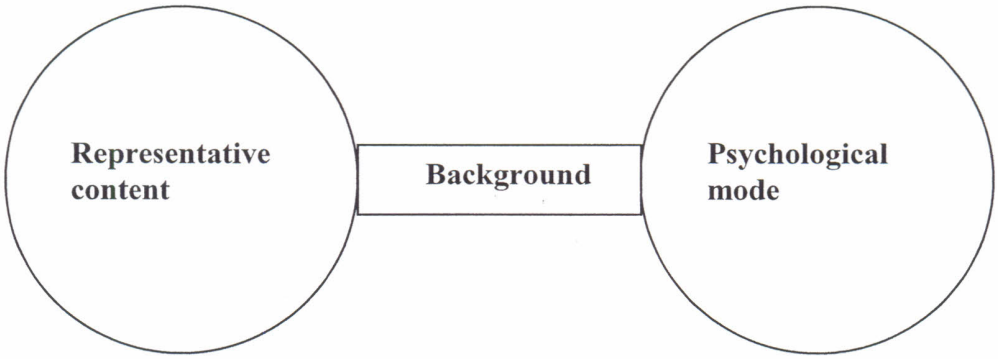

Fig. 2 Components of speaker's intentional state

3. Functions of English as Global Language

Never in the history of human race has there been a language spoken by so many people as English. Maritime English is only one of the different registers covered by the English language as *lingua franca* or common language since maritime industry in general and ship's crew in particular is becoming increasingly multi-lingual. Consequently, the problem has been solved by using a single language as a utilitarian measure or "working language". Nevertheless, this does not mean that mastering professional vocabulary and basic grammar is all that is needed for effective communication. The reason lies on board ship herself. Crewmembers of different nationalities and different mother tongues tend to copy the discourse patterns from their mother tongues and apply them to the lexis and grammar of English that they have learned as working language and means of on-board communication in general. This practice is very much likely to give rise to misunderstandings and inappropriate communication as different cultures, and even more specifically languages, represent an

extensive range of variations in linguistic behaviour. The "minor" and more introvert a culture and the accompanying language are, the poorer and less numerous the means of expressing language functions will be, and vice versa. Therefore, the pragmatic approach to teaching English should be applied as early as possible.

3.1 Functions of Maritime English

The adaptive aspect of human language has made it possible for English to be engaged in different forms of social communication on board ships by crewmembers coming from all over the world. Not only non-verbal sources but also their language, which in this particular case is English, reveal a great deal about themselves: emotional states, geographical origins, etc. Nevertheless, intentional communication is the dominant mode of human communication in general and communication on board ship in particular. Still, it simply cannot be restricted to maritime topics only as e.g. small talk and gossip also serve to form and maintain social relations as well as the explicit linguistic speech acts of stating, asking, giving an opinion, describing, commanding, promising, etc. If Maritime English is defined as "the entirety of all those means of the English language which being a device for communication … contribute to the safety of navigation and the facilitation of the seaborne business" (Trenkner), then it also seems necessary to include under this term the language functions as it is only their appropriate performance that makes both personal and professional communication on board effective. Since crewmembers come from different cultures the areas of the English language that they are most likely to share knowledge of is the professional vocabulary and basic grammar. The area that they are most likely to be deficient in is that of actual language use in different real-life situations so as to achieve the results wished for.

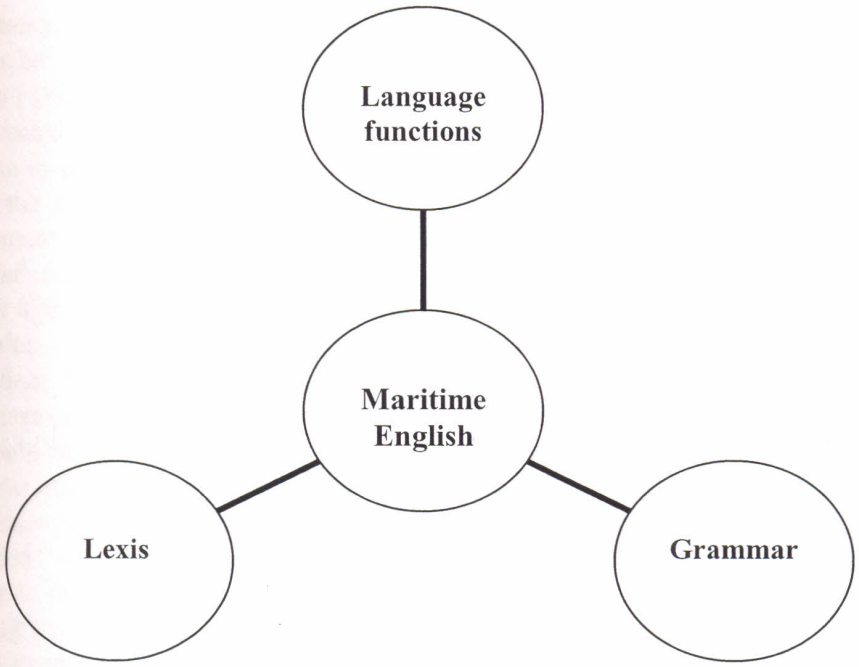

Fig.3 Language systems of major importance for Maritime English

3.2 Functions to teach

It seems reasonable to widen the field of Maritime English to such an extent as to include all communication carried out by seafarers prior to their joining the ship, while on board and on leaving. There are different kinds of situations during a seafarer's service on board that require not only the knowledge of lexis, especially the part covering professional needs, and grammar but also the knowledge of or at least acquaintance with language functions. A Maritime English lecturer should teach his/her students appropriate ways of expressing them in English as these differ considerably from culture to culture, from language to language. Consequently, within the term Maritime English two categories can be differentiated: Maritime English in the narrower sense, and Maritime English in the broader sense of the term. The former should include all the means necessary for a seafarer to carry out strictly professional communication on board ship while the latter would cover acquaintance with language systems and abilities essential to communicate effectively during working hours and rest periods so as to establish successful communication with the rest of the crew and any other persons involved in the ship's business. The safety of the ship and her business is based on good and prosperous relationships of her crewmembers among themselves and in relation to their superiors.

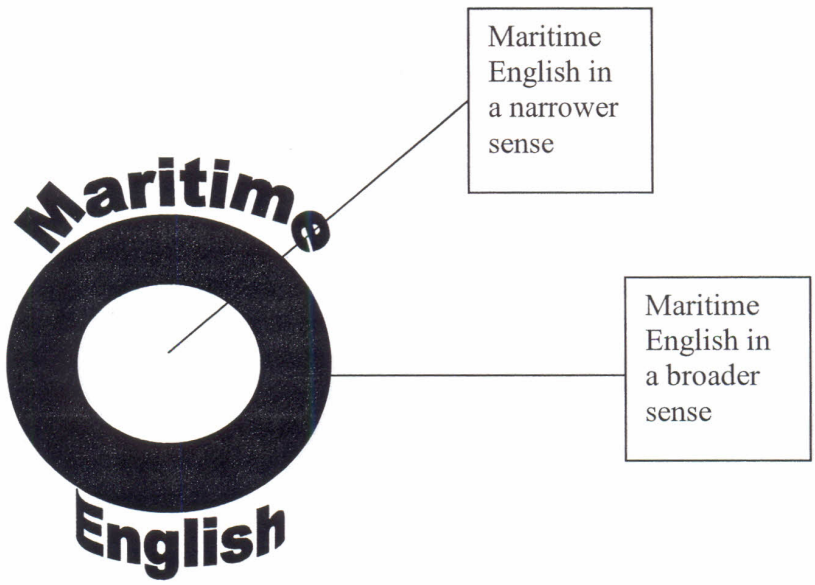

Fig. 4 Components of Maritime English

The results of an initial research on the functional use of English by third- and fourth-year-students of the Faculty of Maritime Studies in Split will be presented in relation to each of the following functions:

- Talking about oneself/ asking about other persons/ starting a conversation

When looking for a job a seafarer will probably have to say something about himself. He should be instructed to think about and express himself on items of importance to the employer. He may himself be in managerial position one day and have to ask questions to find out about somebody else. He should know how to ask for as much detail as possible instead of accepting short, safe "yes or no" answers. Students should be taught some set phrases so as not to collocate e.g. "*Hello*!" with "*Sir*". First of all they should be taught some useful ways of starting a conversation and breaking the ice. The importance of question tags and their appropriate use should be stressed as there are languages in which they are not used to such an extent as means of involving another person into conversation. Croatian is an example of such a language; moreover, students tend not to use question tags at all. Instead of asking in such a case "*We've met somewhere before, haven't we*?" or "*Excuse me, haven't we met before*?" Croatian students would simply say "*Have we met before*?" which is nowhere near as likely to raise the other person's interest for conversation.

- Question techniques/ answering techniques/ getting further information

There will always be situations when the seafarer will have to ask questions to get necessary information. So, he should be taught question techniques as they may be necessary to get different sorts of information from different people. It should be stressed how important it is to be polite in the way he asks questions so as not to appear too direct and rude (e.g. There are many useful openings such as "*I wonder if you could tell me …*", or "*Do you happen to know …*", etc.). In this case students should be taught the use of modal forms *can* and *could*, the difference between modal adverbs *possibly* and *probably* and here it should also be stressed that an introductory phrase such as "*I'm not sure if …*" or "*Could you possibly tell me …*" require the transformation of the following question in the same way as if it were a direct

question to be transformed into an indirect. Furthermore, when Croatian students were not sure how to put such a question correctly, they tended to produce questions such as e.g.* "*I don't know can/could you help me?*" as they knew what kind of linguistic behaviour was expected of them but they were not adequately exercised as for the appropriate manners and quantity of markers of politeness.

On the other hand when answering, one may need to delay one's answer in order to think for a moment or to avoid answering altogether. For example, there are useful phrases such as "*Well, let me see …*", "*I'm not sure, I'll just have to find out …*" or "*I'd rather not answer that if you don't mind.*", "*I've no idea, I'm afraid.*", etc. that can be used instead of simply stating something like "*I'm not sure.*" or "*Just a moment/minute.*" that many Croatian students tended wrongly to use with this function.

In case one is not satisfied with the answer one has got, he/she may want further details and should be taught techniques for getting extra information (e.g. "*Could you tell me a bit more about that?*", "*I don't quite follow.*", "*Sorry to press you, but could you tell me …*", etc.) Here again some Croatian students stated sharply "*I don't /didn't understand you"*, some of them added "*very well*" at the end, others used wrongly "*excuse me*" at the end instead of at the beginning of their utterance.

- Attracting someone's attention / requesting

On arriving on board, for example, a seafarer has to make first contacts with his colleagues. In such situations he may have to attract another person's attention to start a conversation. Furthermore, there may be situations in which he wants somebody to do something for him (e.g. not speak so fast, ignore him, etc.) He should be taught forms of requesting something from somebody he sees for the first time in his life. Some cultures seem to differ a lot from the British, so students may feel to be overdoing when asked to be as polite as possible in requesting situations. Their attention should also be drawn to the tone of voice that is very important in requesting. In some cultures including British one may be labelled as rude if his tone of voice is not appropriate and if he does not join in with the existing custom. When asked to request from a person who is their superior not to speak so fast some Croatian students showed uncertainty as for the use of the appropriate modal (e.g. *"*Please, may you speak a little bit more slowly*?") using *may* instead of *can/could* and they also seemed confused as for the position of *please* and *excuse me* within their requests, some students even left them out entirely. Some of them tended to follow the same pattern when requesting things from a person who is of equal status to them (e.g. "*Stop doing that*!") and from a person who is their superior (e.g. "*Could you stop doing that*?"). In both the examples just mentioned it is obvious that *please* is missing as they were asked to produce a request and not a command. Furthermore, in requesting something from our superior we are not supposed to use the word *stop*, not even in combination with *please*.

- Agreeing / disagreeing (refusing) to do something for another person

Politeness and deference are a must! So, students should be warned never to refuse point-blank, they should rather try to invent an excuse. In this case some Croatian students when asked to agree to do something for another person simply answered "*Sure.*" or "No problem.". They did not feel the need to support such an answer with something like "*Well yes, of course. I'll be glad to.*" On the other hand when asked to refuse politely what the other person asked them to do, some of them said nothing but "*I'm sorry.*" with falling intonation which is entirely out of place here while a small number of them did not know what to say at all.

- In-conversation techniques (hesitating, holding the floor, bringing in another speaker)

Even if hesitation is a natural part of using language the worst expression of hesitation while in conversation with another person of whatever status in relation to the speaker is silence since it most often causes some sort of embarrassment. In case of the Croatian students 19% of them remained silent while trying to organize their thoughts and decide how to continue. Students should also be taught techniques to use in order not to be interrupted until they have expressed their thought as well as techniques to use if they themselves want to break in while another person is speaking. There is a feeling to be developed that if they break in at an inadequate instant, they may be considered aggressive. Of the total number of the Croatian students tested 35% of them did not know how to break into the conversation and remained silent while the other person held the floor.

In case there are more persons involved in a conversation the person speaking at a particular point may wish to hear other people's views and let them get a chance to speak. When asked to bring another person into conversation 68% used "*Do you agree (with me/that), John*?" more or less correctly; 9% reacted wrongly saying "*You don't say/speak nothing!*" where neither tense was appropriate nor intonation inviting for the other person to speak; 7% of the students tested used "*What do you think, John?*" that can function when talking to a person of an equal status but not in a more formal conversation; 9% did not know how to perform this language function at all; only 7% were able to say correctly "*Do you agree, John? You're not saying anything*!" or "*I expect that John will agree with me when I say …*".

- Talking about past events / describing past experiences

As for this function students' attention should be drawn to the difference in meaning brought about by the use of the modal *can* instead of the auxiliary *do* at the beginning of a question such as "*Can you remember …*?" when asking about past events or experiences. When talking about past experiences the Croatian students mostly used the opening phrase "*As I remember/recall …*"; none of them used "*As far as I remember...* ", one of them tried with "*As much as I remember…*", some of them started with "*If I can remember well …*"; 42% of the students tested continued their description with another opening phrase, i.e. "*The next thing I did …*". However, the results of the testing also showed that 50% of these students were not sure and consequently chose a wrong tense of the verb *do* in the above mentioned introductory phrase. Almost 8% of the students did not use any introductory phrase at all.

- Talking about the future / stating intentions, discussing probability

When talking about the future we can never be certain of what will really happen. We can foresee future events, plan things and state what we intend to do giving at the same time our interlocutors an idea of how firmly we believe that the future events in question will take place. The idea of firmness of one's belief corresponds to the degree of probability expressed. Here again modality plays a very important role; therefore, the appropriate use of modal auxiliaries *will* and *may* for probability, other expressions such as *have intention, be going to, expect, be thinking of ...ing*, as well as modal adverbs such as *definitely*, *probably*, etc. should be taught. The results of testing Croatian students have shown that only 7% of them knew

how to express their future intentions appropriately using confidently two or three different future probability markers; 53% of them found one of the correct expressions for future probability most often using *will + surely/probably/maybe*; 32% of the students wrongly used either modal *could* or adjectival modal expression *it is possible that …* for probability as they obviously could not distinguish the modal concept of probability from that of possibility; 2.% of the students used only the future tense for future event but none of the probability markers; 6% of the students did not know how to express the concept in question at all.

- Offering to do something, asking permission, giving reasons

When asked to offer help to another person 26% of Croatian students correctly used "*Would you like me to do that for you*?"; 38% used "*If you want/wish me, I can/could /will do it for you.*"; 16% used the wrong modal at the beginning of their utterance "*Will I do it for you*?" instead of using *shall* which was used correctly by only two of the students tested; 5% of the students used wrongly the modal *should* instead of *shall* which is a clear sign of their uncertainty about expressing obligation in English; 2% of the students wrongly used the modal *may* instead of *shall* in the same question; another 3% sharply asked "*Do you want me to do that for you*?" which would be translation *ad litteram* of the pattern of offering in their mother tongue; 2% of the students reacted saying "*If you wanted I would do it for you.*" which shows that while trying to be polite they simply lost the objective because they are not used to use English functionally; 8% of the students did not know how to offer help at all.

- Giving opinions, agreeing / disagreeing with someone's opinion

Formality is again an important factor in the linguistic expression of one's opinion. There is a wide range of opening expressions useful to give the speaker some thinking time, however short, to arrange his/her ideas and form an opinion. Students attention should be drawn to the length and sophistication of more formal phrases ranging over to the informal ones such as "*Honestly ….*" or "*If you ask me …* ". Of the total number of students tested 19% used correctly the formal opening "*I would like to say that* I think …"; 2% inserted an adverb *just/only* in the middle of the conditional form that made their utterance even more polite and formal; 47% used "*I just/only want to say that* I think …" that is a little bit more informal because of the use of the verb *want*; 2% of the students introduced their opinions only by "*I want to say that …*"; 2% of them used the introductory phrase "*In my opinion …*" but continued saying "*… you are wrong.*" that would be considered too direct and offensive by a native English speaker and possibly in many other cultures; 28% of the students did not use any opening expression at all.

It is particularly important to teach students how necessary it is to be polite when disagreeing with another person's opinion in English even in case he/she is an old acquaintance. Most of the Croatian students could correctly agree with another person's opinion but when it came to disagreeing they reacted in the following way: all of them knew at least one very simple expression of agreement with another person's opinion but when it came to disagreeing 56% of them answered saying "*I am not so/quite sure/certain I can agree with …*", 2% of them used "I can't agree with …", 7% used "I don't agree with …" while other 2% brusquely stated "*I must disagree with …*". Almost all of the students knew how to disagree more directly with someone they knew very well but 33% them were not able to use any of the more formal expressions of disagreement with another person's opinion.

- Describing things, instructing someone how to use things, encouraging someone while doing something

When one has to describe an object , a piece of equipment or a machine because his listener is not familiar with the object or cannot think of the name for it, one has to answer, or in the role

of the listener, ask a whole lot of questions. 61% of the Croatian students tested could very well ask answer such questions, while 39% still showed having problems with this rather simple but very useful language function. When asked to instruct other persons how to do something 14% of the students did not use any of the sequence words or anything such as "*After you've done that …*" or "*By the way, don't forget to …*" but used plain imperatives. Almost all of the students forgot to encourage the other person as they were too much involved in their own role.

- Describing people / describing places

When asked to describe one of their fellow students or the place he/she came from, the Croatian students could more or less perform this function pretty successfully. They were able to ask and answer questions about one's look, age, character, interests, etc. correctly.

- Talking about similarities, differences, preferences

Comparatives are the first line of defence when talking about similarities and differences. According to the results of testing some 94% of the Croatian students tested could perform this function correctly but when they were supposed to state preferences which involves giving a personal opinion 19% of them simply used the good old all-purpose "*I think that …*", only 2% used "*If you ask me …*", 47% of the students tried with the opening phrase "*In my opinion …*" but of these students used a wrong preposition. 2% of the students used "*According to me …*" while 5% of them overdid this function with "*According to my opinion …*". 14% of the students simply stated "*My opinion is that …*", so they avoided using prepositions and followed the pattern imposed on them by their mother tongue while 5% of them used no opening phrase and just forwarded the contents of their opinion.

- Making suggestions, giving advice, persuading

When asked to make a suggestion and give some advice first to a person they knew very well and then to somebody they had just met, 57% of the Croatian students tested could not handle these related functions. Here, again, some students who tried to advise a newly made acquaintance were not sure about the use of modals and produced "*It may/might/could not be such a bad idea …*". 37% of the students were able to recognize what kind of linguistic behaviour was expected of them, so they used "*If I were you …*" as an opening into making a suggestion to an old acquaintance but did not know how to advise a person they had just met. Only 6% of the students handled these functions successfully.

When they were supposed to persuade the other person to accept their suggestion, 47% of the students did not know how to do it and 2% of these students wrongly used "*I insist …*" as an opener. 53% of the students were quite successful with this function. Still, none of those who tried with "*It seems that you don't understand …*" had obviously never been taught that one should be a little bit more tactful and, instead of the above mentioned, say "*You don't seem to realize …*" where the idea of "*not understanding the point*" is somehow put at a certain distance from "*you*" which consequently makes the utterance less offensive.

- Complaining, apologizing

Only 14% of the Croatian students tested knew how to politely complain about the other person's behaviour regardless of whether they knew the person very well or not. 52% of the students expressed their complaint successfully in case involving a person they knew very well but only 2% of the students used a correct form of complaint in case of a person they were not very close to. 32% of the students did not know exactly how to express this function in English.

As for apologetic expressions, 80% of the students knew very well how to apologize to another person instead of simply saying they were sorry.

4 Conclusion

Both the observation of the reactions of second-, third- and fourth-year-students while performing the above mentioned functions in English orally and the statistical analysis and interpretation of the same functions performed in the written form by 86 third- and fourth-year-students at the Faculty of Maritime Studies in Split allow drawing certain conclusions:
- The functional pattern of linguistic behaviour of the Croatian speakers of English differs substantially from the pattern of the native English speaker. This difference reflects the differences imposed on them by their cultures. Supposedly, patterns of many other non-native English speakers using English as working language on board ships differ from the English pattern as well. Consequently, if maritime industry aims at raising the level of safety of the fleet operating worldwide by raising the level of knowledge of the working language on board, the importance of functional aspect of the language should be stressed as well because seafarers need English in all sorts of situations and should be taught how English is used to satisfy those needs. Uniformity in the functional use of the working language on board can be seen as a subtle but powerful factor in building a team out of the ship's crew.
- Most of the above mentioned functions make part of the IMO Maritime English Model Course 3.17 but it is up to the instructor how extensively to elaborate each function. Naturally, not all possible situations and adequate responses can be covered by the English course, but what is possible and desirable to do is to make students aware that there is a model of linguistic behaviour to follow, that of the native English speaker. The greater number of them follows the model, the more effective their on board communication in general and consequently their team work will be as cross-cultural differences will fade away. This will certainly make their life on board much easier because once they start behaving linguistically in more or less similar manner they will start feeling as if sharing an immediate sense of recognition.

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Curriculum vitae

I was born in Split, Croatia on November 26, 1960. I studied English and Italian and graduated from the Faculty of Philosophy of the University of Zagreb, Croatia in 1985. Until 1993 I taught English and Italian first at the Centre for Foreign Languages in Split, then in a grammar school and at the Faculty of Electrical Engineering, Mechanical Engineering and Shipbuilding in Split. Since 1993 I have been teaching English at the Faculty of Maritime Studies in Split. In 2000 I won my M.A. degree in linguistics with special reference to English at the Faculty of Philosophy of the University of Zagreb. I am currently working on my doctoral thesis.

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A SURVEY OF MARITIME ACCIDENTS AS A SOURCE FOR THE ANALYSIS OF ENGLISH LANGUAGE NEEDS

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In-service communicative needs –i.e. all those communicative tasks carried out by professionals for properly performing their duties, are largely determined by three factors: texts or discourse, communicative skills, and language.

Thanks to the analysis of needs it is possible to establish, first of all, the reasons why a particular group of students needs a foreign language, and, following this, it guides practitioners throughout the design and development of an English for Specific Purposes (ESP) course. Hence, the analysis of documents related to the specific language, the formulation and distribution of questionnaires to be filled in by students, professionals and researchers, as well as the observation and follow-up of professionals in their working environment, contribute to the knowledge and understanding of much information likely to be relevant for this purpose.

In relation to the maritime profession, particularly to the design of Maritime English courses, it is of paramount importance to study in depth the nature of the communicative events arisen among all those involved: knowledge of such language and the competence required in the target situation.

Even though regulations regarding the knowledge and use of the English language at sea, mandatory in essence as provided by the International Maritime Organisation, will be the main source of information to know what such needs are, this paper will put forward data from a survey on ship's accidents to show the main communicative problems which, to a certain extent, have given rise to such accidents. Furthermore, data presented will help to conclude that there exists a connection between problems of communication and maritime safety.

1.- INTRODUCTION

Any course of languages for specific purposes (LSP) must consist mainly of a series of didactic items structure in accordance with the defined learning objectives and the time available, and which contents gather th activities that students and teachers must perform (Alcaraz Varó, 2000). For designing a course of thes characteristics, it is essential to know the purpose we want to reach, that is to say, it is essential to know th student needs: their reasons to study English and the kind of English they need, also it is necessary to consid which is the best way to reach such a purpose, and to adopt the appropriate methodology to teach th competencies required by the students.

The needs analysis is, then, the previous step to the design of a course of languages for specific purposes. In th article we are going to show the importance of such an analysis to the design of a maritime English cours having into account that on maritime settings an effective communication is a safety guarantee besides a workin tool. With this purpose we are going to analyse the results obtained in a research over maritime accidents as source for such a need analysis.

2.- TARGET NEEDS TO MARITIME ENGLISH COURSE

The regulations about the use of English language on maritime settings, with a compulsory character, establishe by the International Maritime Organization, which are reflected on Standards of Training, Certification an Watchkeeping Code 78/95 (STCW 78/95), are the main source of information that allow us to know how are th language needs of non- English speaking seafarers to develop their professional duties. At sight of suc competence minimums, we can conclude that maritime English have mainly a communicative purpose: verb communication is essential in this case because it meets survival and safety matters.

On the other hand, and following Plucinska (2003) in a work environment such as a ship or a harbour, listenin skills are used three more times than speaking skills, and four or five more times than writing and reading skills:

> "It [listening] is perceived to be crucial for communication at work with regards to employment, job success, general career competence, managerial competence and effectiveness of relationship between supervisors and their subordinates." (Plucinska, 2003: 1)

Monastirskaya (2003:1) agrees pointing that listening, and speaking skills are the most important in developi maritime abilities:

> "Seafarers need practice in listening in many different types of communication, including formal and informal conversations; VHF radio communications; telephone conversations; travel announcements and radio reports. Oral communication is one of the

most important requirements for all seafarers as well. They should be able to communicate with other ships and coast stations and perform the officer's duties also with a multilingual crew, including the ability to use and understand different varieties and accents."

In the same way, Bocanegra (1993:109) indicates, having all this in mind, the necessity of an eminently practical methodology, being listening and speaking skills the maritime English teaching base, with the aim of having quick, clear and exact communications:

> "El inglés enfocado a las ciencias de la navegación tiene una base esencialmente comunicativa por lo que toda la metodología gira en torno a dos ejes fundamentales: saber hablar (*speaking*) y saber escuchar (*listening*), que se unen en la base de un triángulo con el entendimiento pleno (*understanding*), es decir, saber entender y hacerse entender"

Finally, it is important to mention the conclusions reached by Bocanegra (2003) in relation to an investigation over work market demand on English language knowledge. This investigation analyses in one hand the result gathered by means of a questionnaire delivered to English for specific purposes students, and on the other hand the requirements for a considerable amount of work demands. Conclusions show that English language can be considered basically as a tool, amongst whose application we highlight:

- From an academic point of view, English language is an useful tool to focus students in some skills (ex. Communication skills). It is a tool that allows to reach some goals through its use and to do more specific works about the matter.
- From a labour point of view, English language is a tool that allows to operate in an English speaking environment in a functional way, to satisfy students needs in developing the new second language, to help to overcome the difficulties and to communicate effectively in such a language, to obtain professional success and to meet nowadays global society demands.

3.- RESEARCH OVER MARITIME ACCIDENTS AS A SOURCE FOR NEEDS ANALYSIS

Although the proper command of English language is basic to develop professional duties on board, it is obvious that, due to international nature of maritime trade and the multiculturalism and multilingualism of crews, safety and communications have a narrow relationship on maritime settings. It seems obvious that communication problems can affect ship safety, both directly as source of maritime accidents where one or more ships are involved, or indirectly because stress and workload derived from lack of understanding amongst crew members can increase their stress and fatigue and decreasing by that way, their personal conditions and performance at work.

For that reason we believe that an important source to needs analysis in the development of a maritime Engli course is the investigation on how communication problems derived from lack or misuse of a common langua can really influence to maritime accidents happening.

Therefore, taking the data obtained in a recent research about relationship between communication and mariti accidents done from University of A Coruña, we can obtain the next classification of communication proble that is shown in Figure 1.

1.- External communication problems.

These are mainly due to language and nationality differences between pilots and crew, between crew and sho services and between crew and other ship crews.

1.1.- Language differences between crew and pilots. This problem is generally due to a crew poor command English language and to the use of mother tongue amongst crew members or between pilots and shore service The maritime accident reports studied reach the conclusion that these circumstances affect negatively the tot amount of information that they – crew members , pilots and shore services- could obtain during manoeuvri operations it, comparatively, all them express themselves using always the same language. Both Mari Accident Investigation Branch (MAIB) and Transport Safety Board of Canada (TSB) have found in the investigations ships with crews and officers badly qualified, with poor aptitudes and linguistic problems, th take a passive attitude faced with navigation with pilot on board and they have been subjected to a hig workload. These circumstances are considered as part of the reason for the lack of communication between pil and crew.

This lack of communication is related generally to the interchange of information of ship characteristics, voya plan, manoeuvring intentions or meteorological conditions in the area.

MARCOM Project (European Commission, 1999:32) that shows a similar but not statistical analysis communication problems on accidents, points out this cause as one of the most common ones: "safety compromised where pilots are unable to communicate effectively with the crew. Such problems lead to increase pressure on the pilot as well as a reduction in the bridge officer's effectiveness". This study stands out th during pilotage operations there is nor time neither enough physical space to rectify an error arisen from misunderstanding, both related to engine and wheel orders, or came up from any other information not clear understood. On the other hand, the excessively extended habit of pilot doing the manoeuvre using his moth tongue to communicate with shore services, damages the captain decision-making ability, who, seeing himself i the middle of a communication that he doesn't understand, he has the only option of following pi recommendations. This generates a danger situation because pilot doesn't know ship manoeuvring characteristic as her crew do.

1.2.- Language differences between crew and shore services: This problem can arise from the fact that the lac of English language knowledge of crew members prevents the correct interpreting of messages received fro shore services; or shore services, without having in mind that they have a restricted view of situation – becaus

they don't know ship characteristics – with the aim of avoiding a dangerous situation , give erroneous or unsafe indications achieving only to make it worse.

1.3.- Language differences between ships. This problem arises when one ship wants to communicate with other for navigation purposes, mainly to settle how to do a manoeuvring on a risk of collision situation. Such communications require some degree of technical language knowledge and a high ability on speaking skill between speakers. MARCOM Project (European Commission, 1999) indicates that this kind of communication done with the aim of reaching an agreement to manoeuvre is not usually very useful because of identification problems between ships and poor keeping of international regulations about radio communications. Furthermore, the use of VHF can influence negatively on spare time to do the collision avoiding manoeuvre, as it is indicated by Sagarra (1994:103):

> "El uso del VHF puede crear confusión cuando no puede identificarse el buque observado y sean varios los buques que naveguen próximos [...] siendo motivo de abordaje el tiempo que se dedicó a la acción identificadora, en contra del tiempo para la acción evasiva."

Many reports reflect an improper use of VHF, which most common cases are non replied calls from other ships. These can be due to both technical factors – that the switch channel is different to both ships- and human factors – mainly that a poor knowledge of used language from officer on watch of called ships means an obstacle to respond to a call that he knows is directed to his ship, or that the call procedure used by officer of calling ship is not correct and officer of called ship is not able to recognise the call as directed to his ship.

These kind of external communication problems were found on a 32% of analysed accidents.

2.- Internal communication problems.

These are problems due to language differences amongst crew members in multicultural crews. These problems, as MARCOM Project (European Commission, 1999) points out, come up in the ability of officers to communicate with ratings and all of them each other, and they will be reflected in the crew ability to operate the ship in a safety and efficient way. Communication can be problematic when ship members have different cultures, this leads to situations where cultural responses between speakers could be completely different to those expected bringing about misunderstanding and the carrying out of erroneous actions.

Amongst studied reports we found the following opinions in relation to internal communication problems in multicultural crews:

- Ships that operate with multicultural crews need to pay more attention to communication and clarity of instructions. In spite of a reasonable proficiency of English language can be enough to daily work, unusual interactions between different nationalities need and extra-ordinary care and a confirmation before proceeding to perform it (Marine Accident Investigation Branch, 1996).

- Language problem is over dimensioned in emergency situations, when some crew members are in pa or excitement state (Australian Transport Safety Board, 1997).
- If English language is the common work language in a ship, problems arise when a non English speaki crew member doesn't understand instructions or its intention completely. Such language differences cou lead to uncertainty, misunderstandings and lack of control when circumstances demand an immediate acti (Transport Safety Board of Canada, 1998).

The necessity of having this problem, which would rise on future due to the more and more comm multilingual crews, into account is expressed too by MARCOM Project (European Commission, 1999: 55):

> "However it can be taken for granted that the number of vessels with multilingual crews will continue to increase and will be the rule in the future. Therefore it is necessary to create methods and ways enabling different nationalities on board ships to communicate for the benefit of safety. One of the starting points may be a statistical acquisition of communication deficiencies as reflected in accidents".

We found, amongst studied reports, a 28,5% of maritime accidents where internal communication problem where an important causal factor.

3.- Written communication problems.

These problems arise when the language used in ship paper is not understood by crew members. It is becaus both language used in handbooks, manual, plans, indicators and other documents on board is not crew mothe tongue, and that language is not the established common working language in multilingual crews. Followin MARCOM Project again (European Commission, 1999), this situation happens nowadays because a lot of ship are built in one country, managed from another and registered on a third one. Later sales and register change could involve problems with documents and written instruction on board. Manuals and maintenance registe pass from one owner to another and can be not written in the language of those who operate the ship.

To face this problem, Australian Transport Safety Board encourages seafarers who are in this situation to requir that all paper on board must be written on the common working language.

We found in this study that 28,5% of maritime accidents with communication problems are due to, among other causes, written communication problems.

4.- Communication problems due to lack of misuse of standard terminology

Most problems of this kind arise in conversations maintained by VHF between ships, where the use of incorrect grammatical structures or imprecise terminology can have very serious consequences. Both ATSB and MAIB point out that it is essential to have clear and

unambiguous communications, and that instructions and actions must be completely confirmed, especially when linguistic problems could arise: "clarity of language is everything at sea. VTS operator, pilots and masters must ensure there can be no ambiguity at all in what they say over the radio" (Marine Accident Investigation Branch, 2000: 1)

Problems of this kind were found in th 11% of maritime accident reports related to communication problems.

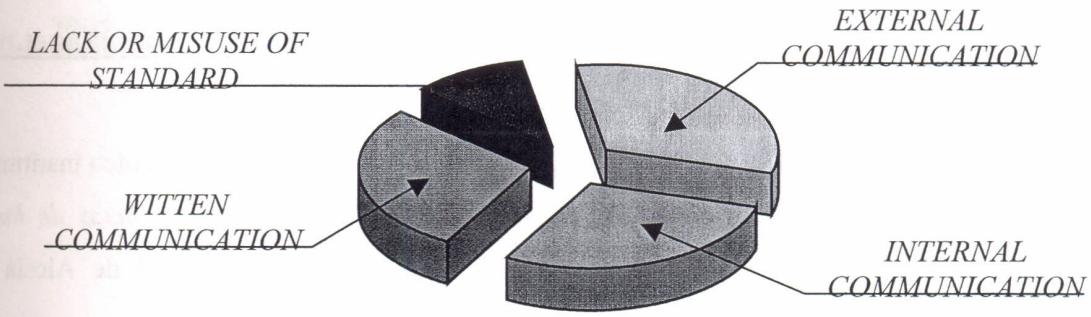

Figure 1: Communication problems derived from lack or misuse of a common language

4.- CONCLUSIONS

The former research on maritime accidents shows us that:

- A high proportion of maritime accidents with communication problems are related to verbal communications, this implies that speaking and listening skills are the most complicated and problematic.
- Communication problems proportion is lightly higher on ship to ship and ship to shore communications than in internal communications.
- Finally it is necessary to highlight that communication problems that involve written skills seem not to have a narrow relationship with linguistic knowledge of crew members, but with the lack of documents and manuals written in the appropriate languages. These problems could be attributed, at first, to ship managements instead of crew competence.

In conclusion, the article aims to establish the junction between effective communications and maritime safety with the purpose of settling in a clear and precise way the real importance of communications on safety ship operation. In this way we recommend to use these data as base too design maritime English programmes focused to improve safety in maritime settings.

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ALTERNATIVE USE OF A VTS SIMULATOR FOR SMCP TEACHING: EXPLORING NEW PATHS FOR A POWERFUL TRAINING TOOL.

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Abstract

Vessel Traffic Services simulators are primarly designed to train VTS operators in acquiring, identifying and monitoring traffic in a particular geographical scenario (port estuarial, coastal VTS)

For a good interaction with vessels, the VTS operator relies on two main pillars: accurate traffic image interpretation and excellent communication skills in English.

In conventional VTS operator courses, English is a subject among others and the simulator is used mainly to develop the necessary skills to properly use the VTS console and correctly asses the traffic image. On the other side, in the SMCP courses the instrument remains the same, the VTS simulator, but the enphasis is redirected to the development of communicative skills in the use of the External Communication Phrases, the mandatory part of the IMO Standard Marine Communication Phrases.

This new and alternative use of the VTS simulator allows to contextualize the practice of the SMCP, reinforcing the learning process and offering the trainees to play different roles (officers of the watch, Vessel Traffic Services operators, pilots, SAR units skippers/pilots) in a realistic environment.

Key words:

Standard Marine Communication Phrases, Vessel Traffic Services, Vessel Traffic Services simulator, traffic image, communication skills, realistic environment, debriefing

1 Introduction

Vessel Traffic Services simulators are primarily designed to train VTS operators in acquiring, identifying and monitoring maritime traffic in a particular geographical scenario (port, estuarial, coastal VTS).

VTS are often considered as a kind of sophisticated Aid to Navigation (AtoN), as Aids to Navigations are mostly passive (buoys don not talk, whereas VTS operators do) and the interaction VTS Operator-Officer of the Watch sets the main difference between VTS and AtoNs.

This interaction is usually conducted by an oral interchange of information via VHF radio, therefore good communication skills in English is a must for any professional VTS operator.

General English knowledge taken for granted, what remains on the spot for a VTS operator is a good command of the SMCP External Communication Phrases. The VTS operator is a representative person of a VTS Competent Authority, who provides a public service to enhance maritime safety and protection of the marine environment and as such, he is more obliged than anyone to follow international regulations, this is to say, "to go by the book". A clear explanation of the regulatory framework involved in the use of English at sea is doubtless the first step to make the trainees aware of how important is to have a professional and competent approach to the use of English in the marine communications context.

The SMCP course delivered by the Training Centre Jovellanos targets both mariners and VTS operators. In conventional VTS operator courses, English is a subject among others and the simulator is used mainly to develop the necessary skills to properly use the VTS console and correctly assess the traffic image. On the other side, in the SMCP courses the instrument remains the same, the VTS simulator, but the emphasis is redirected to the development of communicative skills in the use of the External Communication Phrases

Background

The adoption of the IMO Standard Marine Communication Phrases (SMCP) as IMO resolution A.918 (22) marks the end of a stage that started as far back as 1973, the year that IMCO - as it was then called - decided, through the Maritime Safety Committee at its 27th session, that the common language to be used in the maritime context should be English and that it was necessary to establish the level of knowledge of this language and the vocabulary required to be able to navigate safely.

In the specific context of Vessel Traffic Services, the need to use a standard language is established in a series of regulations of different types, mainly IMO resolutions, IMO instruments and IALA Recommendations and Model Courses.

It seems obvious that both the VTS operators currently working and the candidates to this post must have the necessary knowledge to use and understand the IMO Standard Marine

Communication Phrases in compliance with international regulations, as, if mariners ar obliged to understand and use these phrases, the VTS operators, who have to interact wit them, will have to use the same restricted language.

The following pages give a summary of the applicable regulations which may prove useful t set the background to the problem of training mariners and VTS operators in the use of th SMCP, as to make the trainees aware of the importance of this particular aspect ha paramount importance to the success of any course or training activity related to the SMCP.

3 Regulations

The international regulations that serve as a reference for teaching English to mariners i general and to VTS operators in particular can be divided into two sections: The regulation that refer to standard phrases and those referring to general English. The regulations referrin to SMCP are:

- **IMO Resolution A.918(22):** IMO Standard Marine Communication Phrases.
- **IMO Resolution A.857(20):** Guidelines referring to Vessel Traffic Services. Sectio 2.4 "Communication and reporting."
- **STCW-95:** STCW Code, Table A-II/1. Function: Navigation at Operational Leve (Columns for competence and knowledge, understanding and proficiency).
- **IALA Recommendations V-103:** Recommendation on Standards for Training an Certification of VTS Personnel.. Table 1 VTS Operator Competence: columns fo competence and knowledge, understanding and proficiency.
- **IALA Model Course V-103/1:** VTS Operator, Part B, Module 1: Language, Section 2 Subject Framework

As regards regulations referring to general English, apart from the ambiguous references tha figure in the documents mentioned above, the most important is:

- **IALA Model Course V-103/1:** VTS Operator. Part B, Module 1: Language: Section 1 Introduction

3.1 Regulations referring to the SMCP

3.1.1 Resolution A.918(22)

IMO STANDARD MARINE COMMUNICATION PHRASES

THE ASSEMBLY,

RECALLING Article 15 (j) of the Convention on the International Maritim Organization concerning the functions of the Assembly in relation to regulations an guidelines concerning maritime safety,

RECALLING ALSO resolution A.380(X) by which it adopted the Standard Marine Navigational Vocabulary,

RECALLING FURTHER the provisions of regulation V/14.4 of the International Convention for the Safety of Life at Sea, 1974, requiring that on all ships to which chapter I thereof applies, English shall be used on the bridge as the working language for bridge-to-bridge and bridge-to-shore safety communications as well as for communications on board between the pilot and bridge watchkeeping personnel unless those directly involved in the communications speak a common language other than English,

RECOGNIZING that the standardization of language and terminology used in such communications would assist the safe operation of ships and contribute to greater safety of navigation,,

RECOGNIZING ALSO the wide use of the English language for international navigational communications and the need to assist maritime training institutions to meet the objectives of safe operations of ships and enhanced navigational safety through, *inter alia*, the standardization of language and terminology used,

HAVING CONSIDERED the recommendations of the Maritime Safety Committee at its sixty-eight and seventy-fourth sessions,

1. ADOPTS the IMO standard marine communication phrases set out in annex 1 to the present resolution;

2. AUTHORIZES the Maritime Safety Committee to keep the IMO Standard Marine Communication Phrases under review and to amend them when necessary in accordance with the procedure set out in Annex 2 to the present resolution;

3. RECOMMENDS GOVERNMENTS TO GIVE THE IMO STANDARD MARINE COMMUNICATION PHRASES A WIDE CIRCULATION TO ALL PROSPECTIVE USERS AND ALL MARITIME EDUCATION AUTHORITIES, IN ORDER TO SUPPORT COMPLIANCE WITH THE STANDARDS OF COMPETENCE AS REQUIRED BY TABLE A-II/1 OF THE STCW CODE;.

4. REVOKES resolution A.380(X).

3.1.2 IMO Resolution A.857(20)

GUIDELINES RELATING TO VESSEL TRAFFIC SERVICES

ANNEX I, Section 2.4.1: Communications between a VTS authority and a participating vessel should be conducted in accordance with the Guidelines and Criteria for Ship Reporting systems and should be limited to information essential to achieve the objectives of the VTS. **IMO Standard Marine Communication Phrases should be used where practicable.**.

3.1.3 STCW-95

STCW CODE, TABLE A-II/1. FUNCTION: NAVIGATION AT THE OPERATIONAL LEVEL (COLUMNS FOR COMPETENCE AND KNOWLEDGE, UNDERSTANDING AND PROFICIENCY).

Competence: **Use of the Standard Marine Navigational Vocabulary, as replaced by the IMO Standard Marine Communication Phrases, and use English in writing and oral form.**

Knowledge, comprehension and aptitude: **.....including the ability to use and understand the Standard Maritime Navigational Vocabulary, as replaced by the IMO Standard Marine Communication Phrases.**

3.1.4 IALA V-103 Recommendation

STANDARDS GOVERNING VTS PERSONNEL TRAINING AND CERTIFICATION. TABLE 1: VTS OPERATOR COMPETENCE: columns FOR COMPETENCE AND KNOWLEDGE, UNDERSTANDING AND PROFICIENCY)

Competence: **Use of Standard Marine Navigational Vocabulary, as replaced by the IMO Standard Marine Communication Phrases, and use English and any other language authorized by the Government in written and oral form.**

Knowledge, understanding and proficiency: ***English and other languages authorised by the Government***

Adequate knowledge of the English language and the language authorized by the Government to enable the operator to use charts, publications and regulations, understand meteorological, waterway, port management and safety information and to, communicate with other ships, shore facilities and agencies, including the ability to use and understand the **Standard Marine Navigational Vocabulary, as replaced by the IMO Standard Marine Communication Phrases-.**

3.1.5 IALA Model Course V-103/1

VTS OPERATOR. PART B, MODULE 1: LANGUAGE, SECTION 2: SUBJECT FRAMEWORK

Aims

On completion of the course, trainees will have knowledge of the English language and its composition and structure in respect of maritime terminology **and the OMI Standard Marine Communication Phrases to enable them to carry out the duties of a VTS Operator using the English language**

3.2 Regulations referring to general English

3.2.1 IALA Model Course V-103/1

VTS OPERATOR. PART B, MODULE 1: LANGUAGE, SECTION 1: INTRODUCTION:

Instructors for this Module should have qualifications in both English and VTS/Maritime fields. If this cannot be achieved, then an appropriate expert should cover certain sections of this module.

....IELTS is a test for general English and the nearest test considered applicable for trainee VTS Operators is that for "General Training". **It is recommended that the overall ability level be IELTS Band 5, Modest User, or the equivalent in similar testing systems.**

"Modest User" is defined as:

"Has partial command of the language, coping with overall meaning in most situations, though is likely to make many mistakes. It is not able to use complex language".

4 AN ATTEMPT TO PROVIDE SOME CONVINCING REASONS TO USE THE SMCP

The Maritime Safety Training Centre Jovellanos is not a Maritime School to train future officers, but a training centre that provides post-graduate maritime education and training directed mainly to professional seafarers, VTS operators, pilots, SAR unit's crews and customs and maritime police officers.

Most of the trainees have a professional background and they have been using English at sea for a number of years, with a rather undisciplined approach, regardless of whether they have an excellent command of general/maritime English or a modest one.

The first step in this quest to provide convincing reasons to use the SMCP has already been explained, it was to emphasize the number and importance of international regulations concerning the use of the SMCP, very often the trainee is not aware of these basic pieces of legislation. The second step to be taken, then, is to try to convince the still reluctant trainee of the necessity for him to change his mind as regards his approach to the use of maritime English in his professional activity and this is not an easy task at all.

After having been introducing the SMCP to a couple of hundreds of trainees since 1997, the experience shows that, in order to awake the seafarers' mind to a new reality and to modify bad habits and undisciplined use of English, some clear grounds have to be provided. In this context, some marine accidents, the aftermath of these tragedies and how they have

influenced the maritime English use catch easily the attention of the trainee and illustrate th importance of the subject.

Over these last decades, safety at sea and the enhancement of measures aimed at protectin the marine and coastal environment has become an issue of ever-greater concern for th international maritime community.

This special attention to safety has periodically intensified as the inevitable trickle o accidents at sea occurred, with their consequent impact in the media and, therefore, on publi opinion and on the politicians with responsibility in this area.

The accidents that produce greatest impact are those that involve a significant number o casualties or that cause considerable damage to the environment. In general terms, and from the catastrophe of the *Titanic* up to the most recent accidents, oil tanker *Prestige* included, many of the advances achieved in the area of international regulations on safety at sea have originated from an accident that had serious consequences.

If we focus on accidents in which the lack of an adequate command of English - the common language adopted by IMO - contributed to increasing the number of lives lost and the damage suffered, we have to refer to two accidents that illustrate the key importance of certain training deficiencies among crews whose mother tongue is not English. The lack of an adequate level of competence in English among professionals on board these vessels becomes dramatically important in situations of danger, when the problems of communication play a decisive role in magnifying the most negative consequences of the accidents.

Two specific maritime accidents can serve as a reference to accompany these comments. The first was the fire that broke out in the ferry, "Scandinavian Star", in which 158 people died. The second was the grounding of the "Sea Empress" tanker, which caused considerable damage to the marine and coastal environment around Milford Haven in Wales, UK. In both cases, the lack of an adequate level of knowledge of general English, and particularly of technical-maritime English, played a significant role in the development of the events that led to a tragic result: casualties in one case, and damage to the ecosystem in the other.

4.1 The "Scandinavian Star" case

In the early morning of 7th April, 1990, the "Scandinavian Star" ferry was sailing from Oslo to Frederikshavn (Denmark) with 99 crew and 383 passengers on board, when a fire broke out. Most of the passengers were from Norway. although there were some from Denmark and Sweden. The crew, on the other hand, was a typically multinational. 158 people died in the fire.

Shortly before 2 o'clock in the morning on 7th April, a small fire was discovered in a pile of bedclothes near cabin Nr. 416, located on the port side of deck Nr. 4. The fire was quickly extinguished but shortly afterwards a second fire broke out in the after part of the gangway on deck Nr. 3, near companionway 2S, in an area that was not commonly used. The fire spread rapidly and the crew were unable to control it; at 02 24 the vessel sent out a request for help,

giving her position. The position given was incorrect and placed the vessel in Norwegian waters, whereas her actual position was 11 miles West of Vaderoarna, in Swedish waters.

Later, at 03 20 the captain considered that the fire could no longer be controlled and therefore gave the order to abandon ship.

The subsequent investigation concluded that one of the causes that contributed decisively to the large number of casualties was the poor communication between the crew and the passengers, due to the crew's inadequate knowledge of English. This lack of knowledge, together with other factors, enormously increased the difficulty of evacuating the passengers and was another cause of the tragic result of the accident, which could have been far less serious, as the vessel finally did not sink and was later towed to port.

As in so many other cases, the accident had its consequences. At IMO meetings held after the accident, the Navigational Safety Subcommittee (NAV) agreed that initiatives should be implemented to prevent the possibility of a repetition of a similar situation. Among these initiatives there was a thorough revision of the Standard Marine Navigational Vocabulary and the preparation of a corpus of English phrases specific for passenger vessels.

These two initiatives took shape in the following documents:

- MSC/Circ 673: "On board Communications for Passenger Care"
- MSC/Circ 794: "IMO Standard Marine Communication Phrases"

These two circulars of the Maritime Safety Committee were accompanied with the corresponding Annexes containing the standard phrases.

Thus the "Scandinavian Star" accident may be considered as the origin of the Standard Marine Communication Phrases. As so often happens in the field of marine regulations, the high number of casualties acted, in this case, as a catalyst, triggering a positive reaction that led to the adoption of reforms designed to improve maritime safety.

4.2 The "Sea Empress" case

The "Sea Empress" oil tanker grounded due to human error as it approached the port of Milford Haven, in Wales. As the result of the tanker's grounding, subsequent being re-floated and grounding again, a large amount of crude was spilt, causing significant damage to the environment in the coastal area around the port. 71,800 tonnes were spilt between the first time it grounded on 16th February 1996 and the second time on 17th February. The vessel was not successfully re-floated and towed away until 21st February and all that time it posed a constant threat of an ecological catastrophe.

Without going into the details of the vessel salvage and re-floating operations, one significant fact must, nevertheless, be considered. In the initial phase of the accident, the ocean-going Chinese tug "De Yue" arrived on the scene of the accident only a few hours after the vessel stranded and took part in the first attempts to re-float and hold her in position. As Lord Donaldson declared, the problems of communication arising from the lack of knowledge of

nautical English among the tug's crew contributed to the confusion surrounding the initial phase of the emergency, precisely at the time when the only means of minimizing the consequences of the accident lay in a swift and efficient response. The fact that it was necessary to have recourse to a Chinese cook from a Cantonese restaurant in Milford Haven as an interpreter during the operation led to the salvage operation acquiring, at certain moments, tragicomic tones and to the sensationalist press finding a fertile ground for its scandalous headlines.

Taking into account that after the first grounding, the initial spill amounted to "only" 2,500 tonnes of crude, and that the greater part of the oil escaped during the successive low tides following the second grounding, bringing the total to 71,800 tonnes, it could be concluded that the final consequences of the accident would have been considerably lessened if the vessel had been correctly re-floated and the second grounding had been avoided. Finally, although it is impossible to estimate the degree to which the difficulties in communication affected the final result of the accident, it seems obvious that if these difficulties had not existed, the intervention of the tug might have helped more efficiently to prevent the vessel grounding again, which led to the formation of the oil slick.

Referring to this accident on the occasion of a conference at the Wakefield Memorial in Southampton, Lord Donaldson declared:

> *"There can be no more visible demonstration of the need for a common language than the spectacle of a huge Chinese salvage tug which could not be used because none of the crew spoke English"*

A third step to provide clear grounds for the use of SMCP (External Communication Phrases) and to justify their special, mandatory status, both on board and in coastal stations, is to explain why radio communications are more "important", so to say, than face-to-face communication. Some of the aspects that make radio communications more critical are the following:

- Voice distortion associated to the VHF radio interface
- Poor quality of the sound, associated to propagation, atmospheric noises
- Body language absence
- Critical situations as regards safety (pilots and VTS operators interaction with vessels

A number of additional advantages can be derived from the use of the SMCP:

- To comply with International regulations (specially as regards the role and the role of the VTS operator as VTS Competent Authority representative)
- To combat lack of discipline in radio communications
- To standardise VHF interaction
- To protect the OOW/VTS Operator/Pilot against liability implications in case of accident

From the practical point of view, some positive features of the SMCP may also be highlighted:

- Mínimum sintactical and morphological complexity
- Suppresion of contracted forms
- Invariable plus variable structure
- One phrase: one event

5 TEACHING THE IMO SMCP WITH THE SUPPORT OF A VTS SIMULATOR

For a good interaction with vessels, the ideal VTS operator relies on two main pillars: accurate traffic image interpretation and excellent communication skills in English. A full mission VTS simulator, based on real equipment, provides a realistic environment that reinforces the learning process and allows for the contextualization of both traffic image interpretation on radar/ECDIS screens and oral communications via VHF radio. The course deals just with the mandatory part of the SMCP: External Communication Phrases, and as phonetics is a significant aspect of oral communication, one third of the teaching time is devoted to this particular topic.

4.1 Description of the course

The course is named Introduction to the Standard Maritime English (IMO SMCP) and is delivered along 5 days, from Monday to Friday with a total of 30 hours. The course is financed by the European Social Fund, under the umbrella of the Perseo Plan, this means that the course is free and the trainees have to pay just travel and lodging expenses if they do not live in Gijon city. The syllabus and timetable are as follows:

SYLLABUS

COURSE

INTRODUCTION TO THE STANDARD MARITIME ENGLISH (imo SMCP)

0205PP/0205036-INN

From..... to..... 2005

PFC/INN/REV01/0404

IMO SMCP COURSE SYLLABUS

PHONETICS (10 hours)

Introduction

Phonetic transcription (IPA)

Vowels system

Consonants system

Stress patterns

Most common pronunciation errors in the Spanish speaker

Practice

IMO SMCP (10 hours)

Introduction to the standard maritime English (SMCP)
- The concept of standardization in the maritime English context
- Background and origin of the SMNV
- The SMNV: description and structure
- The SMCP: description and structure

SMCP General

SAR Communications

VTS Communications

Pilotage Communications

COMMUNICATION EXERCISES IN THE VTS SIMULATOR (10 hours)

SAR Communications

VTS Communications

Pilotage Communications

INTRODUCTION TO THE STANDARD MARITIME ENGLISH (IMO-SMCP) – 0205 PP/0205036 – INN

WEEK from the .... to the..... *2005*

TIME	MONDAY..	TUESDAY..	WEDNESDAY..	THURSDAY..	FRIDAY..
8:00 - 9:00	INTRODUCTION TO THE SMCP	VTS COMMUNICATIONS	SAR COMMUNICATIONS	PILOTAGE COMMUNICATIONS	PHONETICS
9:00- 10:00	INTRODUCTION TO THE SMCP	VTS COMMUNICATIONS	SAR COMMUNICATIONS	PILOTAGE COMMUNICATIONS	PHONETICS
10:00- 10:30	BREAK				
10:30 - 11:30	GENERAL	PHONETICS	PHONETICS	PHONETICS	PHONETICS
11:30 - 12:30	GENERAL	PHONETICS	PHONETICS	PHONETICS	PHONETICS
12 30 – 13 00	BREAK				
13:00 - 14:00	VTS SIMULATOR COMMUNICATION EXERCISES (Simulator Familiarization & General)	VTS SIMULATOR COMMUNICATION EXERCISES (General)	VTS SIMULATOR COMMUNICATION EXERCISES (General & SAR)	VTS SIMULATOR COMMUNICATION EXERCISES (General & VTS)	VTS SIMULATOR COMMUNICATION EXERCISES (General & Pilotage)
14:00 - 15:00	VTS SIMULATOR COMMUNICATION EXERCISES (Simulator Familiarization & General)	VTS SIMULATOR COMMUNICATION EXERCISES (General)	VTS SIMULATOR COMMUNICATION EXERCISES (General & SAR)	VTS SIMULATOR COMMUNICATION EXERCISES (General & VTS)	VTS SIMULATOR COMMUNICATION EXERCISES (General & Pilotage)
15:00 –16:00	LUNCH				

30 hours

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30 hours is not much time for a course, therefore the general approach is:

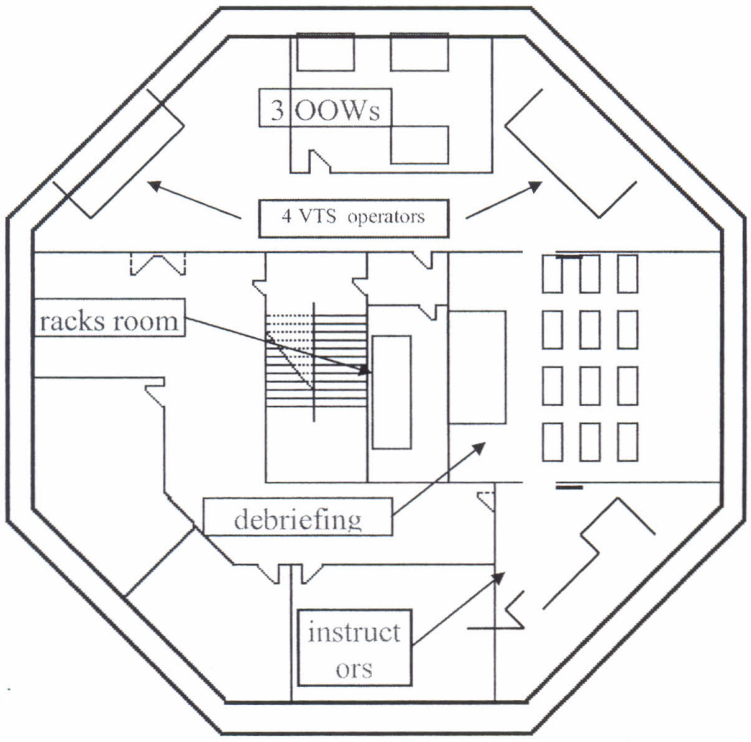
1 to raise the awareness of the trainee on the importance of the SMCP
2 to provide the trainee with good learning materials (course manual)
3 to provide the trainee with extensive and updated bibliography

In order to allow future self-teaching for the trainee, both on board or at home, to improve his command of the SMCP.

The course is designed as a first step (thus the name of "Introduction. to...") of a much longer learning process, that normally will take place without the support of a training institution, this is to say the underlying philosophy of the course is not only to feed the trainee with fish for a short while, but to give him the rod and the technique to fish on his own in the future. Although this may sound as "wishful thinking" the professional seafarer, VTS operator, pilot, etc who has attended the course is expected to continue learning in the future, with the motivation and knowledge acquired during the course and the materials and bibliography provided..

Due to the VTS simulator configuration, the maximum number of trainees is 6 per course

4.2 Description of the VTS simulator



VTS simulator layout

The instructor room is composed of a number of gadgets, the main one is the NORCONTROL console NMS-90 MKIII. This console is well-known piece of equipment in the marine simulation scene, as other simulators, such as the Ship Handling and Navigation simulator or the Oil Spill Management Trainer simulator, have this console as the main piece of equipment of the instructor room. The console allows for the programming of exercises in a particular geographical scenario. Once the exercise has been created it is stored and remains ready for future use in any of the courses associated to the VTS simulator.. Another equipment of the instructor room is the VMC (Vessel Traffic Services Main Computer), its mission is to edit and modify geographical scenarios to be displayed on the radar/ECDIS screens of the VTS Operator and instructor consoles. A weather and telex/fax station feeds the VTS Operator consoles with weather information and messages of any kind., creating different environmental conditions that may vary at any time. Tracks of the ships and details of the chart may be printed on a special plotter, to be used in the debriefing that follows the exercise. In addition to the telex and fax messages printed on a dedicated printer, other types of communications use VHF radios, NAVTEX receivers, telephones and so on. Normally the instructors play the role of "external world" to the VTS centre from the instructor room (they may be vessels, pilots, SAR units, agents, harbour masters, customs/maritime police units, media, etc.). An audio recorder allows for recording of VHF radio conversations.

Ass regards the VTS Operator consoles (there are two of them), the main element is the VOC 5000 console (Vessel Traffic Services Operator Console). This is a real piece of equipment, the same installed in many VTS centres all around the world (In Spain, in particular in the MRCC/VTS centres of Bilbao, Gijón, La Coruña, Tarifa/Gibraltar Strait, Las Palmas). Raw radar signal and ECDIS data are presented on a high resolution, raster scan screen similar to the ones used in the real operations centres. The VTS Operator console is linked to the "external world" by VHF radios, NAVTEX receivers, telephone, fax, telex and DSC, the same equipment listed for the Instructor console.

Finally, the debriefing room has a BARCO projector to replay video data and an audio player to replay the VHF conversations.

4.3 Scripts for the VTS simulator exercises

The course timetable on page 11 clearly shows the correspondence between lectures and simulation. The theoretical topics are put into practice the same day or the day after in the VTS simulator..

The trainees are provided with a handout in the scripts for the exercises of every day are written.

The scripts are the following:

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VTS SIMULATOR USE FOR SMCP TRAINING (6 trainees)

DAYS 1,2: MONDAY, TUESDAY

1st Exercise: Familiarization with equipment and introduction to the *General* chapter

Trainees Distribution: 3 ships at the working stations (VHF Ch 10), 2 VTS operators at the VOCs 5000 (VTS 1 Ch.10, VTS 2 Ch.10), 1 ship at the Instructor position (VHF Ch 10)

Scenario: None

Number of vessels: 4

Vessel 1 – SAC FLIX, 3FEZS
Vessel 2 – LASS SUN, DQFI
Vessel 3 – TOPAZ, 3EVI5,
Vessel 4 – JESSIE MAERSK, OVIG5

Tasks: To practise all aspects from chapter "General" of the SMCP without a particular context:

1 Call for identification
2 Trigger procedure
3 Spell name and call sign
3 Provide examples of message markers (using exercises provided)
4 Questioning:
   a. For an affirmative answer (is there radar assistance?)
   b. For a negative answer (is 12 the working channel?)
   c. For an "stand by answer" (weather information)
   d. For a "no information answer" (berthing prospects)
5 Organizational phrases:
   a. Asking for quality of the signal
   b. Agreeing to listen on a particular channel
   c. Changing / trying different channels
6 Correcting mistakes
   a. Correcting speed
   b. Correcting draught
   c. Correcting total quantity of cargo
7 Readiness to receive messages/information
   a. Readiness
   b. Non readiness

8 Repetition
   a Repeating last port of call
   b Repeating port of destination
   c. Repeating name/call sign
9 Speaking numbers
   a Length overall
   b Draught even keel
   c Listen on VHF channel
10 Positions
   a By bearing and distance (045º, 2,5' from Cape Torres / 275º, 1,7 from P. de A breakwater / 135º, 0,3' from the Amosucas South cardinal buoy.
   b By latitude and longitude (3 different positions using cursor)
11 Courses
12 Distance
13 Speed (through the water and over the ground)
14 Times (local and UTC)

DAY 3: WEDNESDAY

2nd. Exercise: Chapter "General", practice in a VTS context

Trainees Distribution: 3 ships at the working stations (VHF Ch 10)
2 VTS operators at the VOCs 5000 (VTS 1 Ch.10, VTS 2 Ch.10)

1 ship at the Instructor position (VHF Ch 10)

Scenario: Gijon waters

Number of vessels: 4

Vessel 1 – SAC FLIX, 3FEZS, Panama, Norfolk, Tubarao, Bulk-carrier, 15500 MT coal, 9,15m

Vessel 2 – LASS SUN, DQFI, Germany, Savona, Rotterdam, Container-carrier, ballast, 6,30

Vessel 3 – TOPAZ, 3EVI5, Panama, Tubarao, Newport News, Bulk-carrier, 146.022 iron ore, 17,37

Vessel 4 – JESSIE MAERSK, OVIG5, Denmark, Sullom Voe, Santander, Gas-carrier, 15200 MT propane & butane, 10,5

Tasks: To practise all aspects from chapter "General" of the SMCP in a port approach situation interacting with VTS (Gijón Traffic)

Task 1: Vessels contact Gijon Traffic for identification. Use of the initial procedure, spelling, position by bearing and distance, latitude and longitude, message markers, questions and answers, organizational phrases, corrections, preparedness, repetition, numbers, course and speed, time.

Situation (common for all 4 vessels):

1 Vessel approaching Gijón waters contacts Gijón Traffic for identification and triggers initial procedure for SMCP.

2 Use of the spelling and numbers table for the name and call sign of the vessel (Identification).

3 Establish position of the vessel by bearing and distance from the end of the breakwater to answer Gijon Traffic question. (SAC FLIX: 045º, 2,5' from Cape Torres / LASS SUN: 275º, 1,7 from P. de A. breakwater / TOPAZ: 135º, 0,3' from the Amosucas South cardinal buoy)

4 Establish position by latitude and longitude (using cursor)

5 Communicate course and speed (data from display)

6 Answer questions related to the GIREP

7 Ask for berthing prospects

8 Inform you are proceeding to the anchorage and will report once the vessel is anchored.

9 Report anchor position and anchor time.

10 Try to use the SMCP corresponding to the VTS chapters

DAY 4: THURSDAY

3rd. Exercise: Chapter "General" practice in a Distress messages/SAR context

Trainees Distribution: 3 ships at the working stations (VHF Ch 10)
2 MRCC/VTS OPERATORS AT THE VOCS 5000 (VTS 1 CH.10, VTS 2 CH.10)

1 ship at the Instructor position (VHF Ch 10)

Scenario: Gijon waters

Number of vessels: 4

VESSEL 1 – SAC FLIX, 3FEZS, PANAMA, NORFOLK, TUBARAO, BULK-CARRIER, 15500 MT COAL, 9,15M

Vessel 2 – LASS SUN, DQFI, Germany, Savona, Rotterdam, Container-carrier, ballast, 6,30

Vessel 3 – TOPAZ, 3EVI5, Panama, Tubarao, Newport News, Bulk-carrier, 146.022 iron ore, 17,37

Vessel 4 – JESSIE MAERSK, OVIG5, Denmark, Sullom Voe, Santander, Gas-carrier, 15200 MT propane & butane, 10,5

Tasks: To practise all aspects from chapter "General" of the SMCP in a distress message / port approach situation interacting with MRCC/VTS (Gijón Traffic)

1. Vessel approaching Gijón waters contacts Gijón en sends distress message.
2. Use of the spelling and numbers table for the name and call sign of the vessel (Identification).
3. Establish position of the vessel by bearing and distance from the end of the breakwater to answer Gijon Traffic question. (SAC FLIX: 045º, 2,5' from Cape Torres / LASS SUN: 275º, 1,7 from P. de A. breakwater / TOPAZ: 135º, 0,3' from the Amosucas South cardinal buoy)
4. Establish position by latitude and longitude (using cursor)
5. Communicate course and speed (data from display)
6. Answer questions related to the emergency

DAY 5: FRIDAY

4th. Exercise: practice in a Pilotage context

Trainees Distribution: 3 ships at the working stations (VHF Ch 10)
2 MRCC/VTS OPERATORS AT THE VOCS 5000 (VTS 1 CH.10, VTS 2 CH.10)

1 trainee at the Instructor console
Scenario: Gijon waters

Vessels: Vessel 1 – SAC FLIX, 3FEZS, Panama, Norfolk, Tubarao, Bulk-carrier, 15500 MT coal, 9,15m

Vessel 2 – LASS SUN, DQFI, Germany, Savona, Rotterdam, Container-carrier, ballast, 6,30

Vessel 3 – TOPAZ, 3EVI5, Panama, Tubarao, Newport News, Bulk-carrier, 146.022 iron ore, 17,37

Vessel 4 – JESSIE MAERSK, OVIG5, Denmark, Sullom Voe, Santander, Gas-carrier, 15200 MT propane & butane, 10,5

Tasks: To practise all aspects from chapter "General" of the SMCP in a port approach situation interacting with Pilotage service (Gijón Pilots)

Task 1: Vessels contact Gijon Pilots requiring pilot service. As in the first exercises use the initial procedure, spelling, message markers, questioning and answering procedures, organizational phrases, corrections, preparedness, repetition, numbers, course and speed, time.

Situation (common for all the 4 vessels):

1 Vessel approaching Gijón waters contacts Gijón pilots and requires pilot.

2. Use of the spelling and numbers table for the name and call sign of the vessel (identification requested by pilot station).

3 Establish distance to the pilot station, SAC FLIX: 5,5 miles / LASS SUN: 12,5 miles / TOPAZ: 10,5 miles (distance requested by pilot station).

4 Pilot station questioned about status of pilotage (mandatory or not mandatory).

5 Gijon pilots asks for ETA to pilot station, SAC FLIX: in 30 minutes / LASS SUN in one hour / TOPAZ: in 45 minutes (use present local time + time to pilot station, to establish ETA in hours and minutes by using the four digits notation).

6 Gijon Pilots ask for maximum draught

7 Vessels ask Gijón Pilots where to rig pilot ladder

8 Vessels ask Gijon Pilots where is the pilot boat (in station or not)

9 Gijon Pilots informs that the pilot boat sails towards the vessel

10 Vessels are questioned for their freeboard

11 Vessels are instructed to follow pilot boat inwards

5. Conclusions and Recommendations

The experience acquired in Centro Jovellanos in teaching and divulgating these phrases since the issue of the Maritime Safety Committee circular MSC/Circ794 in June 1997, allows us to establish some conclusions based more on our experience in teaching the SMCP and on the observation of the students' reactions over the last eight years, than on a statistical or sociological scientific method:

- The intensity of the initial rejection by mariners and other professionals of the use of the standard phrases in the sector is usually directly proportional to their years of experience in the use of English and to the level of linguistic competence of the seafarer / VTS operator / pilot. This means that if a mariner has been sailing all over the world for a number of years and using English in his daily work without any problem and if, further, his level of knowledge and use of English is high, the rejection to limiting himself to the discipline of the standard phrases and to making the effort required to familiarize himself with them and learn them can almost be guaranteed. On the other hand, merchant navy students and the younger officers seem to have a more receptive attitude to the use of standard maritime English.

- The lack of knowledge of both the SNMV and of the new MSCP is a matter of concern. The students in courses such as MRCC/VTS operator; Basic pilotage; Advanced course in shiphandling and navigation, all professionals of more or less experience, have serious difficulties when they try to handle such elementary aspects of standard English, as, for example, wheel orders, establishing a position by bearing and distance or the construction of simple navigational warning messages. The same occurred with students from the final years of Maritime Schools, attending basic shiphandling and navigation courses.

- The applicable international regulation (STCW-95, SOLAS, IMO Resolution A.857(20), IMO Resolution A.918(22), IALA V-103 Recommendation, etc.) do not appear to have had much influence on Spanish maritime and academic authorities when it comes to requiring that both employed professionals and future mariners learn and be able to use standard marine English, as stipulated in the STCW-95, for the certification of officers in charge of a navigational watch. The same applies to the VTS operators.

- From all the foregoing, it can be deduced that the attempt to develop a standard marine language, mainly the Standard Marine Navigational Vocabulary and the IMO Standard Marine Communication Phrases, and to extend its use, have not had the

desired success. Although the approach was correct on paper, the final result of the implantation of the standard language was not as expected.

- The large number of the IMO SMCP - a document of 104 pages in its original version - has given rise to a variety of criticisms and strong opposition from some countries with great influence in IMO. This rejection was responsible for delaying the adoption of the Phrases for several years, until the IMO 22 Assembly, and for modifying the initial status of the phrases.

Among the possible measures that can be suggested to change this situation of both lack of knowledge of the SMCP and the unwillingness to use them in the professional context, we would select the following:

- Courses in SMCP, both for mariners and VTS operators, must be preceded of, or accompanied by, an awareness of the importance of their use and of the framework of international regulations governing the knowledge and use of these phrases.

- The responsibilities that a professional on board a vessel or in a shore station like a VTS Centre may face if his messages transmitted by radio in English are not understood and, as a consequence of this confusion, a serious accident occurs, must be highlighted. The recording of the communications and their transcription are pieces of evidence demanded by the judges when the case is taken to court.

- As regards the teaching of standard maritime English, the teaching programs in the maritime training centres should be suitably adapted, as should the number of credits assigned to marine English and the levels of competence required from the students to enable them to comply successfully with the requirements of STCW in the other international regulations mentioned.

- In addition to the proper training of future mariners, the training of those in service must not be forgotten. One only has to recall that the United States Coast Guard has, for some time, been inspecting merchant vessels berthing in American ports and examining, among other things, the officers' competence in technical marine English, or that the UK Maritime and Coast Guard Agency requires mariners who wish to sail on British registered vessels to pass an examination in technical English.

- The maritime and academic administrations in the various countries should make an effort to understand that the success of their mariners in an ever more demanding and competitive labour market depends also on their linguistic competence in English in general and on their knowledge of marine English, in particular, especially in its standard version, as required by the current international regulations.

- The use of complementary tools, in this case a VTS simulator or a shiphandling and navigation simulator, can significantly enhance the standard phrase learning process by contextualizing their use and contributing to reinforce the communicative approach.

- Finally, the scarcity of modern didactic material for teaching technical-maritime English and standard marine English must be mentioned. New materials - preferable on interactive media - are of fundamental importance to be able to cope efficiently

with the new knowledge requirements established in the international conventions
regulations.

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Paper for IMEC 17
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Blended approach of e-learning and classroom teaching ("FlexiMod – English for Mariners")

Special emphasis is being placed by IMO on training of the crew's communications skills in English, which is undoubtedly a basic requirement for safe international sea traffic.
Our own experience in teaching courses in Maritime English, our analysis of the command of Maritime English of different kinds of crew members as well as the demands of our international clients (ship owners and maritime academies) have clearly shown that only book, even if it is of good quality and serves all targets and items defined in a curriculum like the IMO-Model Course 3.17, is not sufficient to cover all the manifold

- organisational conditions
- objectives requirements of different groups of learners as far as job requirements
- subjective pre-conditions of the trainers/instructors
- subjective pre-conditions of the learners as far as their level of English are concerned.

To meet many of these manifold requirements of an extremely flexible course we are in the process of applying the '**Blended learning concept**' to **"FlexiMod -** English **for Mariners" in** a pilot project together with a shipping company.
40 German crewmembers of a German-Danish ferryboat company are participating in this maritime English training project. From their maritime background it is a very heterogeneous group. Participants have different jobs on board (navigational and technical officers, crew members like catering, cashiers, electricians) and their knowledge of maritime English varies in a great extend.
The pilot course is aiming to:

- improve trainees' competence in maritime English
- give trainees wide-ranging opportunities to practise communicating in English for both maritime and general purposes in routine and distress situations
- to improve trainees awareness for on board safety and prepare them to react properly in case of an emergency

During the first phase it turns out to be a very complex and difficult task, but from ou point of view it is a new approach and the only way to serve these requirements mor than a book can do.

In a first run it had been planned just to design and develop a web based solutio suitable to meet the requirements of modern e-learning solutions. But as we advance with the development of this project, a lot of problems of various kinds appeared wit regard to this single and only deployment focus. Some constraints like net rate, limite or no the web access at all restricted the utilization of FlexiMod "English for Mariners only based on e-learning content, too much. Another aspect emerging during th development and testing phase was the availability of technical equipment (PCs) o board and technical skills like IT skills of the potential users.
Depending on the job on board the IT skills and language proficiency of the crew differ widely. Another aspect important to consider are the different learning styles of elder younger crew people and their likes and dislikes with regard to e-learning.

So we had to revise the concept of FlexiMod basically. And the first and most importa consequence of which was to provide the participants now with different **forms** of th courseware **"FlexiMod - English for Mariners"**

- A printed material, with consists of student books with a CD fo listening comprehension and a teacher's handbook for face- to-fac teaching in classrooms and for self-studies (English for Mariner Parts 1,2,3)
- A computer based training CD (CBT) as a series of blended learnin CDs applicable for class room teaching and computer based sel studies
- And the web based learning courseware controlled by a learnin management system, where the contact to the tutor is independent the time and location

The teachers who accompany this course work with all three forms of the FlexiMod English for Mariners courseware according to their students' requirements, preference and possibilities.

Another important issue to be discussed and managed now was the amount supervision and support that has to be given to the people. From its origin the result and the learning progress is managed only by the Learning Management System. Bu due to the circumstances that now three forms of courseware are provided to th participants we had also to redesign the task and test approach for all forms. In deta that means that the flexibility to carry out an exercise has to be increased considerabl through an adaptation to its specific courseware form. In order to find a handy solutio for both the teachers and the participants a compromise has been found. From now o each unit contains two sets of tests:

- One set for testing the knowledge (grammar and vocabulary)
- The second set for testing the skills (listening, reading, writing)

Here is a brief summery of the 10 characteristics of FlexiMod after its revision:

1. FlexiMod is strictly based on the curriculum IMO-Model Course 3.17.
   It is structured in units according to the Model-Course. All the targets and contents being defined there are implemented in form of texts, exercises, tasks, charts etc.

2. FlexiMod is a combination of courseware and computer based means for teaching and learning which can be used
   - in class, trainer guided and for self-studies and
   - on board of a vessel via internet, either in form of distance learning or tutor guided and for self-studies.

3. FlexiMod is not a pure course for computer assisted self-studies, it is a deliberate combination of trainer or tutor guided tasks and exercises and tasks and exercises for computer based and computer evaluated self-studies.

4. FlexiMod is very much orientated towards an interactive approach to foreign language learning, and is of course, based on the latest level of methodological approach to modern foreign language teaching and learning.

5. All computer based tasks of FlexiMod can be adapted to the learner's individual pace,

6. Deeply connected with the individual pace is the flexibility of FlexiMod as far as different levels are concerned. This feature of FlexiMod is one of the most important because it serves on the one hand the special job requirements of the learners as well as the different subjective pre-conditions of the learners as far as their command of the foreign language is concerned.

7. FlexiMod can be easily combined by the learner himself or if the trainer/tutor regards it as necessary with the SMCP-Training. Wherever it is appropriate, the units cover as an integral part of training tasks to practice the SMCPs.

8. Many of the exercises presented in the FlexiMod courseware are taken from the SMCP to practice different aspects of grammar or maritime vocabulary. Hence the learner is deeply involved in the SMCP training without being aware of that.

9. Whenever necessary, some extra elements of everyday and social English are included in FlexiMod and combined with the maritime matters.

10. FlexiMod allows access to an extensive maritime glossary and a general dictionary English – Mother tongue.

To sum it up:
"FlexiMod – English for Mariners" is an enormous piece of work and its practical proves its great value for the realization of a modern blended learning concept.

For presentation purpose:
The intention is to show the Blended approach for all three forms of the unit That's for our safety' based on the book, CBT and WBT solution.

Content:

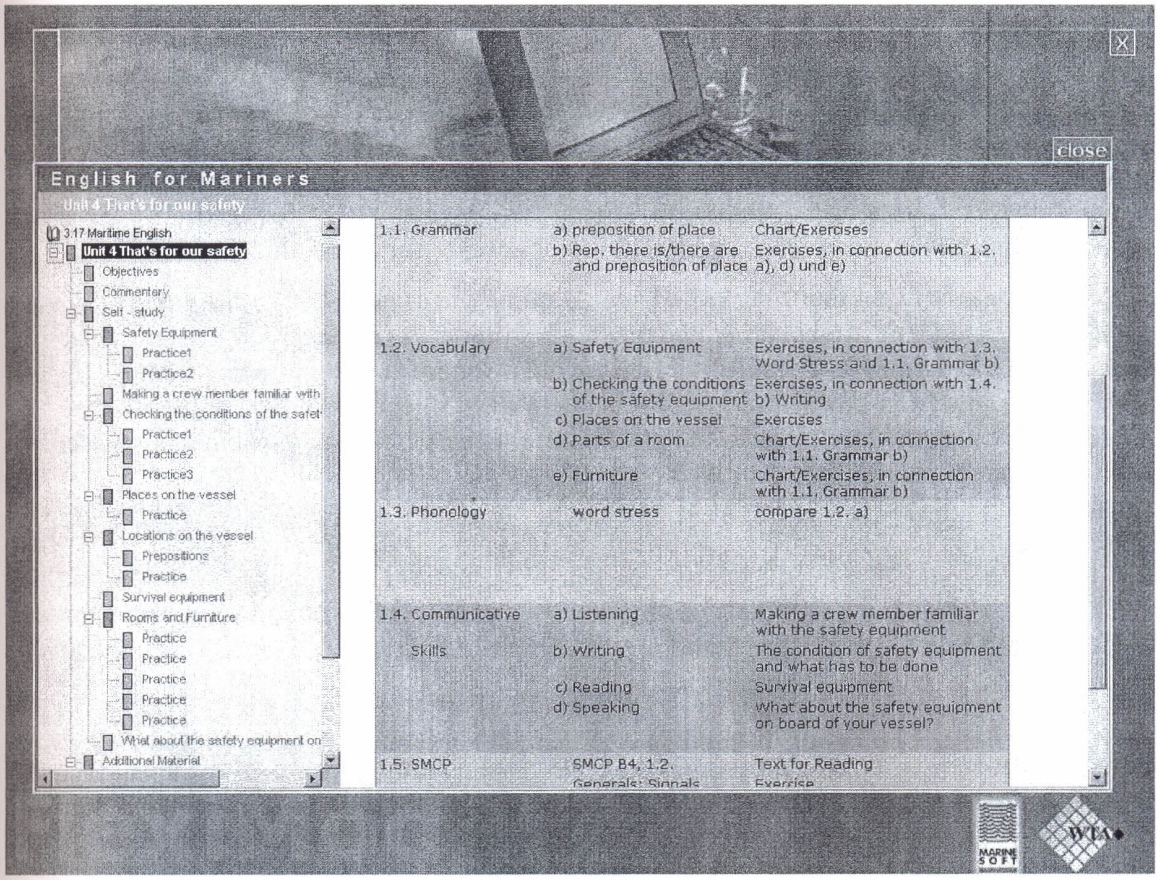
Unit 4: **That's for our safety**
(Describing Location and purpose of safety equipment)

Targets	Topics	Oblig.
1.1.Grammar	a) preposition of place	Chart/Exercise: Tasks 1, 2, 3 Appendix: Giving locations if not completed in Unit 3
	b) Rep. there is/there are and preposition of place	in connection with 1.2. a), d) und e)
1.2.Vocabulary	a) Safety Equipment	in connection with 1.3. Word Stress and 1.1. Grammar b) Exercise: Tasks 1,2,3
	b) Checking the conditions of the safety equipment	in connection with 1.4.b) Writing Exercise: Tasks 1,2,3
	c) Places on the vessel	Exercise: Tasks 1,2 Appendix: Part 2 Giving locations if not completed in Unit 3
	d) Parts of a room	in connection with 1.1. Grammar b) Exercise : Tasks 1,2,3
	e) Furniture	in connection with 1.1. Grammar b) Exercise : Tasks 4,5,6
1.3.Phonology	word stress	compare 1.2. a)
1.4. Communicative Skills	a) Listening	Making a crew member familiar with the safety equipment
	b) Writing	The condition of safety equipment and what has to be done.
	c) Reading	Survival equipment
	d) Speaking	What about the safety equipment on board of your vessel?
1.5. SMCP	Generals – Signals	Appendix: Text for Reading SMCPs B4, 1.2

Recommended sequence in the learning and teaching process:

1. 1.2. a) Vocabulary: Safety Equipment and 1.3. Words Stress and 1.1. Grammar b) Rep. there is/there are and preposition of place
2. 1.4. a) Listening: Making a crew member familiar with the safety equipment
3. 1.2. b) Vocabulary: Condition of Safety Equipment and 1.4. b) Writing: The condition of safety equipment and what has to be done
4. 1.2. c) Vocabulary: Places on the vessel and Giving locations if not completed in Unit 3
5. 1.1. a) Grammar: Prepositions of Place and Giving locations if not completed in Unit 3
6. 1.4. c) Reading: Survival Equipment and 1.5. SMCPs Extra Text in Commentary
7. 1.5. SMCPs: Generals: Signals
8. 1.2. d) e) Vocabulary Parts of a room and Furniture and 1.1.b) Grammar: Rep. there is/there are and Preposition of place
9. 1.4. d) Speaking: What about the safety equipment on board of your vessel?

PC based version



Siep KONIJN

Dimensions of Cultural Difference

In the Netherlands we have multinational crews on board all merchant navy. Therefore a subject that is not overlooked in the curriculum of our nautical college is cultural awareness. Being aware that in the eyes of other nationals, we too, behave in a surprising way. They are not the only ones. First of all this difference affects our communication and this in turn has a lot to do with safety, with efficiency and with quality of life on board ship in general. Communication is not only language but also understanding how the other feels and thinks.

I have taught this subject, most of the time being the Geert Hofstede theory, to many students. There are of course other theories than his, but the advantages are:

- easily understood
- easily put into practice
- one lesson

He has written several books on the subject so apparently a lot can be said about it. The theories can be expanded, can be made as complicated as you like but on the other hand can also be understood at an easy level. You, and your students, will not find it difficult to think of examples, to put it into practice, to make predictions of the likely outcome of certain ways of cooperation or non-cooperation. One or two lessons will be sufficient. Today in a workshop one short lesson will have to do, but of course you are all brilliant.

Geert Hofstede realized that a survey of people doing the same work for the same company, IBM, who shared education, career and most other things in common, except for the fact of their nationality and gender would provide the basis for cross-cultural comparisons. He took survey data from IBM employees working in over 50 countries, taking their actual work and positions into account and identified four main dimensions which distinguished cultures at a national level.

The four dimensions were: power distance, collectivism versus individualism, femininity versus masculinity and uncertainty avoidance. He later added a fifth dimension, long term versus short term orientation.

Hofstede also found that the findings for each dimension could be related to the way in which individual cultures are organized.

As we live in an increasingly multi-cultural world understanding the differences between cultures is becoming increasingly important. We also need to understand the strengths and weaknesses of our own culture in order to avoid our own blind spots.

It is also easy to assume that use of the same products and services actually affects the way that people think, or that that fact that people follow a particular religion necessarily means that they share the same views as others who practice that religion.

Hofstede also points to the influence of events which may have occurred hundreds or thousands of years ago; he noted that the countries which had once formed part of the Roman Empire (except the British who always try to be the odd man out) shared common values. He also noted the fact that members of the European Union often have values which are totally opposed and raises the question as to how these potential conflicts over values can be resolved.

The Five Dimensions

Power Distance

Measures the individual's perception of the degree of inequality in a society (not wealth). Short power distance countries are more democratic in their approach to power.

The countries with the greatest power distance were Malaysia, Guatemala, Mexico and Arab countries also scored for high power distance. Those countries with the lowest power distance were Austria, the Scandinavian and Anglo-Saxon countries.

Hofstede found that in those countries with a large power distance there was much greater stress on hierarchies, that politics trends to be extreme and that power is based on family and friends, that the middle class is small and that the exercise of might is seen as legitimate.

In those countries with a low power distance there is a stress on the legal basis of power, a stress on equal rights and equality, and that political parties tend to the centre.

Collectivism versus Individualism

Unsurprisingly the top four individualist national cultures were all Anglo Saxon, headed by the USA, followed by other European countries.

As regards collectivism nations, Guatemala and Ecuador headed the list. Portugal and Greece are collectivism European cultures and the Arab countries and Turkey were neutral to collectivist.

Hofstede says that collectivism nations base their societies on extended families and that social networks define people's identities and that everything is organized in terms of groups.

In contrast in an individualist nation everyone grows up to look after themselves and identity is based on the individual. These societies are project based and rule-based, but will ignore rules if the individual does not think them justified. For a person coming from a collectivist culture individualist cultures can appear to be uncaring and too ready to ignore the rights of older people, and individualists can be confused in a collectivist culture because they can completely fail to take the importance of groups, like families, into account.

Femininity versus Masculinity

Male dominated societies tend to be assertive and competitive, whereas feminine orientation in societies favours cooperation, good working relationships and security.

Masculine orientated societies are headed by Japan and Austria, Anglo-Saxon countries are also masculine in focus. Feminine orientated nations are the Scandinavian countries, Portugal, and Chile. Arab countries and Singapore are neutral.

Feminine nations are strong on caring values, good relationships and stress equality and solidarity. Masculine nations stress material success and progress. There is greater division between the sexes and managers are expected to be decisive and assertive. This may account for the tendency of Anglo-Saxon countries to go to war frequently, a habit which is no longer shared by most European States.

Uncertainty Avoidance

Uncertainty avoidance means the avoidance of risks and the creation of complex rules in order to deal with any possible situation. Nations with weak uncertainty avoidance are more comfortable with ambiguous situations, they also are more relaxed about change and innovation.

The national cultures with have the strongest uncertainty avoidance are Greece and Portugal, other high scoring nations include Japan, Israel, and France, moderately scoring countries include Germany, the Arab countries and Austria, and the lowest scoring countries include Singapore, Sweden, UK, Ireland, Denmark and Jamaica.

This is an area which causes a lot of misunderstanding; people from low uncertainty avoidance cultures like the Danes distrust too many rules and regulations, but for the Greeks and French such rules are essential. The European Union contains nations at the extremes of this dimension and it will be interesting to see how it can deal with the pressures that very different national cultures impose on it. It is interesting that Denmark, UK and Sweden are the three EU members still outside the EuroZone, whereas Portugal and Greece rushed to join.

Strong uncertainty avoidance cultures also have an urge to work hard and an emotional need for rules (and taboos), and a fear of what is different, experts are very important and there is a desire for certainty and intolerance of alternative ideas. Weak uncertainty avoidance cultures have few taboos, religious or otherwise, and are not naturally punctual, but are tolerant and often lazy.

Long-Term versus Short-Term Orientation

As a result of work in Hong Kong a fifth dimension was added, one dealing with time-orientation. It was found that the ideas of Confucius still have an important influence in China and on other countries in the Far East. Confucian values included perseverance, thrift, having a sense of shame and ordering relationships by status. China scored highest on this dimension, followed by other Far Eastern countries. The Netherlands and Sweden were in the middle and the Anglo Saxon countries scored low.

Conclusions

While it is interesting to look at the different dimensions of national culture, and to see the differences between nations, this subject only becomes of real importance when we consider what this means in terms of the problems of people from different cultures living and working together. For people from a rule-based (strong certainty avoidance culture) living in a country like the UK or Denmark can be very confusing – things do not feel right for them, there is too much tolerance, people are allowed to get away with too much.

By the same token if you come from a high power distance culture it can be very difficult working in a low power distance culture, you may think that there is a lack of respect for the authorities that people are too informal and that you cannot take your boss seriously when he or she says that they just one of the team.

So think about what you really cannot understand about the behaviour of your Dutch, or American or Saudi, or French, or Chinese friend, and then think about your own culture and

realize we are all happy with our own roots. When taking this into account it will be even more fun to live in this colourful world.

Cultivate the International Mind-Set of Chinese Crew

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ABSTRACT

This article analyzes that the communication can be blocked due to different cultural backgrounds of the information sender and information receiver. Only both the information sender and information receiver share the same cultures and understand the ultimate cultural meaning can the real communication be successful. By comparing the mindset of Chinese crew with the western mindset the author upholds that it is important to cultivate the international mindset of Chinese crew through training in order to get rid of the possible barrier of communication onboard ship manned with multi-nationality crew.

Key Words: intercultural communication; cultural awareness; cultural shock; international mind-set; Chinese crew; foreign ship-owner

1. Raise of the issue

With the globalization of economy and the China's enter of WTO more and more Chinese crew have joined the foreign vessels and more and more foreign ship-owners especially the Europeans aim at the opening Chinese crew market. Every year cadets graduates from colleges and universities equipped with certificate of CET 4 (College English Test Band 4 is a national English efficiency test for college students which certifies the qualification of English) take part in the interview eagerly trying to join the foreign vessel .During the interview for crew the foreign interviewing officer asked the Chinese crew" What do you think of your English standard?". The

Chinese candidate answered :" Oh, my English is no good. I must improve it and I shall continue to learn English onboard.". The foreign interviewer concluded:" O.K. Then go home and improve your English. But our vessel is not the place for your English training." The Chinese cadet was very disappointed. As a matter of fact he was very satisfied with his answer and he just did not understand why the foreigner refused him. Obviously the failure of the Chinese cadet in the interview is due to differences of cultures instead of linguistic problem, which unfortunately few Chinese crew have realized. The pronunciation, syntax and choice of words are precise but the message receiver misunderstands the intention of the message sender. Because the message sender who comes from Chinese Culture according to which one should be modest instead of boasting of his English level even if his English is good he follows the Chinese way of response to compliment. He was expecting the compliment of others. According to Chinese culture one should not be self –complacent by speaking positively of himself and any compliment should be uttered by other's mouth. The appropriate and decent reply to any compliment is "no, my English is far from being good or my English is not good at all" by showing his modest. But in his heart he is eager to obtain the job and he thinks that his English is good enough for the job. But how can a foreigner who comes from western culture dig out all the implications behind the words? The westerner believes and understand the surface meanings of words and he did not read the mindset of Chinese. His mental speech was" since the Chinese had no confidence about his English why should I employ him?".

Yet few foreign ship-owners which are using or intend to use Chinese crew are interested in reading the mindset of Chinese crew thus causing constant misunderstanding each other onboard. In order to help Chinese crew better understand the westerners and the westerners to understand Chinese crew cross cultural communication training for both Chinese crew and the foreign parties involved is of equal importance.

2. Intercultural communication is the communication between different patterns of cultures

As we know culture and language are inseparable and communication is an element of culture. Language is the carrier of the contents of culture and it is a code we must learn and share. In order to understand the process of communication the components of communication is illustrated as figure 1.

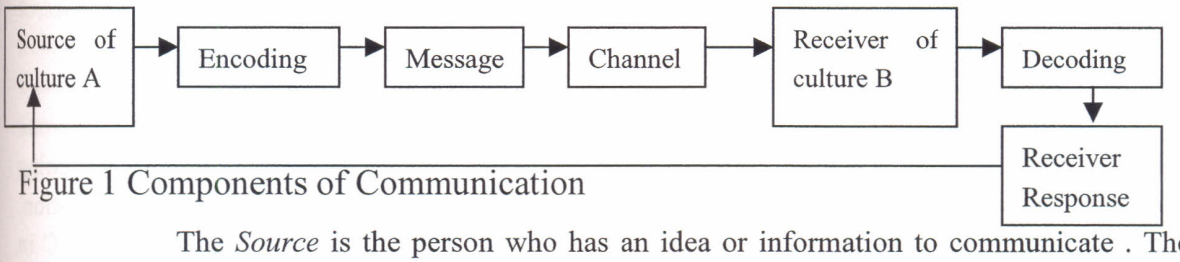

Figure 1 Components of Communication

The *Source* is the person who has an idea or information to communicate . The *Source* is the information sender who has a different culture from that of the *Receiver*. Encoding is

the process of putting ideas or information into symbols. The *Source* encodes his information o idea into symbols according to his home culture which influences his way of thinking and way o encoding. The *Message* identifies the encoded thought. The term Channel refers to the means b which the encoded message is transmitted such as by light, electronic, sound waves or by print The Receiver is the person who attends to the message and interprets the message sent by th Source namely decoding. If the Receiver happens to have different cultural background and h will add meanings or explain the meanings of message according to his own culture, which ha conspicuous difference from the culture of the Source, thus misunderstanding or misinterpretatio will occur. As the result of the mistaken encoding process the Receiver will produce a unexpected response to the Source who again mistakenly decodes the message according to hi culture by causing chain misunderstandings.

However, if the Source or message sender shares or understands the same cultur the Source will encode his ideas the same way as the that the Receiver decodes the message an accordingly the Receiver's response will be expected by the Source, which makes an effectiv communication without causing misunderstanding. Therefore in order to get rid of the barriers o intercultural communication both the Source or message sender and the Receiver shall not onl understand and share the same code but also the same culture. As an old Chinese saying" Knowin yourself as much as knowing your rivals makes you win in one hundred battles" which explain the importance of familiarizing the mindset or thinking pattern of the parties involved.

The same is true to Chinese crew and their foreign shipmates onboard, agents, shi chandlers, surveyors, port authority and the clients who are involved. The parties involved should not only understand each other linguistically but also culturally. Thus patterns of cultures should be studied.

3. Cultivate International Mind-Set

3.1 Understanding the scope of culture

There are more than three hundred different definitions about culture which cover broad areas as arts, music, literature, values, food, traditional customs and religions and so on so forth. "Culture is the deposit of knowledge, experience, beliefs, values, attitudes, meanings, hierarchies, religion, notions of time, roles, spatial relations, concepts of the universe, and the material objects and possessions acquired by a group of people in the course of generations through individual and group striving" (Samovar, L.A. and Porter, R.E. *Intercultural Communication: A Reader. Belmont, CA: Wadsworth, 1997).*

Onboard the vessel the multi-nationality crew work and live in " an isolated small floating community" where exist different cultures. It includes the ways of thinking and doing things, such important values as time, sense of safety, environmental protection, co-operation, working attitudes and ways of communication which are called Culture with capitalized C in Culture on the on hand. On the other hand there are cultures of small c in culture such as foods

style, table manners, body language. For example a Spanish captain will be shocked when he spotted the dog meat in the provision list arranged by a Chinese chief cook. Because Europeans take dog as the close friend of human beings and even a part of the family while for Chinese dog is connected with negative persons or things. For example in Chinese there are old sayings like "live a dog's life "(miserable life);"A dog will leap over a wall in desperation" (despair gives courage even to a coward); "heap of dog's droppings"(rubbish, worth nothing);"doghouse"(shabby and humble house);" "No ivory can come out of a dog's mouth"(a filthy mouth can not utter decent language).

3.2. Culture is not innate. It is learnt.

Although a culture of a nation is passed on from generation to generation it can be learnt and picked up. Like language culture is everywhere. There are only different cultures and there are no bad or superior cultures. Onboard the vessel the different cultures co-exist equally and there are no good or bad cultures.

The crew should develop an awareness of different cultures and respect other cultures and learn from other cultures. An international crew should be open-minded and tolerant to other cultures.

3.3 Developing Cross-cultural Awareness

Developing a cross-cultural awareness is accomplished by learning a new language and being exposed to a new culture which has similarities and differences from one's home culture. We share the similarities and appreciate the differences by overcoming cultural shocks namely a kind of surprise and discomfort and inconvenience brought by the differences of an alien culture such as the food, the way of communication and behaviours. We learn to approach the differences and discomfort culturally instead of emotionally. Cross-cultural awareness is the ability to understand cultures-your own and others' by means of objective, non judgmental comparison and pre-judgment and free from personal prejudice.

3.4 Before one joins in a foreign culture one should prepare himself for it psychologically , intellectually and culturally.

Prior to boarding vessel the crew should prepare himself before joining the foreign culture. He should have basic knowledge and information about the nation and understand the features and basic difference between his home culture and the alien culture. By doing so he can avoid some "mines", topics of taboos and sensitive subjects of conversation and adjust his own behaviour and thinking pattern to make himself more flexible and adaptable socially onboard. Here are some tips for preparation for intercultural communication. One can learn about the foreign culture :

a). by traveling in the country concerned

b). by reading literary works of masters of alien country concerned

c). by talking with the people who have personal or working experiences with the relevant nationality

d). by watching the movies about that nationality

e). by seeking consultancy of the experts at that nationality such as taking training course on the cultures of that nation.

f). by learning a few commonly used words and sentences of the mother tongue of that nation.

G). By remembering one or two glorious historic heroes or historical events or important inventions in the World which nation is proud of.

4. Compare Chinese Culture pattern with Western Culture Pattern

Understanding one's home culture is the pre-condition of understanding an alien culture. By comparing one's home culture with an alien culture one can aware the similarities and differences .Since culture is such a broad subject to discuss it is impossible to cover all the aspects of the culture. However, we can discuss some typical aspects which are relevant to the working attitudes and ways of behaviours of sino-foreign crew team or a mixed complement and their respective communication pattern.

Hofsted in his later works"1991 , Cultures and Organizations:Software of the Mind: McGraw-Hill) explains five dimentions of classifying national culture.

1. Individualism vs collectivism
2. Short power distance vs Large power distance
3. Uncertainty avoidance
4. Feminine or Masculine culture
5. Short or Long term

By patterns of communication the national cultures can be classified as high-context or low context .

4.1. Group or individual

Individualism measures the degree to which a culture values independent initiative. A culture high in individualism emphasizes the personal development, achievement and adventure and personal responsibility. In the individual culture one speaks out and is honest. Direct confrontation is expected. Mistakes mean guilt and loss of self respect. Lots of Western countries advocate individualism and the typical countries are America, Germany , Australia and Great Britain and other European countries.

Collectivism thinks highly of interests of a group. A culture high in collectivism emphasizes harmony of the members of group and any decision is made by group discussion which can need a long time. It shows a high concern for group. Any one of the group members loses his face the whole group lose respect. China belongs to collectivist culture. Chinese crew do not like direct confrontation at the expense of loss of the harmony among the group members. If one Chinese colleague makes a mistake the criticism is normally implied to instead of directly being criticized in presence of others in order to main the harmony. There is an old Chinese motto for businessman saying" Amiable temper brings wealth"," Harmony is most precious ". According to Chinese culture one plays peacemaker whenever there is a dispute. For Chinese crew it is difficult to accept

a direct no and direct confrontation. They concern more stopping the bickering than the issue settled.

Through the comparison of Chinese culture with home culture the Chinese crew learn to take direct confrontation for granted onboard . On the other hand if the westerner crew can adjust way of pinpointing out the mistakes or criticism in a polite and softer way which appears more acceptable to Chinese thus the misunderstanding can be avoided.

4.2.Short Power Distance or Large Power Distance

Short power distance is the attitude towards people of higher social position and authority. In a culture believing in short power distance it is not accepted that not everyone is equal and superiors expect to be consulted. Questions and challenges are encouraged in short power distance. However, in a culture of large power distance it is accepted that not everyone is equal. Subordinates expect to be told what to do and initiatives are not encouraged. Countries like China, Philippines belong to large power distance. Personnel in large power distance are passive and try to avoid being aggressive.

For instance if Chinese crew onboard do not understand the job orders and instructions given in English by their superiors they are normally afraid of clarifying them by asking questions because they think that it is impolite or it is a bother to their boss. They are also afraid of being laughed at their possible mistakes or stupidity. Instead of asking questions boldly they pretend they understand by replying "yes". Since most of the European countries especially the United States believe in low power distance they think that the Chinese are short of initiatives, creation and invention in problem solution and they always wait for the orders of their boss or being told to do thing. This kind of cultural clash can be avoided by intercultural communication.

4.3 Low Uncertainty Avoidance or High Uncertainty Avoidance

In a culture of low uncertainty avoidance people do not have much planning and accept unexpected things. They are not afraid of changes of a plan. Precision and begin on time must be learned. They are more flexible and everything can be changed . They also accept different and new ideas and behaviours. China belongs to low uncertainty avoidance and everything is reflexible. They do not stick to punctuality. If they are told to have business meeting on eight sharp the European will arrive at eight sharp and Chinese may arrive five past eight. Chinese believe in flexible way of dealing with work .

Quite contrary to above-mentioned in a culture of high uncertainty avoidance people plan carefully and exactly follow the plan. Precision and begin on time are normal. They normally resist change and rejects different and new ideas and behaviours. They make commitment and stick to it. For the people in high uncertainty avoidance they must check and control the whole procedure of work and adopt "no surprise policy". The typical countries are Norway , Germany , Great Britain and some other European countries. In a sino –European joint venture the European partner has headache about the imprecision and too much deviation from the contract of their Chinese partner. They just can not put up with the 'flexibility " of their Chinese partner.

4.4 Feminine or Masculine culture

In a culture of feminine culture people are supposed to be modest and avoid aggressiveness. People concern about equality of group members, solidarity and quality of life and avoid competition. Care for other s is important virtue and hierarchies are not important. China and some other Asian countries belong to feminine culture and they value friendship and amicable relation. Just as what an old Chinese saying" one who sticks his neck out gets hit first" it vividly describes the attitude of the people that the outstanding are usually most exposed to attack. So Chinese crew are not volunteers and they need to be instructed specifically in work situation.

In a culture of masculine culture people are forceful and aggressive. They advocate heroism and worship power. Hierarchies are important. This culture has impact on the behaviours of people of countries like America and some other western countries where everybody is encouraged to fight for his American dream – a symbol of accumulation of wealth and climbing to the upper part of social ladder from basement.

4.5 Short time culture or long term culture

In a culture of short term quick results are expected. People do not plan afar ahead of time. They make decisions on short term basis for near results. For the ship-owners they want to use the ready Chinese crew of reasonable English level and they do not want to spend time or money to train Chinese crew from long benefit. In a culture of long term culture people expect results far from future and solve problems fundamentally .

This culture pattern can influence of crew's behaviour. Many Chinese crew ask for shortening the training period of English training for the sake of saving money and time before they are prepared both psychologically and culturally for ship manned with multi-nationalities. They have not prepared themselves for communication barriers which might be caused by culture difference. Therefore cry for enhancement of intercultural communication and development of international mind-set is brought to the attention of marine English trainers because the cultivation of seafarers' capacity of intercultural communication is no less important than language learning itself.

5 Conclusions

It is impossible for one to free from the impact of one's home culture and becomes a part of alien culture. It is no need for one to abandon his home culture and adopt other's culture. While being influenced by one's home culture one should be sensitive to the neighour's culture. One should walk on the border of his home culture and an alien culture. The correct attitude to an alien culture is to respect, to learn, to understand, to name, to explain, to know the procedure, to be consistent, and to be an interpreter of both one's home culture and the an alien culture.

About the Writer

Ms.Guo Jingyi, English name Alice GUO, English B.A from Chong Qing Municipality P.R.China. After her graduation from English post-graduate class of Hangzhou University in 1986 she has been teaching college English for around 20 years as a senior English lecturer. She started

maritime English training since 1999 and attended IMEC in QMC China in 2000 and IMEC 15 at St. Petersburg. She majors in general English tuition in the college and has six years maritime English for Chinese cadets and crew for foreign ship owners such as I.M.Skaugen, Norwegian Gas Tanker (Norgas), PCL (Pacific Carriers Ltd.), COSCO Beijing, MASES Beijing and MASES Shanghai. She has attended and took part in interviewing Chinese cadets national wide for and on behalf of ship-owners abroad and home and major domestic crewing agents. She has given consultancy and training to Chinese crew in respect of English and cross-culture communication for and on behalf Wuhan Dolphins Maritime Consultants P.R.China.

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Creative Textbooks and Effective ME Speaking and Listening Training for Seafarers

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Abstract: Effective communication in English is always a problem for shipping companies to solve. As it is reported some serious accidents at sea were mainly caused by ineffective communication between ships. In China, English is a foreign language and this problem is even more obvious among seamen. Although we realized the importance of the oral English training for seamen and did some on it, but it weren't as effective as we imagined for some reasons, and the shipping companies often complained what their employees learnt at college didn't meet the demand of their ships. In order to improve this situation, we spent 3 years compiling a series of textbook--- **"Oral English for Seafarers"** and had it published in spring of 2003.Then we put them into seamen's training in this fall till now. In this article I'll introduce the content and construction, style and characteristics of this series of textbook, the seamen's oral English training on them in the past 2 years we organized and analyze the success we obtained and the points to be further improved.

Key Words: ME training textbook effective

Effective communication in English is always a problem for shipping companies to solve. As it is reported some serious accidents at sea were mainly caused by ineffective communication between ships. In China, English is a foreign language and this problem is even more obvious among seamen. Although we realized the importance of the oral English training for seamen and did some on it, but it weren't as effective as we imagined for some reasons, and the shipping companies often complained what their employees learnt at college didn't meet the demand of their ships. Meanwhile teacher also feel that they can't meet this need without suitable materials, just like Chinese saying: it's hard for the smartest lady to cook the meal without rice. From 2001, we started to make investigation on the ME teaching and training textbooks home and abroad, we set up to compile new set of oral textbooks for deck officers and engineering officers--**"Oral English for Seafarers",** which emphasize on the oral practice and seafarers work sites. In this article I'll introduce the content and construction, style and characteristics of this series of textbook, the seamen's oral English training on them in the past 2 years we organized and analyze the success we obtained and the points to be further improved.

I. the textbook--- "Oral English for Seafarers"

1. its content and construction

It includes three books for navigation specialty and three books for marine engineering specialty. But the first two books 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 ".** The content covers from situation of shore, port to that of board ship. As for the construction, each book has 20 units which consist

of four parts: part one is one passage followed by five questions on it; 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. All this four part around one same content. take unit one of book one for example. Unit one is on greetings and introductions. In the part one passage, it gives a brief introduction on ship, like a bulk ship, its overall length (LOA) and breath its home port, last port of call and wharf and anchorage etc. The followed questions are raised on this introduction. In part two, the six dialogues are practice on greetings and introductions, but the situations are on ship board, such as at the entrance when visiting a ship; in the captain's cabin; in a cadet's cabin; in seaman's club and at agent's home. In part three oral practice, in picture talk, it offers two pictures, one is a ship, the other is a group a seamen leaving a ship; in situational dialogue, it offers two situation on greetings and introduction; in topic presentation, one topic is "my family" the other is "an ideal job". So the content and construction of it are systematic and practical and creative.

2. style and characteristics

Besides the content and construction of it, each of the textbooks is attached with a VCD disk. The disks are designed easily operated. For example, readers can choose to listen to one whole passage or just part of it. For dialogues, readers can choose role play program. If choose A then the computer will act as B. One more function is the assessment. So after a practice, if you'd like to your English level, just press the button, the computer will show you. In order to motivate the interest of learning English, there are four vocabulary games in the disks for students to play with, from low to high levels.

So this set of textbooks base on the situations and communication teaching method. The content covers from the situations of seamen's everyday life to their work sites, port and ship board. New media is introduced into the style, the disks changes the students roles, from passive to active ones.

II. organization of ME listening and speaking training

At the beginning of 2003. we went to visit shipping companies of COSCO Group and make some investigation on what they need on seafarers' English training. Their opinions are: the training for SEPT (Seamen's English Proficiency Test by COSCO Group) in the past few years is of great help for the improvement of seafarers' English level and now most of them can manage in their job in English. But with the development of the shipping and manning market, more and more seafarers are demanded by the foreign, especially the European ship owner. Some seafarers who passed the SEPT can't pass the ship owners' interview, that means those interviewees couldn't communicate effectively and acceptably with the ship owners in English . So they hope that we can cultivate new training programs to meet the new demands of the international shipping market. After that, 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. At that time we were preparing for the publishing of our new oral textbook and happy to realize that our newly compiled textbook will well meet the need of the training. So in fall of 2003, we started the ME listening and speaking training. Till now we have had around 400 trainees trained. According to the feedback from the

companies, the great majority of the trainees passed the foreign ship owners interview and satisfie the need of their position.

The aim of the training is to improve the trainees ME listening and speaking abilities within the months, and help them to achieve the ability of communication in English so as to meet the need their position on board ship.

We designed two class types, one is for deck officers, the other is for engineering officer They are both small-sized classes, average 20 to 25 students per class. There are 26 teaching hour every week. The subjects are ME listening, ME speaking, everyday English listening and ora English by foreign teachers. In order to obtain the aim, we require that most of the class time is i English for teachers, and students should try their best to follow the teacher. Teachers should pa attention to the react of the students in classes and make sure that most students can follow most o the listen in class. Usually teachers are asked to leave homework for the students.

The textbook **"Oral English for Seafarers"** play a positive role in this training. First, we arrang more teaching hours for ME speaking than others, so within 2 months 2 of the 3 books for each clas must be finished, we usually choose the first and the third one. Since book one are basic vocabulary sentence structures and situations for them, in this way, even the students with poor knowledge o English can have the chance to follow only if he works hard. Book three are tightly connected wit their job on board ship, so it is of great help for them. Book two can be self taught with the help o its disk and the knowledge of book one.

As analyzed above, the content and construction of the textbook, students get lot of opportunity to take part in the oral practice in class, such as picture talk, role play, and topic presentation, etc. Students, especially the seafarer trainees feel have to say in these practice, they got chance to express their experience, difficulties, and puzzles on board ship in English and discuss them together and find solution together.

Students in these classes are required to attend extracurricular English activities in our college, such as foreign teachers' lectures once a week, Coffee Bar English Corner twice a week, original English film show twice a week in their spare time, usually in the evening of afternoon. We chose English teachers with good spoken English skill, pronunciation, especially those with 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.

III. Comments on the training and textbooks

In the process of the training, we obtained some success and meanwhile realized some point to be further improved for the textbook.

First, the ME listening and speaking training earn the appreciation of the shipping companies.

Second, the following visits show that most of the trainees find the self confidence in their oral English and have the courage to speak English with others. Most of them would say after their training that we know what is English now and we would like to speak English now, before that, if one speak English to them, their first idea is to escape. So they were very happy when they left the college for they obtained what they need in the training.

Still we feel something need improving.

First, although we do our best choose the teachers with experience on board ship, we haven't enough that kind of teachers to arrange.

Second, some trainees hope that they may have chance to get to know the pronunciations besides standard ones, such as Philippine English, Japanese English, Indian English, etc, for they often work with seafarers with non-standard English accents.

In a word, ME training is very important and there are a lot to be done on it. We made a try on the basis of our situation and hope be useful in your reference.

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THE WASHBACK EFFECT OF ALTERNATIVE ASSESSMENT TECHNIQUES ON STUDENTS' PERFORMANCE

BY:
Hooshang Khoshsima PhD and Ali Asghar Roostami PhD

Abstract

In recent years, many areas of instruction and evaluation have undergone reforms in response changing theories of learning, teaching and testing. One such reform is that the era of testing changed into an era of assessment (Birenbaum, 1996, p.22).

This study aims to compare and contrast the traditional methods of testing and the new trends of assessm In the course of this overview, the traditional testing model and its drawbacks are mentioned. This followed by dealing with the contributions of testing and assessment to language learning thro providing feedback for the students. It continues with the discussion of alternative assessment in domain of language skills and intends to form the theoretical basis of the current study on effectiveness of alternative assessment techniques in language learning. Finally,the report of experiment conducted by the researcher will be given to support that alternative assessment techniques significantly affect students' performance.

Key words

Wash back effect - measurement – evaluation- assessment – alternative assessment – formative assessment- summative assessment- achievement – ANOVA - t .test - portfolio

1. Introduction

The era of testing can be characterized by a separation of instruction and testing activities, b measurement that was passively undergone by students, and by measuring products solely in the fo of a single score. The assessment era promotes integration of assessment and instruction, seeing student as an active person who shares responsibility, reflects, collaborates and conducts a continu dialogue with the teacher. Moreover, assessment procedures are seen as valuable for the monitor of students' progress and directing them, if needed, to remedial learning activities. Hence, the vi that the assessment of students' achievement is something that solely happens at the end o process of learning is no longer tenable (Wolf et al, 1991, p.53).

Hancock (1994) also claims that assessment is " an ongoing strategy through which student learn is not only monitored but by which students are involved in making decisions about their ability ¶.2). He argues that the difference between testing and assessment lies in learners' involvement in process of making judgments on their own achievement (¶.5). Additionally, there is a strong supp for representing assessment as a tool for learning. This newly-recognized feature of testing assessment has persuaded language teachers and testers to employ methods and procedures t enhance students' learning as well as monitoring it.

This trend of shift from testing to assessment and also the move towards employing assessm procedures to enhance learning came into existence with the introduction of learner-centered communicative teaching methodologies. The reward of such methodologies is a shift from cen

assessment and central interpretation of assessment results towards the classrooms where assessment occurs for certain specific purposes. ***Alternative assessment***, ***authentic assessment***, and ***classroom assessment*** are popular topics which are concerned with employing assessment procedures to raise the standards of assessment and learning. Such assessments introduce several techniques presented in the literature. They will be elaborated on in the next chapter but to name only a few, portfolios, role-plays, oral interviews, self-assessment and conferences are the techniques introduced in such assessment concepts. However, the success of any assessment depends on the effective selection and use of appropriate tools and procedures as well as clear identification of the skill or area to be assessed. Since investigating and implementing all alternative methods were beyond the scope of a single study, certain methods and only one skill have been selected for this study. From among all the techniques and procedures introduced, only conference and self-assessment were selected as tools and the skill to be assessed was listening comprehension.

1.2 Significance and Justification of the Study

The field of EFL / ESL has moved from structural teaching approaches to communicative, humanistic and learner-centered approaches. These new approaches in teaching recognize that affective considerations are of vital importance for the acquisition of a foreign/ second language and suggest methods and techniques that create an anxiety-reduced environment for learners (Stevick, 1990, Krashen, 1982, Asher, 1988, cited in Kassim Shaaban, 2001, p.16).

Due to the fact that language teaching and testing are closely related, language testing should also enjoy such a shift. The reason is obvious. O'Neil (1992) explains that since new EFL / ESL curricula have moved towards the development of communicative skills, the traditional paper- and-pencil tests are no longer adequate. The traditional summative form of testing which occurs most often at the end of a term of instruction would not be fair to students who are studying on the basis of communicative approach. According to him, there is a need to shift from strictly summative testing tools and procedures to a more humanistic approach using informal assessment techniques that stress formative evaluation which focuses on the processes and products of learning (cited in Shaaban, 2001, p.17).

Such informal assessment techniques also involve students in the process of assessment which consequently improve learning. Brown et al (1997) maintain that the students' involvement in the process of assessment has been proved to be pivotal to effective life-long learning and the development of professional competence (p.16). Since conference and self-assessment are characterized by involving students in the process of assessment, they were used as tools of assessment in this study.

This study intends to find answers to the following questions:

What is the wash back effect of alternative assessment techniques on EFL students' writing ability?

and it is hypothesized that :

Alternative assessment techniques do not affect students' improvement in writing ability.

2. Review of the Related literature

2.1 Testing vs. Assessment

The importance of testing and assessment in language teaching is well known to all. We often tests to make decisions about individuals' abilities and our decisions might influence their academi well as personal lives. Hughes (1989) maintains that information about people's language abili often very useful and sometimes necessary within teaching systems. He asserts that as long as thought appropriate for individuals to be given a statement of what they have achieved in a se or foreign language, the tests of some kind or other will be needed in order to provide informa about the achievement of learners (p.4).

This has made testing and assessment an important component of teaching and instruction. How care should be taken about using the two terms ***testing*** and ***assessment***. Some applied linguists the term ***"testing"*** to apply to the construction and administration of formal or standardized such as TOEFL (test of English as a foreign language) and ***"assessment"*** to refer to more infor methods such as group and peer assessment. For example, Valette (1977) states that "tests" are la scale proficiency tests and that "assessments" are school-based tests (p.12). This, however, is a r illustration of the dichotomy between testing and assessment. Bachman (1995) give comprehensive definition of testing:

A test is a measurement instrument designed to elicit a specific sample of an individual's performance. As one type of measurement, a test necessarily quantifies characteristics of individual according to explicit procedures and rules (p.20).

And for Farhady et al. (1994) testing often connotes the presentation of a set of questions to answered. Assessment, nevertheless, requires a different definition. According to Shohamy (199 assessment is a super-ordinate term which includes all forms of assessment. It not only ass scores to students, but also diagnoses their problems and remedies them through employing spec methods and techniques (p.54). Gipps (1994) also defines assessment as "a wide range of meth for evaluating pupils' performance and attainment" including formal testing and examinations, practi and oral assessment and classroom-based assessment carried out by teachers (p.10).

Regarding the importance of assessment in contrast to testing, Inger (1993) argues that testing designed to be administered during a normal school period and it presents a series of discrete ta that force students to move repeatedly from one unconnected item into the next. Inger concludes t this shortcoming of language testing can be overcomed by assessment techniques and procedures ( ).

2.2 Traditional Tests

Traditional tests are based on psychometrics principles which developed from work on intelligen and intelligence testing. Cunningham (1998) calls traditional paper-and-pencil techniques conventional tests and divides them into two main categories:

1. Objective or selected response items that require students to choose the answer from amo several choices like true-false, multiple-choice and matching exercises; and

2. Constructed response items that require students to create their own response. These include sh answer, completion, fill-in-the-blank and essay-type items (p.123).

He further states that conventional assessment techniques are based on psychometric assumptio These assumptions include:

1. The responses of students on the test are the same as physical objects which can be count turned into numbers and interpreted as statistics;

2. Testing requires the use of a neutral, value-free scientific language to describe student performance; and

3. Testing is objective and takes place independently of its context (p.124).

Gipps (1994) also asserts that in the traditional testing model one can specify and measure all important learning objectives, and furthermore, mastery on the test items implies mastery of the intended skills and concepts (p.9).

However, with the advent of communicative teaching methodology and learner-centered approaches, traditional tests have been brought into question regarding their validity in assessing real-life tasks. The discrete-point testing seems no longer adequate. From the majority of scholars' point of view, traditional and objective tests suffer from several disadvantages and drawbacks. Carrol (1961), for example, was amongst the first ones who criticized the testing of language bit by bit and suggested using tests which encompasses all the components of language simultaneously. The two main categories of traditional tests are briefly discussed here in terms of their disadvantages:

2.2.1 Selected-response Tests

They include true-false, matching and multiple-choice items. Brown and Hudson (1999) consider two disadvantages for the selected-response tests as follows:

a) they are relatively difficult for the test writer to construct, and

b) they do not require students to use any productive language (p.685).

Multiple-choice tests, as one major and quite commonly-used selected-response testing technique, have been criticized by Hughes (1989):

a) the technique [multiple-choice test] tests only recognition knowledge;
b) guessing may have a considerable but unknowable effect on test scores;
c) the technique severely restricts what can be tested;
d) it is very difficult to write successful items;
e) washback effect may be harmful; and
f) cheating may be facilitated (pp.60-62).

Along the same line, Heaton (1988) states that "the chief criticism of the multiple-choice testing is that frequently it does not lend itself to the testing of language as communication" (p.27).

The use of true-false items, also, is not recommended. According to Farhady et al. (1994),

True-false items, though frequently used in language tests, are not highly recommended because of two reasons: first, they very much depend on chance, namely, the examinee has a fifty percent chance of getting a correct response without having any knowledge of the points being tested. Second, they are limited to measuring simple learning activities in language. Complex tasks cannot be measured validly through true-false items. These two shortcomings decrease the reliability, validity and application of true-false items (pp.89-90).

Nevertheless, as Heaton (1988) states, selected-response items and specifically multiple-choice items have some advantages: they can offer a useful introduction to the construction of objective tests.... They are advantageous in measuring students' ability to recognize correct grammatical forms, etc, and

to make important discrimination in the target language. On the whole, multiple-choice items help both students and teacher to identify areas of difficulty (p.27).

2.2.2 Constructed-response tests

These items include fill-in-the-gap and short-answer forms. It is stated by Brown and Hudson (19 that a fill-in-the-gap test is normally focused on testing a single word or short phrase at m Another problem is that a blank to fill in may have a number of possible answers. Then, they ar that short-answer tests focus on testing a word or a phrase. A second disadvantage is that mult answers are possible, which means that if the problems are not carefully stated, each student produce a completely different answer (p.661).

However, constructed-response items have also some advantages. In general, they have no guessing factor they measure productive language use as well as the interaction of receptive and productive skills (p.662).

2.3 New Trends

within the last two decades a new generation of testing came to existence which has had a profo effect on the principles and procedures of language testing. This new generation is the ***personal-respo assessments*** and they include portfolio assessment, self-assessment and so on.

Brown and Hudson (1999), considering the two aforementioned categories first generation, comm on the second generation of tests:

In general, personal-response assessments are beneficial in that they provide personal or individualize assessment , can be directly related to and integrated into the curriculum, and can assess learning processes in an ongoing manner throughout the term of instruction (p.663).

However, in the relevant literature of recent decades, the personal-response assessments are refer to as alternative assessments. This reform in assessment is assumed to enhance the effect of test techniques on teaching and learning. In fact, the move to reform assessment is based upon premise that assessment should primarily support learning and this is achieved through provid students with the positive feedback. Due to the significant role of assessment and feedback enhancing learning, the relationship between assessment, learning and feedback is discussed in next chapter.

2.4 Assessment, Learning and Feedback

It is widely accepted that testing has an effect on teaching. What is not so often acknowledged the relationship between assessment and what and how pupils learn (Gipps, 1994, p.18).

Glaser and Silver (1994) point out that " as assessment and instruction are more closely link achievement measurement will be integral to learning rather than imposed by some exter examination on students' fates " (p.26). Then they emphasize the significant role of assessment learning and state:

The nature of assessment will necessitate analysis of the cognitive aspects of a task and the performance that it entails. The closer ties between assessment and instruction imply that those performances will become more apparent to students and teachers... the performance criteria by wh students are judged will be evident so the criteria can motivate and direct the process of learning p.27).

They further claim:

"As performance criteria become more openly available, students will become better able to judge their own performance without necessary reference to the judgment of others. Instructional and assessment situations will provide coaching and practice in ways that help students reflect on their performance. Occasions for self-assessment will enable students to set incremental standards by which they can judge their own achievement and develop self- direction for attaining higher performance levels..." (pp.27-28).

In addition, regarding the role of assessment in learning and instruction, they maintain that if teachers use new forms of assessment to improve their teaching and if they, together with educational policy makers, devise systematic approaches to integrate assessment into learning and instruction, perhaps the time for change in assessment will be at last upon us (p.28).

Assessment can also be employed to influence students' performance. As Stephan (1994) claims, if assessment procedures are chosen correctly, assessment can develop and facilitate students' performance (p.4). However, in order for the assessment to facilitate students' performance and consequently to improve their learning, it should benefit from positive ***feedback***: Richards at al (1992) define feedback as " comments or information learners receive on the success of a learning task, either from the teacher or from other learners " (p.137). Black and William (1998) also emphasize the role of feedback in learning and elaborate on the ways feedback can be made effective for students' learning:

Research studies have shown that if pupils are given only marks or grades, they do not benefit from the feedback. The worst scenario is one in which some pupils who get low marks this time also got low marks last time and come to expect to get low marks next time... Feedback has been shown to improve learning when it gives each pupil specific guidance on strengths and weaknesses, preferably without any overall marks...Pupils must be given the means and opportunities to work with evidence of their difficulties. For formative purposes, a test at the end of a unit or teaching module is pointless; it is too late to work with the results. We conclude that the feedback on tests, seatwork, and homework should give each pupil guidance on how to improve, and each pupil must be given help and an opportunity to work on the improvement (p.9).

Chastain (1988) also comments on utilizing feedback in the process of assessment and maintains that students should know which goals they have failed to achieve and which weaknesses in their preparation they should try to remedy. He believes that if no feedback is given to the students and if the results of their efforts are not appraised, many of them will not be able to monitor their progress adequately. He continues that this process of feedback involves both the teacher and students in the trend of assessment rather than overestimating one' s role to the exclusion of the other's (p. 394).

The feedback provided in the process of assessment has some uses for both teachers and students. Sadler (1989) considers feedback as essential component of every teaching – learning process and states that:

Teachers use feedback to make programmatic decisions with respect to readiness, diagnosis and remediation. Students use it to monitor the strengths and weaknesses of their performances, so that aspects associated with success or high quality can be recognized and reinforced, and unsatisfactory aspects modified or improved (cited in Gipps, 1994, p.125).

He continues that feedback from the teacher needs to be of the kind that helps the student in comparing the actual performance with the desired performance and tells him / her what to do to improve. As he believes, the use of grades or " good, 7/10 " marking cannot do this. Information fed back to the students is only feedback when it can be used to close the gap between the actual performance and the desired performance (cited in Gipps, 1994, p.125).

The importance of utilizing feedback in teaching / learning process has some reasons. As Gi 1994) believes, feedback, in the process of teaching, is considered to be important for two re it contributes directly to progress in learning through the process of formative assessment, indirectly through its effect on pupil' s academic self-esteem. Thus, as this brief review re Feedback has long been recognized as an important feature of the teaching – learning process. model by Bennett (1982), for example, includes teacher feedback which is regarded as crucia both pupil involvement in learning and hence achievement. Bennett considers feedback to be on the structuring conditions for learning (cited in Gipps, 1994, p.130).

The literature on the impact of feedback is full of studies which prove that positive feed can enhance learning. In his review of research, Crooks (1988) reports on the impact of class evaluation on students and concludes that feedback assists learning. He suggests that teachers nee make more use of learning-related feedback and less use of feedback for evaluation or gra purposes (p.17). Also, a meta-analysis by Kulik, Kulik and Bangert-Drowns (1991) supported effect of feedback and remediation on improving learning at all levels of schooling.

Consequently, considering the important role of feedback in teaching and learning, over the several years a contrary view has emerged and gained acceptance which has recognized that tes in its traditional form, fails to provide positive feedback for the instruction and teaching therefore does not enhance learning. As a result, during the 1990s, new forms of educati assessment rose to prominence and it became necessary to distinguish these techniques from th that had dominated testing since its inception. As mentioned before, These new forms are ca ***alternative assessments*** .

2.5 Alternative Assessments

Various descriptions of alternative assessment exist in the literature. Frechtling (1991), among oth sees alternative assessment as a means of escaping the problems of multiple-choice testing. believes that the new methods go beyond simplistic, multiple-choice questions and require students perform in situations that are both more life-like and more complex (cited in Cunningham, 19 pp.120-124).

Alternative assessment techniques have received much attention in the last decade and several for of assessment have been introduced recently. Huerta-Macias (1995) gives a list of alterna methods including checklists, journals, videotapes and audiotapes, and teacher observation (p. Some other types are portfolios, presentations, written narratives, oral interviews, role-plays, stude teacher conferences, and self- and peer- assessments (Shaaban, 2001, pp.19-21).

Among the various types of alternative assessment , self assessment and portfolio assessment which ha been utilized in this study are explained bellow.

Self-Assessment

The increased interest in involving the learner in all phases of the learning process and encouraging learner autonomy and decision making has led to the interest in self-assessme (Alderson, & Banerjee, 2001, p.227). According to Brown and Hudson (1999), self-assessment requir students to rate their own language. They count a number of advantages for self-assessment: fir self-assessment can be designed to be administered relatively quickly. Second, they inevitably invol students directly in the assessment process. Third, such involvement may help students understa what it means to learn a language autonomously. Finally, both the students' involvement and the greater autonomy can substantially increase their motivation to learn the language in question (p.6).

In fact, self-assessment is used to relegate more responsibility to students to identify where they believe they have been successful and where they believe they require assistance. It refers to the involvement of learners in making judgments about their own learning, particularly about their achievements and the outcomes of their learning. It is a way of increasing the role of students as active participants in their own learning and is mostly used for formative assessment in order to foster reflection on one' s own learning process and results (Boud and Brew, 1995, p.9). Klenowsky (1998) considers self-assessment as a cognitive strategy which is the main reason for the paradigmatic shift in assessment where instead of simply measuring the learning, the learning itself is focused on (p.21).

Portfolio Assessment

According to Brow (1998), the concept of portfolio was borrowed from the field of fine arts where portfolios are used to display the best samples of an artist' s work. Portfolio is a systematic collection of a variety of teacher observations and student products, collected over time, that reflect a student' s developmental status and progress. Portfolio is not a random collection of observations or student products; it is systematic in that the observations that are noted and the student products that are included relate to major instructional goals (cited in Shabban, 2001, p.30).

Genese and Upshur (1996) maintain that the primary value of portfolios is in the assessment of student achievement , because they provide a continuous record of students' language development that can be shared with others. They further state that portfolios can increase the students' involvement in and ownership of their own learning (p.99). The positive effects of portfolios on student learning is why their use is highly encouraged in the literature on alternative assessment.

2.6 The Rationale for Alternative Assessment

Over the past several years, there has been a great interest in using alternative assessment techniques. The interest and support has been justified in the literature by different scholars. Cunningham (1998) for example, considers some reasons for the remarkable support for alternative assessment:

1. Concern about the negative impact of the use of standardized tests in minimum competency testing;

2. Dissatisfaction with existing psychometric models;

3. The belief that the primary purpose of public schools is the promotion of social justice (p.124).

He, then, asserts that the use of alternative assessment is based on assumptions about how students learn; how best to teach them; and the role of assessment, that are quite different from conventional assumptions in these areas. He continues that alternative assessment can be viewed as a rejection of conventional principles of measurement, educational testing and instruction. Conventional methods are indirect and artificial and teachers face many difficulties trying to prepare students for such tests (p.128).

Moreover, it should be mentioned that most alternative techniques emphasize formative assessment and they can help decrease the level of anxiety caused by concentration on linguistic accuracy and since they stress communicative fluency, they can increase students' comfort and feeling of success (Shaaban, 2001, p.18).

Hancock (1994) is another scholar who believes that in the real world most of us have more than one opportunity to demonstrate that we can complete tasks successfully. So it makes sense to provide similar opportunities for students in instruction and assessment. It means that meaningful authentic

assessment should be used that involves language learners in the process of assessment and o teachers a wide range of evidence on which to judge whether students are becoming competent purposeful language learners (p.11).

Finally, Heurta-Macias (1995) offers several characteristics of alternative assessment:

1. They are non-intrusive in that they extend the day-to-day classroom activities already i curriculum;

2. Allow students to be assessed on what they normally do in class;

3. Provide information about both the strengths and weaknesses of students; and

4. Are multi-culturally sensitive when properly administered.

Aschbacher (1991) lists other characteristics of alternative assessments:

1. They require problem-solving and higher level thinking;

2. They involve tasks that are worthwhile as instructional activities;

3. They use real-world contexts or simulations;

4. They focus on processes as well as products; and

5. They encourage public disclosure of standards and criteria (cited in Brown and Hudson, 199 653).

Thus, it is obvious that the majority of experts in testing believe that due to the advantages alternative assessment techniques over the traditional summative models, they should be integra into the present day practices of Teaching English as a Foreign Language (TEFL). In the n section, an attempt will be made to study the implications of alternative assessment techniques language skills.

2.6 Alternative Assessment and Language Skills

Alternative assessment includes a variety of measures that are suited for assessing different langua skills. However, no single assessment model is suited for every purpose. The issue is not whether o form of assessment is intrinsically better than another, rather, the nature of some techniques are su that they can lend themselves to some skills more than the others. For example, as the literature the alternative assessment techniques shows, portfolio assessment is used to assess students' readi writing, and listening skills; journals to assess writing skill; interviews and role-plays to ass speaking skill and written narratives to assess writing skill only.

However, there are some techniques which lend themselves to all language skills. For the purpose this study, ***the two techniques of portfolio and self-assessment*** were selected to see if they have a effect on students' writing skill ability.

3. Method

3.1 *Participants*

A group of 60 students majoring in English from the Maritime university of Chabahar participated in this study. 30 students served as experimental group and 30 students as comparison group. They attended four-hour-a-week writing classes.

3.2 *Instruments*

1. A general proficiency test considered was validated and administered to both groups as the pretest to check the homogeneity of the two groups. The reliability coefficient of pretest (sig = .05) was **.82.**

2. Still another general proficiency test, was validated and administered to both groups as posttest 2 to see the potential differences between the performance of the two groups. The reliability coefficient of posttest 2 (sig = .05) was **.79** .

3. An IELTS Academic Writing Test was also administered to both groups as posttest to check the potential differences in writing performance of the two groups.

This test which was an integrative reading and writing test, included 5 items to recognize irrelevant sentences , 5 items to put sentences in order, 5 items to use cohesive devices , 5 items to determine the function of sentences and a writing task using a graph.

3.3 *Procedures*

In order to collect appropriate data for this study, the following steps were taken:

At the outset of the semester, the pretest was administered to all participants. The purpose was to ensure the homogeneity of the two groups with respect to their English language proficiency.

Throughout the three-month semester, the two alternative assessment techniques were utilized for the experimental group, based on the activities of the textbook. The procedure for implementing these two techniques was as follows:

In each session students were asked to write a written narrative which is one of the assessment techniques. Then the teacher observed their assignments and gave them some guidelines to review their narrations. Some criterion were given to students to help them judge their own tasks. Using students own narrations as sapmles , relevance ,appropriate organization, sentence variety, and cohesion were introduced to them and they were asked to assess their task based on these criterions which were introduced to them.

Based on the information provided by the participants on their own strengths and weaknesses, the instructor grouped the participants according to the problems they had in writing: those who had problems with Coherence ; those who had problems with organization ; those who had trouble with structures ; those who had difficulty with cohesion; and finally, those who had problems with sentence variety. Accordingly, in the second session ,the instructor provided feedback to each group to help them overcome their weaknesses.

The subjects in experimental group had 10 tasks to do during the semester . Each task was dealt in two sessions ; ; simultaneously through observations and records made by the instructor relevant feedback was provided for ratings.

In the comparison group, the routine syllabus was followed without any resort to alterna techniques , i.e. there was no self assessments and portfolios. They wrote essays each session and it scored by the instructor without involving students in the process of assessment.

At the end of the course, all participants in the two groups took a traditional standard proficiency as well as an IELTS writing qualification test which was rated based on the principles of wri paragraphs/essays and the predetermined criteria . These tests served as the posttests to investigate effect of the treatments on the experimental group's achievements and learning during the period instruction.

Finally ,the experimental and the comparison group were compared on the basis of their mean sc for research interpretation .

3.4 Design of the Study

This study involved one independent variable and one dependent variable. The independent vari was the alternative assessment techniques, including self-assessment and portfolio. And the depend variable was the scores of the participants on portfolio and self-assessment, general proficiency writing qualification posttests.

Regarding the nature of the research question and hypothesis, the most appropriate design intact group design which is a sub-category of pre-experimental method of research.

3.5 Data Analysis Techniques

In order to test the Research Hypothesis, the following statistical techniques were utilized:

1. To check the homogeneity of the two groups at the outset of the experiment, an Independent test was performed.

2. To check the degree of relationship between all the variables, a Pearson correlation was run.

3. To see the difference in the performance of the participants within each group on two posttes two matched t-tests were conducted.

4. To check if students in the two groups made any improvement from pretest to posttests, the g scores were calculated for both groups:

Gain 1 = (pretest) – (posttest 1)

Gain 2 = (pretest) – (posttest 2)

Then, to see the difference between the two groups in terms of their gain scores, two Independent tests were performed.

5. To understand the difference in the performance of the participants within the experimental gro on 10 self-assessments, a repeated-measure ANOVA was run.

4. Results

To check the homogeneity of the two groups, they were pretested through a general proficiency te The descriptive statistics of the pretest is reported in table 4.1.

Table 4.1 Descriptive Statistics

Groups	N	Mean	Std. Deviation
Experimental	30	12.60	3.14
Comparison	30	10.06	4.45

As the table shows, the mean of the two groups is almost different. This is true concerning the standard deviation of the two groups. However, an Independent t-test was run to see if the observed difference is really significant. Table 4.2 presents the results.

Table 4.2. t-test Analysis of Pretest Scores

	Df	Mean Difference	T	Sig
Groups	58	2.53	2.54	.014

The t-ratio (sig = .01) reveals that there is no significant difference between the two groups in terms of their performance on the pretest at the outset of the study.

The second set of analyses included the degree of go-togetherness of the scores. The correlation coefficients (sig = .05) are presented in table 4.3.

Table 4.3. Correlation Matrix

	Pre	Portfo 1	portfo 2	portfo 3	portfo 4	portfo 5	portfo 6	portfo 7	portfo 8	portfo 9	portfo 10	Post 1	Post 2
Pre	1.00												
Portfo. 1	.15	1.00											
Portfo. 2	.27	.59	1.00										
Portfo. 3	.27	.56	.72	1.00									
Portfo. 4	.27	.66	.90	.86	1.00								
Portfo. 5	.28	.40	.73	.54	.73	1.00							
Portfo. 6	.17	.48	.74	.73	.78	.56	1.00						
Portfo. 7	.26	.51	.76	.56	.72	.75	.60	1.00					
Portfo. 8	.22	.56	.74	.68	.82	.63	.63	.69	1.00				
Portfo. 9	.21	.37	.65	.68	.73	.51	.56	.61	.71	1.00			
Portfo.10	.23	.62	.65	.69	.78	.65	.69	.58	.78	.57	1.00		
Post 1	.45	.41	.53	.56	.61	.52	.52	.51	.50	.49	.50	1.00	
Post 2	.54	.36	.43	.47	.49	.36	.52	.33	.39	.35	.44	.50	1.00

Based on the data reported in Table 4.3, it can be assumed that there is a high correlation between all portfolio assessment scores whereas there is a low correlation between pretest, posttest 1 and posttest 2. the high correlation between portfolios can be attributed to the similar nature of these assessments and the low correlation between pre and posttests especially between pre and posttest 1

and between posttest 1 and posttest 2 can be attributed to the different nature of these tests.

The third set included two matched t-tests to see if there is a difference between the performanc the participants in each group on posttests. The reason for conducting these two analyses was different nature of posttests; posttest 1 being a qualification test and posttest 2 a discrete-p traditional test. Consequently, the first t-test was run on the performance of the experimental g on the two posttests. The result is reported in table 4.4.

Table 4.4 Matched t-test for Experimental Group

Group	df	Mean	Std. Deviation	Mean Difference	t	Sig
Experimental	**29**	**16.90**	**2.72**	**3.50**	**4.48**	**.000**
		13.40	**2.98**			

As the t-ratio (sig = .000) reveals, there is a significant difference in the performance of experimental group on posttest 1 and posttest 2.

The second set of matched t-test was run on the performance of the comparison group on the posttests. Table 4.5 shows the result.

Table 4.5 Matched t-test for Comparison Group

Group	df	Mean	Std. Deviation	Mean Difference	t	Sig
Comparison	**29**	**9.23**	**4.88**	**1.20**	**1.06**	**.29**
		8.03	**5.73**			

As the t-ratio (sig = .29) shows, there is no significant difference in the performance of comparison group on the two posttests. Thus, it can be safely concluded that due to the treatm effect, the experimental group performed better on the communicative test while the comparis group made no difference in their performance on the communicative vs. traditional test.

To check whether students in the two groups had any improvements from pretest to posttests, th gain scores were calculated. To see the difference between the gains of the two groups, the fou set of analyses was performed which included two independent t-tests on two sets of gain scor Table 4.6 shows the result.

Table 4.6. t-test Analysis of (pretest – posttest 1)

Groups	Mean	SD	df	Mean difference	T	sig
Experimental	**4.30**	**4.66**	**58**	**5.13**	**3.93**	**.000**
Comparison	**-.83**	**5.41**	**58**			

As the t-ratio (sig = .000) shows, there is a significant difference between the two groups in terms of their gain scores from pretest to posttest 1 which was communicative in nature. Table 4.7 reports the result of the second t-test.

Table 4.7. t-test Analysis of (pretest – posttest2)

Groups	Mean	SD	df	Mean difference	T	Sig
Experimental	**.76**	**4.40**	**58**	**1.80**	**1.23**	**.22**
Comparison	**-1.03**	**6.69**	**58**			

The t-ratio (sig = .22) reveals that there is virtually no significant difference between the gains experimental and comparison groups made from pretest to posttest 2 which was traditional in nature.

The results of the two t-tests, conducted on the gain scores, probably indicates that employing alternative assessment techniques in instruction, can lead to a better performance on communicative rather than traditional tests.

The fifth set of analyses included a repeated-measure Anova on all portfolio/self-assessment scores of the experimental group. The basic concern was to see if they had different performance on 10 portfolio/ self-assessments. The result is reported in table 4.8.

Table 4.8 Repeated-Measure Anova on portfolio/ Self-assessments

Source of Variance	Type III Sum of Squares	df	Mean Square	F	Sig
SELF (within group)	**33.204**	**9**	**3.689**	**3.808**	**.000**
Error	**252.895**	**261**	**.969**		

As the F-ratio reveals, there is a significant difference in the performance of the experimental group on 10 portfolio/self-assessments.

4.2 Conclusion

Based on the data, the effectiveness of the treatment was confirmed. It can be concluded employing alternative assessment techniques in the assessment of writing skill led to a signifi difference between the performance of the two groups. The findings of this study are in agreem with the existing studies in the literature which revealed that alternative assessment methods procedures could enhance students' achievements. It is also in line with the findings of all studies showing the usefulness of involving the students in the process of their own assessmen well as providing feedback in instruction.

Based on the results, it can be concluded that the experimental group performed better due to alternative assessments utilized for them as the treatment. As the experimental group had a be performance on the qualification rather than traditional posttest , it can be justified that alterna assessment techniques are in line with the reform and the shift from testing to assessment in langu education. The findings reject the null hypothesis.

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Based on the data, the effectiveness of the treatment was confirmed. It can be concluded employing alternative assessment techniques in the assessment of writing skill led to a signi difference between the performance of the two groups. The findings of this study are in agree with the existing studies in the literature which revealed that alternative assessment methods procedures could enhance students' achievements. It is also in line with the findings of al studies showing the usefulness of involving the students in the process of their own assessme well as providing feedback in instruction.

Based on the results, it can be concluded that the experimental group performed better due to alternative assessments utilized for them as the treatment. As the experimental group had a b performance on the qualification rather than traditional posttest , it can be justified that alter assessment techniques are in line with the reform and the shift from testing to assessment in lang education. The findings reject the null hypothesis.

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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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A DEEP INVESTIGATION INTO THE CHINESE SEAFARERS' DIFFICULTIES IN EMPLOYING ENGLISH

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Abstract

To have competent seafarers is crucial for better safety, and also for more competitiveness in terms of shipping economy, while more and more new technologies are applied onboard and stricter regulations are adopted by the industry. The capability of employing English particularly maritime English of seafarers constitutes one of the important aspects of the concept "Competency" since the majority of seafarers are now from Non-English speaking countries.

The paper examines major difficulties among Chinese seafarers in applying English and maritime English. Based on statistics, the paper features in its in-depth analysis and explanations on the difficulties, for instance, the psychological reasons in employing English.

As a result of those analysis and explanations, the paper provides some useful suggestions, which could be meaningful as well for seafarers from other non-English speaking countries.

Key words: Maritime English, Competency, Seafarer, Maritime Education and Training

1. Introduction

Poor ship-to-shore and ship-to-ship communication are major causes to maritime accidents. The International Maritime Organization (IMO) thus includes requirements on the employment of English into its systematic competency standards. Meanwhile the Port State Control (PSC) and Flag State Control (FSC) are working as the mechanism to emphasize, monitor and inspect the implementation of this competency standard onboard.

Many Chinese seafarers are serving the international crew-manning industry and more and more are to join the industry. They are deeply affected by the standards. To promote their services with the international shipping industry, the difficulties of the Chinese seafarers in employing English should be fully reviewed before effective measures are taken. Apart from their great efforts in English study, Chinese seafarers appear generally as incommunicative and passive speakers. The capacity of applying English needs to be improved as a whole, according to the feedbacks from principals abroad and maritime organizations such as PSC organizations,

The paper attempts to investigate deeply the reasons, not only in a normal way, i.e., from the aspect of study and employment of language itself, but also from the respects of sociology, linguistics, psychology and cross-culture communication. Especially, for the purpose of this paper, a survey was done among a group of senior officers and masters onboard, involving 126

shipmasters, 93 chief engineers and 90 chief officers.

2. Analysis on the difficulties in employing English between Chinese Seafarers

2.1 The Intrinsic Chinese culture

Culture is something inherent in a person and has a close linkage with language. The definition of "Culture" hereby includes philosophies, wisdom and customs of a nation or society, which establish common viewpoints and understandings on the values of the whole society, acceptable human relationship and personal acts. China has a sea of cultures due to her rich history, various traditions and customs. They affect many aspects of the lives of the majority of Chinese, certainly including seafarers. Simply speaking and just for the purpose of this paper, the cultures lead to the presence and performance of many Chinese to be modest, polite and respectful respect to others etc,.

2.2 Some typical personal characters

In principle Characters vary from person to person. However, for a particular nation, some common characters can still be identified and categorized as "Typical Characters". The followings are drawn specially for this paper.

- Being prudential and quiet: Those people with prudential characters, moderate behaviors, implicative expressions and precise speaking are acceptable to most of the Chinese. Usually they get high public praises, while for other people with "dynamic" characters such as brisk, bold or unconstrained characters, they get only common comments in many cases. Undoubtedly, the former makes fewer mistakes than the latter due to the sufficient time and good psychological conditions obtained, which also increases the possibility of arriving at better solutions towards problems in daily life. Certainly the latter has its own features such as greater capability in exploration, reacting fast to new matters, more creation and adapting quickly to the environment. But anyway, the general picture of Chinese particularly traditional Chinese, is their prudence and quietness.

- Pursuit of perfectness: A survey done domestically to investigate the parents of the students in middle and primary schools helps to show the tendency of most Chinese in seeking for perfectness. With the question "your requirements on your child (Children)?", the survey indicates 71.3% of the parents answered "they should do everything as perfect as possible" and 9.67% of them said "they should do everything better and better." That is to say, over 80% of the parents presented very high requirements to their children.

During communication with others, efficiency would be reduced to some degrees undoubtedly if Chinese seafarers are also in pursuit of perfectness since it may take more time to think and organize beautiful sentences as well as they may have lots of pressures in making correct and prefect expressions.

- Being precise and logical. The education systems in China look critically at the fundamental subjects such as mathematics and physics. Generally those subjects are very useful to build up strong capability in logical analysis and perception. Today the vast majority of Chinese seafarers are formally educated and trained. They develop this capability during their study at school. This is good of course but another possibility arises, that is, they may cut down some oral communication since they can understand more.

Firstly communication in English relates closely to the disposal of human relationship. Secondly

it is a progress of communication for diplomatic purposes, which are normally understood as very formal occasions where special prudence is urgently required. Successful communication relies on greatly not only the degree of mastering a language in respect of vocabularies, grammar, sense of language, etc., but also the attitudes of the persons involved towards the communication activities. As to the factors discussed in 2.1 and 2.2, those factors play many active roles in the daily life, pushing things to be done with a better quality. However, it may become a difficulty for English study and communication as explained above. In the said survey, 88.7% and 90.7% of the seafarers surveyed agree with the impacts of the intrinsic Chinese culture and the typical characters of Chinese upon their employment of English, and furthermore those claiming deep and quite deep impacts occupy 54.1% and 54.8% respectively! (table-1 and - 2)

It will be very sad if a seafarer sees and insists on a few possibilities of improving his English due to the difficulties in changing his background of culture and his characters, and thus giving up his or her English study. However, those factors could be a kind of advantages. For instance, it could be a motivation for continuous English study if correctly guided.

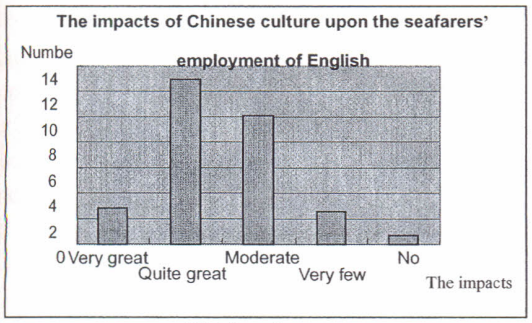


Table -1

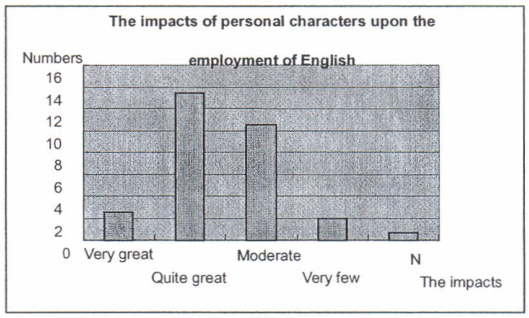


Table - 2

2.3 Psychological factors in communication

The persons involved in an English-speaking environment may face with complicated psychological conditions due to the limitation of their foreign language knowledge and skills, excessive prudence and concerns for cross-culture communication. For the questions presented in the survey which asks the seafarers their common psychological conditions in employing English in formal working places (other than in emergency), 6.2% of them answer "not nervous, very confident",40.5% answer "some nervous, but still quite confident" 46% of them answer "quite nervous, lack of confidence" 7.2% of them answer "very nervous, lack of confidence". Meanwhile, for the question "your descriptions on the status of communication in formal working places (other than in emergencies as well), the answer "in very active status" occupies 3.1%, "quite active status" takes 42.6% and "in passive status" owns 54.3%. The statistics shows more than half of the Chinese seafarers are in nervous and passive conditions. This limits normal communication.

The next psychological factor could be the speakers' pursuance to excessive accuracy or perfectness of their expressions. As mentioned before, this is one of the natures of many Chinese, and in English study and employment case it may not always right. Lastly, the speakers may choose to speak less if they deem they have been acquainted with the topics being discussed. The possibility does exist particularly when the speakers are well qualified and experienced in maritime profession.

To make a short summarization for the above (including 2.1 and 2.2), the above descriptions imply

a possibility that the capability of employing English of a seafarer who stutters and flushes when speaking English may not always be poor. The fact is that today more and more Chinese seafarers are well educated and trained by maritime universities and institutions. They are leading students before entering university or college study since only about 13.5% of all middle school graduates can have the opportunity for university study. Meanwhile the Chinese education system including the maritime education and training system pours many efforts in the education and training of the English language. Many Chinese seafarers have actually quite good knowledge in grammar and reading, particularly those newly graduated from maritime universities and colleges.

So the real reasons behind in this case could be the excessive efforts put in seeking for perfectness and accuracy in oral English, or the binding of culture, characters and psychological conditions. The ways to correct these are to set definite purposes of studying and using English, to emphasize natural communication in English, to stress on psychological trainings and to increase the opportunities for cross-culture communication.

2.4 Environmental factors

The individual seafarer is influenced deeply by the group of people with whom they are living and working onboard. He may reduce or lose his interests in employing English or learning English when his colleagues onboard speak less or speak poor English or even do not speak English at all. The worst thing is that he may degrade the capability of using English in such environment. On the contrary, the individual may improve his language proficiency very fast if he is motivated by favorable environment where his colleagues use English actively and properly. For instance, a Chinese seafarer tends to speak his native language when he stays with his Chinese colleagues. It will impede the improvement of English skills. But in the case of being assigned individually onboard foreign vessels and working with seafarers from other nations particularly those from native English speaking countries, he may improve his English rapidly.

A further concern in this respect is the possibility that seafarers may have difficulties in adapting themselves to an improved environment. He may insist on what he used to be in the poor environment!

Moreover, seafarers are living in a relative lonely environment, being far away from the land, the society ashore, their relatives and friends, which lead to more or less a boring life. As well, they have to face with possible emergencies, heavy workloads, tensions and fatigue. All of those may impact upon the rapidness and correctness of brain reactions, the stability of psychological situations, appropriateness of language expressions, not only of Chinese seafarers but also of all others. The picture of "a silent seafarer" thus comes again.

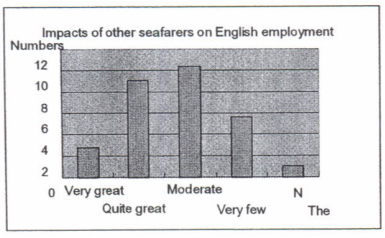
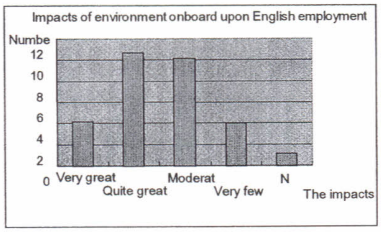


Table -3



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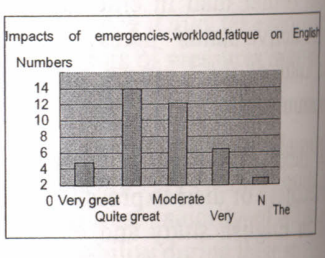


Table - 5

2.5 The nature of professional operations

Most of the operations onboard are of practical nature due to the characters of navigation, which

means the possibilities of applying the scenes or scenarios to assist in expressing or understanding do exist. At least 80% of the seafarers surveyed agree with this. Then next, some operations onboard do not need too many word expressions or descriptions. Experience shows that the conversation onboard shall be clear and brief. Complex expressions may lead to on the contrary the failures of communication or even cause accidents. This is agreed with by 64.6% of the seafarers surveyed. On the other hand, the decision-making progress for some complicated operations onboard is time-consuming in itself, making it unnecessary for communication. This may be a part of reasons for the poor presence of a seafarer in English employment as well.

Surely the seafarers shall not claim no necessities for complicated descriptions or expressions. They do exist in shipping operations and are required by the "high quality shipping", particularly when the ship is involved in accidents such as collision, grounding, sinking, etc., where many investigations follow up and lots of communication will take place.

Looking at the requirements on the seafarers' employment of English, one can find that good flexibility shall be developed, i.e., using clear and correct expressions and descriptions in most of working places and employing long, coherent and logic expressions in complex situations.

2.6 English education and training

The English education and training system is essential for the development of seafarers' capability in employing English. Moreover, maritime English as the integrity of common English and professional English has a great variety of topics, including not only language itself but also rich maritime knowledge and practical operations. The latter brings more challenges and difficulties to English education and training, not only for China but also for other non-English speaking nations. For example, the quality and quantity of professional maritime English lecturers in many non-English speaking countries are probably one of the continuing problems. The assessment of English skills, lack of a good English environment, short of modern maritime English education materials, variable syllabi or standards for maritime English education and training are also typical. The MET system shall be responsible mainly for the solutions of those problems and difficulties.

2.7 Other factors

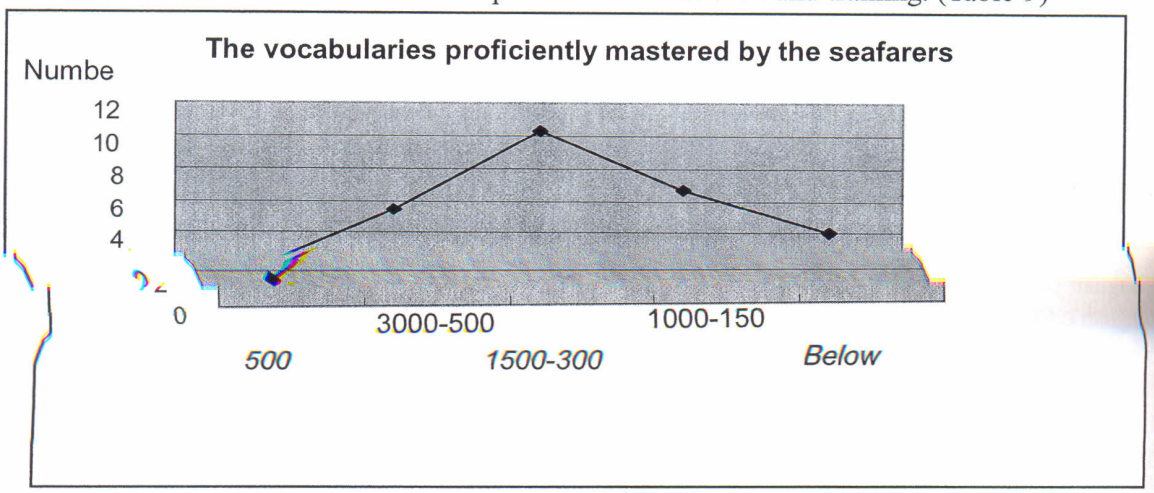
The above aims at investigating some in-depth reasons behind the Chinese seafarers' situation in employing English. Yet typical problems and difficulties in employing maritime English are worthwhile to be mentioned again.

- Short of vocabularies which could be used proficiently: The vast majority of Chinese seafarers are formally educated and training for their maritime profession particularly the senior officers and masters. The English education aspect, the MET system has a high requirement on the vocabularies for them. Taking those seafarers with undergraduate education background as an example, they are required to pass the national College English Test Band 4 before graduation, which means they should grasp 3500-4000 words in common English. Additionally, they shall master 1500-2000 words for maritime professional uses. Most of them fulfilled both with quite good proficiency when they were in the university. But it's a pity that quite some of them lost the proficiency or even forgot the words quickly due to seldom uses, poor sense of language and wrong way of learning. (Table-6)

- Poor sense of language The time and integrity of staying of the materials having been read and heard in the mind reflect the capability of a person in employing English. The

questionnaire presents a question for this purpose and the results are shown as follows. (Table-7, -8)

- Professional knowledge: The capability of maritime English also links closely to the professional knowledge one has. There are many examples that a person who has a very good command of English speaks little maritime English. It is quite understandable because navigation is a very much specialized business after all. This implies for those who involved in maritime English education and training that the teaching and training of maritime English shall be done hand in hand with the professional education and training. (Table-9)



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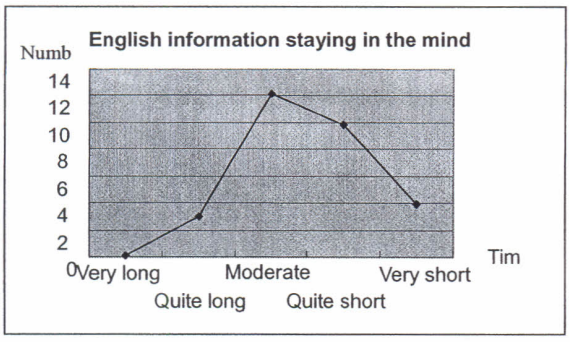

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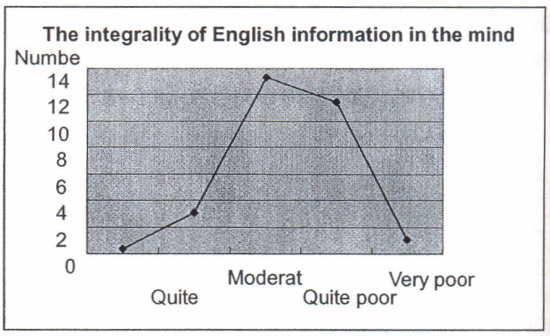

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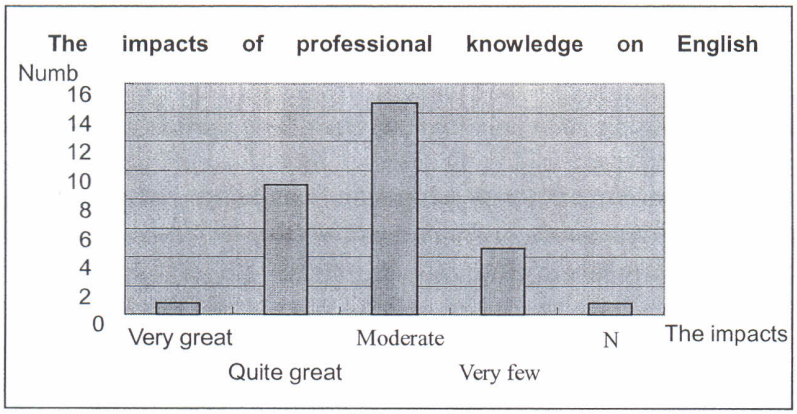
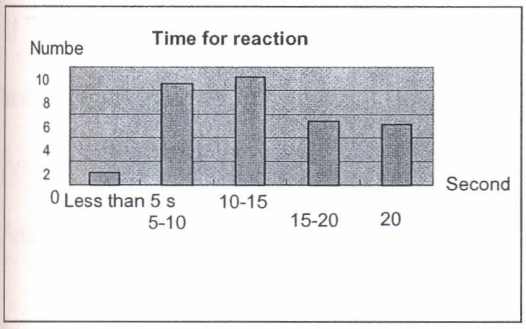


Table - 9

- The proficiency of employing English As introduced before, the Chinese seafarers do have quite good knowledge in English due to the education system of China. But English employment is after all a kind of skill, and practices and repetitions are necessary to develop such a skill. Furthermore, only with skills can proficiency be obtained. Owing to the existences of the above reasons, the skills and proficiency of Chinese seafarers' employing English need to be further developed.



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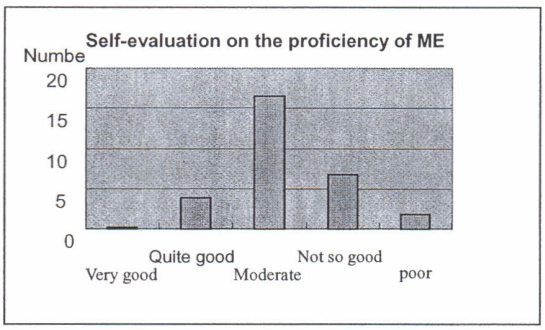

Table - 11

The way to overcome the above is to transfer a simple and effective method to students. For Chinese seafarers, it has been proved a great success to require them to listen to a cassette again and again until they understand each word and sentence. By doing this, they can then develop stronger sense of language and the vocabularies.

3. Conclusions

The paper analyzes both the intrinsic and typical problems and difficulties that Chinese seafarers may have in employing English. The analysis may be helpful, and beneficial as well to seafarers from other countries.

1. Each culture and personality has its features. The advisable ways in educating and training English are to guide and utilize correctly those features and advantages.
2. The trainings for seafarers in respect of psychology and techniques of communication shall be enhanced to overcome the passive impacts possibly exerted by a kind of culture or personality.
3. The cross-culture communication shall be encouraged. The education and training of maritime English shall be ideally put in an international environment.
4. Efforts shall be made to create a natural and brisk English study environment and to provide it

with modern teaching facilities. Attention shall be paid to the use of scientific teachi methods and the promotion of practical skills and knowledge, particularly in respect listening, speaking and writing.

5. Tailoring an English training and education program for a particular individual in this respe may be possible in a long run.
6. A joint program for maritime English education and training should be establish betwe China, Japan, South Korea and Vietnam etc., which have the same traditional cultu background.

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Biography

Professor Jin graduated from the Navigation Department of Shanghai Maritime University and obtained his MS.c degree in Transportation Planning and Management course. He is now a professor of the Shanghai Maritime University, as well as the vice-president of the University, a member of the steering committee of the national high education in transportation and communications, and the deputy director of the steering committee for National High Navigation Education.

His lecturing and research activities focus on ship structural safety assessment, ship-handling, ship communication, etc,. He has done quite many research projects for different organizations such as the Ministry of Communications, the National Maritime Safety Administration and China Ocean Shipping Co. In respect of maritime English, he compiled and published "An English-Chinese Maritime Dictionary", "Marine Signals and Radiotelephony", "SMCP CD-ROM for maritime English study", accomplished researches such as "The Computer-based National Seafarers'

Examination System", "The development of Maritime English" and many other papers.

Siep KONIJN

Dimensions of Cultural Difference

In the Netherlands we have multinational crews on board all merchant navy. Therefore a subject that is not overlooked in the curriculum of our nautical college is cultural awareness. Being aware that in the eyes of other nationals, we too, behave in a surprising way. They are not the only ones. First of all this difference affects our communication and this in turn has a lot to do with safety, with efficiency and with quality of life on board ship in general. Communication is not only language but also understanding how the other feels and thinks.

I have taught this subject, most of the time being the Geert Hofstede theory, to many students. There are of course other theories than his, but the advantages are:

- easily understood
- easily put into practice
- one lesson

He has written several books on the subject so apparently a lot can be said about it. The theories can be expanded, can be made as complicated as you like but on the other hand can also be understood at an easy level. You, and your students, will not find it difficult to think of examples, to put it into practice, to make predictions of the likely outcome of certain ways of cooperation or non-cooperation. One or two lessons will be sufficient. Today in a workshop one short lesson will have to do, but of course you are all brilliant.

Geert Hofstede realized that a survey of people doing the same work for the same company, IBM, who shared education, career and most other things in common, except for the fact of their nationality and gender would provide the basis for cross-cultural comparisons. He took survey data from IBM employees working in over 50 countries, taking their actual work and positions into account and identified four main dimensions which distinguished cultures at a national level.

The four dimensions were: power distance, collectivism versus individualism, femininity versus masculinity and uncertainty avoidance. He later added a fifth dimension, long term versus short term orientation.

Hofstede also found that the findings for each dimension could be related to the way in which individual cultures are organized.

As we live in an increasingly multi-cultural world understanding the differences between cultures is becoming increasingly important. We also need to understand the strengths and weaknesses of our own culture in order to avoid our own blind spots.

It is also easy to assume that use of the same products and services actually affects the way that people think, or that that fact that people follow a particular religion necessarily means that they share the same views as others who practice that religion.

Hofstede also points to the influence of events which may have occurred hundreds or thousands of years ago; he noted that the countries which had once formed part of the Roman Empire (except the British who always try to be the odd man out) shared common values. He also noted the fact that members of the European Union often

have values which are totally opposed and raises the question as to how these potential conflicts over values can be resolved.

The Five Dimensions

Power Distance

Measures the individual's perception of the degree of inequality in a society (not wealth). Short power distance countries are more democratic in their approach to power.

The countries with the greatest power distance were Malaysia, Guatemala, Mexico and Arab countries also scored for high power distance. Those countries with the lowest power distance were Austria, the Scandinavian and Anglo-Saxon countries.

Hofstede found that in those countries with a large power distance there was much greater stress on hierarchies, that politics trends to be extreme and that power is based on family and friends, that the middle class is small and that the exercise of might is seen as legitimate.

In those countries with a low power distance there is a stress on the legal basis of power, a stress on equal rights and equality, and that political parties tend to the centre.

Collectivism versus Individualism

Unsurprisingly the top four individualist national cultures were all Anglo Saxon, headed by the USA, followed by other European countries.

As regards collectivism nations, Guatemala and Ecuador headed the list. Portugal and Greece are collectivism European cultures and the Arab countries and Turkey were neutral to collectivist.

Hofstede says that collectivism nations base their societies on extended families and that social networks define people's identities and that everything is organized in terms of groups.

In contrast in an individualist nation everyone grows up to look after themselves and identity is based on the individual. These societies are project based and rule-based, but will ignore rules if the individual does not think them justified. For a person coming from a collectivist culture individualist cultures can appear to be uncaring and too ready to ignore the rights of older people, and individualists can be confused in a collectivist culture because they can completely fail to take the importance of groups, like families, into account.

Femininity versus Masculinity

Male dominated societies tend to be assertive and competitive, whereas feminine orientation in societies favours cooperation, good working relationships and security.

Masculine orientated societies are headed by Japan and Austria, Anglo-Saxon countries are also masculine in focus. Feminine orientated nations are the Scandinavian countries, Portugal, and Chile. Arab countries and Singapore are neutral.

Feminine nations are strong on caring values, good relationships and stress equality and solidarity. Masculi nations stress material success and progress. There is greater division between the sexes and managers a expected to be decisive and assertive. This may account for the tendency of Anglo-Saxon countries to go to wo frequently, a habit which is no longer shared by most European States.

Uncertainty Avoidance

Uncertainty avoidance means the avoidance of risks and the creation of complex rules in order to deal with an possible situation. Nations with weak uncertainty avoidance are more comfortable with ambiguous situations they also are more relaxed about change and innovation.

The national cultures with have the strongest uncertainty avoidance are Greece and Portugal, other high scoring nations include Japan, Israel, and France, moderately scoring countries include Germany, the Arab countries and Austria, and the lowest scoring countries include Singapore, Sweden, UK, Ireland, Denmark and Jamaica.

This is an area which causes a lot of misunderstanding; people from low uncertainty avoidance cultures like the Danes distrust too many rules and regulations, but for the Greeks and French such rules are essential. The European Union contains nations at the extremes of this dimension and it will be interesting to see how it can deal with the pressures that very different national cultures impose on it. It is interesting that Denmark, UK and Sweden are the three EU members still outside the EuroZone, whereas Portugal and Greece rushed to join.

Strong uncertainty avoidance cultures also have an urge to work hard and an emotional need for rules (and taboos), and a fear of what is different, experts are very important and there is a desire for certainty and intolerance of alternative ideas. Weak uncertainty avoidance cultures have few taboos, religious or otherwise, and are not naturally punctual, but are tolerant and often lazy.

Long-Term versus Short-Term Orientation

As a result of work in Hong Kong a fifth dimension was added, one dealing with time-orientation. It was found that the ideas of Confucius still have an important influence in China and on other countries in the Far East. Confucian values included perseverance, thrift, having a sense of shame and ordering relationships by status. China scored highest on this dimension, followed by other Far Eastern countries. The Netherlands and Sweden were in the middle and the Anglo Saxon countries scored low.

Conclusions

While it is interesting to look at the different dimensions of national culture, and to see the differences between nations, this subject only becomes of real importance when we consider what this means in terms of the problems of people from different cultures living and working together. For people from a rule-based (strong certainty avoidance culture) living in a country like the UK or Denmark can be very confusing – things do not feel right for them, there is too much tolerance, people are allowed to get away with too much.

By the same token if you come from a high power distance culture it can be very difficult working in a low

power distance culture, you may think that there is a lack of respect for the authorities that people are too informal and that you cannot take your boss seriously when he or she says that they just one of the team.

So think about what you really cannot understand about the behaviour of your Dutch, or American or Saudi, or French, or Chinese friend, and then think about your own culture and realize we are all happy with our own roots. When taking this into account it will be even more fun to live in this colourful world.

An outline of the Mareng Project
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Gdynia Maritime University, Poland
e-mail: bakat@am.gdynia.pl

The Mareng Project is one of the projects in Leonardo da Vinci programme partly funded by the European Union funds (74%). It is intended as a Maritime English teaching and learning tool for the distance learners using the Internet to help them master the maritime terminology in different situations.

The idea for the project originated in Finland and the whole project is co-ordinated by the Centre for Maritime Studies in Turku, Finland. There are partners from six countries participating in the project namely:

Gdynia Maritime University, Poland
Institute of Transport and Marine Management Belgium
University of la Laguna, School of Nautical Studies, Spain
Latvian Maritime Academy in Riga, Latvia
European Language Centre in Liverpool, England
Sydvast Polytechnic in Turku, Finland
University of Helsinki, Department of Translation Studies
The Aland Polytechnic, Aland Maritime Institute, Finland
Lingonet Ltd, Finland

- The whole project is based on a voyage of the motorship "Marina" and comprises topics arranged in two classes called "the inner circle" and the "outer circle".
- The "inner circle" includes the following situations:

1. In port
2. The ship and her crew
3. Leaving port
4. In the fairway
5. On the watch: a working day on board
6. A storm - Mayday
7. An accident on board
8. Trespassing
9. Approaching port

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The "outer circle" deals with problems that are linked to the above mentioned topics so

Ad 1 deals with Port Operations and Cargo Handling, Shipping and
Maritime Management
Ad 2 deals with Types of Ships and The Bridge and The Engine
Room and Cargo Space
Ad 3 deals with Port State Control
Ad 4 deals with Navigation, Seamarks, Lights, Buoys, Lighthouses
Ad 5 deals with Watches on board
Ad 6 deals with the Weather reports and Radio communication
Ad 7 deals with Radio Medical and Helicopter Rescue
Ad 8 deals with The Coast Guard duties
Ad 9 deals with VTS, Pilotage and Ice Navigation

- Every partner has been assigned some topics to prepare the materials for. I am going to speak about one of the topics which is nearly complete called the "Cargo Space". The material is accompanied by exercises which the students have to do and can check the answers for themselves (himself or herself as the case may be. The materials are to be recorded by the English partner to the project. The address of the website is < mareng.utu.fi>

CARGO SPACE (to be recorded as audio files)

Cargo space, as the name implies, is the space capacity available for cargo to be carried on board different types of ship.

It can be expressed as grain capacity or bale capacity of the ship and can be found in the holds, in the 'tween decks, in the tanks and deep tanks, in refrigerated compartments and cooling chambers and in case of certain cargoes such as timber or cargoes carried in containers, even on deck .

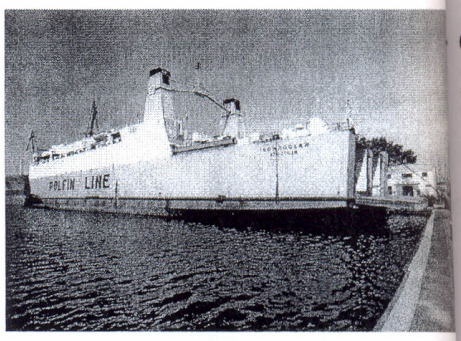
Bale capacity is the cubic capacity of any space available for cargo such as bales of wool measured from the ceiling of the hold to the underside of the deck beams (the depth), between the inside of the cargo battens (the breadth) and between the inside of the bulkheads or sparring where fitted (the length). It is measured in cubic metres or cubic feet.

- **Grain capacity** is the cubic capacity of any space available for cargo such as grain which fills the hold entirely. It is the total capacity in the hold with an allowance for the volume occupied by frames and beams. It is measured in cubic metres or cubic feet. It is greater than bale capacity of the vessel.

- **Broken stowage** is the space between packages not taken up by the cargo, the space which remains unfilled due to a variety of reasons such as the shape of the hold, the type of cargo, special kinds of packing, irregularly-sized items of machinery etc. It is expressed as percentage which is usually greater when large cases have to be stowed in the hold.

  Cargo space on board container vessels is usually measured and expressed in TEU which stands for Twenty-Foot Equivalent Unit.

Cargo space on board Ro-Ro ships is expressed in the le
lanes and is measured in metres.



Containerized
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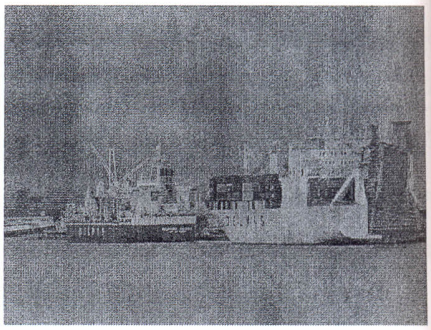
A Con-Ro vessel in the port of Dakar

Cargo space on board Con-Ro vessels is expressed both in TEU for the number of containers the vessel can carry and in the number of cars it can take on car decks so the length of lanes is also given.



- **Perishable ca**
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Cargo space can be filled with different types of cargo. It can usually be divided into space for general cargo and bulk cargo, both liquid and dry. Different liquids and chemicals can evaporate from their receptacles and tanks and in such cases the unfilled space is called ullage.

- **General cargo** can be divided into containerized carg
non-containerized cargo and refrigerated cargo. Gene
cargo may cause many stowage problems because th
goods can be packed in different cases, bags, boxes,
bundles, crates and drums and some pieces of
machinery or heavy lifts can be loaded without any
packaging at all. In such cases the broken stowage is
very high.

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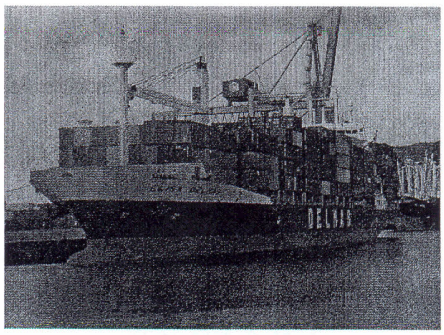
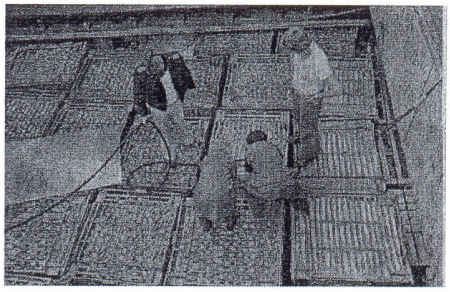
Dakar

A container vessel "Elisa Delmas" in Abijan



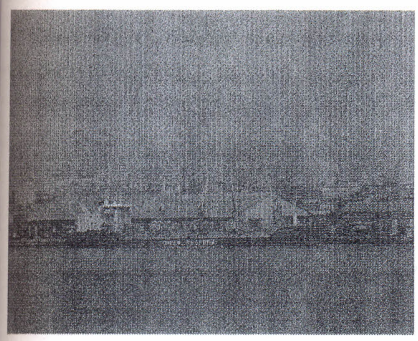
ntainerized cargo prevails nowadays
d causes least problems in sea
nsport because containers are of
ndard shape and dimensions.

Loading oranges in cases into a refrigerated hold



rishable cargo is loaded into refrigerated
ntainers or refrigerated holds and carried in
efer ships, which are specially built for that
rpose. Perishable cargo includes meat, fish ,
iry produce and fruit.

efer vessel moored at the cold storage warehouse



- **Cars** can be carried on board the PCC which stands for Pure Car Carriers and cargo space in those ships is expressed in the length of lanes and the number of cars they can carry.

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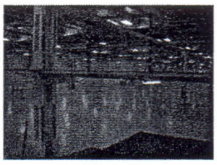
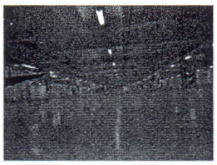
Cargo space on board a car carrier

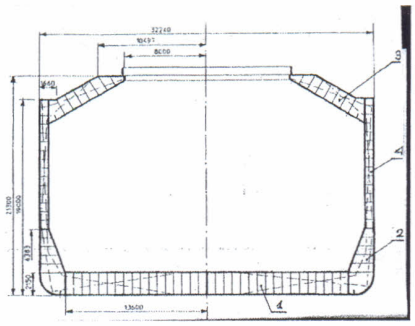




- **Bulk cargo** can be divided into liquid cargo and d cargo. Liquid cargo such as crude oil and its prod can be carried in tankers.

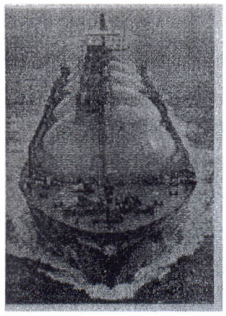
- Dry bulk cargo is usually carried by bulkers or bul vessels. OBO vessels carry both types of bulk car OBO stands for Oil/Bulk/Ore.

A cross-section through the hold of a bulk cargo carrier Panamax type:
1. double bottom tanks 2. quarter tanks 3. top tanks

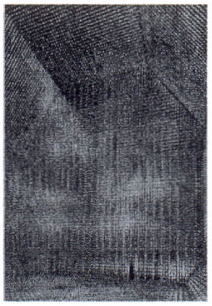


- **LPG and LNG** vessels carry liquefied petrol gas and liquefied natural gas in specially constructed steel spheres under pressure a low temperatures. Chemicals such as molte sulphur are carried in special tanks by chem carriers.

A liquefied natural gas carrier



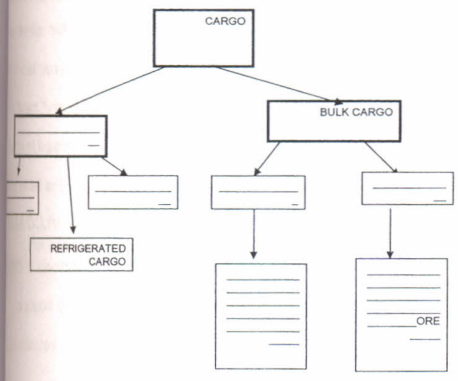
Inside a cargo tank on a liquefied gas carrier



Comprehension questions: **(Task type 01g**

- How can cargo space on board ships be measured? <Cargo space on board ships can b measured in cubic metres or in cubic feet.>
- Hint: be/ measure / cubic metres / cubic feet
- Wrong 1: Cargo space can be measured in tones.
- Wrong 2: Cargo space can be measured in square metres.
- Why is grain capacity greater than bale capacity? < Grain capacity is greater than bale ca because grain fills the hold entirely >
- Hint: grain / fill / the hold / entirely
- Wrong 1: Because grain fill the hold entirely.
- Wrong 2: Because grain has filed the hold entirely.
- What is meant by broken stowage? < The empty space not taken up by the cargo is call stowage.>
- Hint: empty space /not take up / cargo
- Wrong 1: Broken stowage mean empty space not take by the cargo.
- Wrong 2: Broken stowage means empty space do not take by the cargo.
- What is the difference between general cargo and bulk cargo? <General cargo is loaded packages while bulk cargo is loaded loose. >
- Hint: packages / loose
- Wrong 1: Packages of cargo are generally loose on deck, bulk cargo is in the holds.
- Wrong 2: General cargo is loose, bulk cargo is in packages. What is meant by ullage? < unfilled space in the tanks carrying liquid is called ullage.>
- Hint: /not fill / tank / liquid.
- Wrong 1: Ullage not fill the liquid tank entirely.
- Wrong 2: Ullage do not fill the liquid tank totally.

...bles perishable cargo include? < Perishable cargo includes fruit, fish meat and ...products.>
...ect include / fruit / fish / meat / dairy products.
...ng 1: Perishable cargo include dairy products, fruit, meat and fish.
...ng 2: Perishable cargo included dairy products, fish, meat and fruit.
...s it easier to stow containers? < It is easier to stow containers because they are ...ndard dimensions.>
...ect be / standard / dimension
...ng 1: Containers are stow on top of the hold of the standard dimension.
...ng 2: Containers is stowed on the bottom of the hold of the standard dimension.
...an ore be carried? <Ore can be carried in OBO ships.>
...ect be / carry / OBO ships.
...rong 1: Ore be carried in OBO ships.
...rong 2: Ore is carry in OBO ships.
...an gases be transported? < Gases can be transported in LNG and LPG ships.>
...be / transport / LNG / LPG.
...ng 1: Gases can be transport by LPG and LNG ships.
...ng 2: Gases is transported by LPG and LNG ships.
...an sulphur be carried by sea? < Sulphur can be carried in a molten form in ...ical carriers.>
...ect be / carry / molten / chemical carriers.
...ng 1: Sulphur be carried molten by chemical carriers.
...ng 2: Sulphur is carry molten by chemical carriers.



Fill in the diagram using the following words and terms: (Task type 19)

- General cargo, liquid cargo, containerized cargo, dry cargo, non-containerized cargo, crude oil, grain, molten sulphur, coal, liquefied natural gas, coke, liquefied petroleum gas, cotton

Check your answers:

- Cargo space on board ship can be measured in cubic metres or cubic feet .
- Grain capacity is greater than bale capacity because grain fills the holds entirely and there is no space left unfilled.
- The empty space which is not taken up by the cargo is usually called broken stowage. It depends on the type of cargo and the shape of the holds.
- General cargo is usually packed in different kind of packages and bulk cargo is loose and unpacked.
- The unfilled space in the tanks or other receptacles carrying liquids is called ullage. .
- Perishable cargo includes fish, meat, dairy produce such as eggs, butter, cheese, milk, and different kinds of fruit.
- It is easier to stow containers because they are of standard shape and dimensions.
- Ore can be carried in the holds of OBO ships.
- Gases can be transported by LNG and LPG vessels.
- Sulphur can be carried in a liquid or molten form by specially constructed chemical carriers.

...logue 1 (Task type 02c = task type 01d to be recorded as audio files)
Listen to the dialogues and fill in the blanks.

...rom Maritime Agency: Good morning, this is Jan Nowak from the < Maritime ...gency> .Could I speak to the <Chief Officer >, please?

...Officer: Speaking. What can I do for you?

...rom Maritime Agency: Your < request > for the inspection of < refrigerated holds> ...s been granted. The < surveyor> will come <on board > your vessel tomorrow at ...00 hours. Will you please ask the < second engineer > to be present during the < ...spection >.

...Officer: Yes, of course. He will be on board <expecting> the surveyor. Thank you ...r <arranging> the inspection so quickly as we have to load <refrigerated meat> the ...e after tomorrow and we need the required < certificates>. Thanks again and good-...e.

...rom Maritime Agency: Good-bye

Dialogue 2 (Task type 02c = task type 01d to be recorded as audio files)
Listen to the dialogue and fill in the blanks.

Harbour Master's Office, this is motor vessel "Nina" on <VHF channel> 12. We have completed <loading operations> this afternoon and we are due to leave this evening. I will need <two tugs> and <a pilot>. What time will the pilot be < available>. Over.

Motor vessel "Nina", this is <Harbour Master> speaking. The pilot will < board > your vessel at 18.00 hours and the tugs will come at the same time to take you <out of the harbour> to the <anchorage>. Over.

Harbour Master, this is <Captain> speaking. I shall <wait> for the pilot and the tugs at 18.00 hours.

Thank you and see you in a <fortnight>. Over.

Well, Captain. Have a good <voyage> and see you in a fortnight. Over and out.

Dialogue 3 (Task type 02c = task type 01d to be recorded as audio files)
Listen to the dialogue and fill in the blanks

Tarifa VTS station, Tarifa VTS station, < Tarifa VTS station>, this is motor vessel Marinha, motor vessel Marinha, motor vessel Marinha: <call sign> Alpha, Bravo, Charlie, Delta on VHF channel eight two.Over
Motor vessel Marinha, motor vessel Marinha, motor vessel Marinha, this is Tarifa VTS station, Tarifa VTS station Tarifa VTS station. Question: What is your< position?? Over
Tarifa VTS station, Tarifa VTS station, Tarifa VTS station, this is motor vessel Marinha call sign Alpha, Bravo, Charlie, Delta. Answer: My position is <10 miles west> of Tarifa VTS station.
Motor vessel Marinha, This is Tarifa VTS station. <Understood > your position 10 miles west of Tarifa VTS. Question: What is your <course and speed>? Over.
Tarifa VTS station, this is motor vessel Marinha, Answer: <my course> is 123 degrees, <speed> 10 knots. Over.
Motor vessel Marinha, this is Tarifa VTS station. Question: What < type> of vessel are you and what is your <flag state>? Over.
Tarifa VTS station. This is motor vessel Marinha. Answer: I am a Portuguese <reefer vessel>. Over
Motor vessel Marinha, this is Tarifa VTS station. Question. What was your last <port of call>? Over
Tarifa VTS station, this is motor vessel Marinha. Answer: My last <port of call> was Santa Cruz de Tenerife. Over.
Motor vessel Marinha, This is Tarifa VTS station. Question: What is <your cargo>? Over.
Tarifa VTS station, this is motor vessel Marinha. Answer: I have 3000 tons of <oranges> on board. Over.
Motor vessel Marinha, this is Tarifa VTS station. Question: What is your <port of destination>? Over.
Tarifa VTS station, this is motor vessel Marinha. Answer: My <port of destination > is Antwerp. Over
Motor vessel Marinha. This is Tarifa VTS station. Have a <good voyage >. Over and out.

- **Make similar dialogues using standard and non-standard procedures. Change the type vessel, kind of cargo, the pos of the vessel, port of call, por destination.**

Match the terms on the left with their descriptions on the right by dragging them to their proper place: (Task type 01c)

Broken stowage	<Unfilled space of a tank or other receptacle containing liquid>
Ropax	<Pure car carrier>
Ullage	<Ultra Large Crude Carrier>
VLCC	<Unfilled space between packages and pieces of machinery>
ULCC	<Container and ro-ro vessel>
TEU	<Very Large Crude Carrier>
PCC	<Lift on- Lift off>
OBO	<Passenger and car ferry>
CON-RO	<Ore-bulk-oil>
Reefer	<Twenty-Foot Equivalent Unit>
LO-LO	<Refrigerated vessel>

Complete the sentences by choosing the option which fi

1. Grain capacity of the vessel is a/ measured in cubic metr b/ measured in bales c/ measured in tonnes
2. Crude oil can be carried in a/ tankers* b/ chemical carrier carriers
3. Perishable goods include a/ iron and steel b/ fish and mea cement and sugar
4. Cargo space on board ro – ro ships can be expressed in a metres b/ the length of lanes* c/ cubic feet
5. Containers can also be carried a/ on deck* b/ in the tank forepeak
6. Japanese cars are usually transported by PCC* / VLCC
7. Bulk cargoes include a/ containers b/ coal* c/ machinery
8. Liquefied natural gas is transported by a/ LPG vessels b/ vessels c/ LNG vessels*.
9. Chemicals can be carried in a/ cruise ships b/ ferry boats chemical carriers*
10. Liquefied petroleum gas is transported by a/ LNG vessel vessels* c/ PCC

Listening comprehension (Task type 20) Fill in the blanks while listening

- Cargo space, as the name implies, is the < cargo space> available for cargo to be carried < on board > different types of ship.
  It can be expressed as < grain capacity >or < bulk capacity > of the ship and can be found in the < hold >, in the tween-decks, in the < tanks> and deep tanks, in < refrigerated > compartments and < cooling > chambers and in case of certain cargoes such as < timber > or cargoes carried in < refrigerated> containers, even on <deck>.
- **Bale capacity** is the < cubic capacity > of any space < available > for cargo such as bales
  of < wool > measured from the ceiling of the < hold > to the underside of the deck beams (<the depth>), between the inside of the cargo battens (<the breadth >) and between the of the < bulkheads> or sparring where fitted (< the length >).
  It is measured in cubic <metres> or < cubic feet>.
- **Grain capacity** is the <cubic capacity> of any space available for cargo such as < grain > < the volume > occupied by < frames > and beams. It is measured in cubic metres or < cubic feet >. It is < greater > than bale capacity of the < vessel>.

- **Broken** < stowage > is the empty space between < packages> not take cargo, the space which remains < unfilled > due to a variety of reasons shape > of the hold, the < type > of cargo, special < kind > of packing, sized < items > of < machinery > etc. It is expressed as < percentage > usually greater when large < cases > have to be stowed in the hold.
  Cargo space on board < container> vessels is usually measured and in TEU which stands for < Twenty > equivalent unit.
  Cargo < space > on board < Ro – ro > ships is expressed in the length and is measured in < metres >.
  < Cargo > space on board Con-ro < vessels > is expressed both in the number of containers the vessel can carry and in the < number take on < car > decks so the < length > of lanes is also given.
  Cargo space can be filled with < different > types of cargo. It can < divided into space for < general >cargo and < bulk > cargo, both liquid Different < liquids > and chemicals can evaporate from their receptacles > and in such cases the < unfilled > space is called < ullage >.

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tion which fits best:

n cubic metres or feet*

nical carriers c/ timber

fish and meat* c/

pressed in a/ cubic

/ in the tanks c/ in the

C* / VLCC /ULCC.
machinery.
vessels b/ OBO

ferry boats c/

NG vessels b/ LPG

s> not taken up by the
of reasons such as the <
f packing, irregularly-
rcentage > which is
e hold.

ured and < expressed >

he length of < lanes >

both in <TEUs > for
mber > of cars it can

can < usually > be
oth liquid and < dry>.
receptacles and < tanks

eral cargo can be < divided >into < containerized >cargo, non-
ainerized cargo and < refrigerated > cargo. General cargo may cause
< stowage > problems because the goods can be < packed > in
ent cases, < baga >, boxes, < bundles > , crates and < drums > and
e pieces of < machinery > or heavy lifts can be loaded without any <
agging > at all. In such cases the < broken > stowage is very high.
ainerized < cargo > prevails nowadays and causes < least >
lems in < sea >. transport because < containers > are of < standard >
e and dimensions.
carried in < reefer > ships, which are specially < built > for that purpose.
ishable < cargo > includes < meat >, fish, < dairy > produce and < fruit

can be carried on board the PCC which stands for < Pure Car >
ers and cargo space in those ships is < expressed > in the length of <
a > and the number of < cars > they can carry.
k > cargo can be divided into < liquid cargo > and < dry > cargo. Liquid
s such as < crude > oil and its < products > can be carried in < tankers
y bulk cargo is usually carried by < bulkers > or < bulk > cargo
els. < OBO >vessels carry both types. < OBO > stands for oil/bulk/ore.
and LNG vessels carry < liquefied > petroleum gas and < liquefied >
ural < gas > in specially constructed < steel > spheres under < pressure
d at < low > temperature. Chemicals such as < molten> sulphur are
ed in special < tanks > by < chemical > carriers.

Siep KONIJN

Dimensions of Cultural Difference

In the Netherlands we have multinational crews on board all merchant navy. Therefore a subject that is not overlooked in the curriculum of our nautical college is cultural awareness. Being aware that in the eyes of other nationals, we too, behave in a surprising way. They are not the only ones. First of all this difference affects our communication and this in turn has a lot to do with safety, with efficiency and with quality of life on board ship in general. Communication is not only language but also understanding how the other feels and thinks.

I have taught this subject, most of the time being the Geert Hofstede theory, to many students. There are of course other theories than his, but the advantages are:

- easily understood
- easily put into practice
- one lesson

He has written several books on the subject so apparently a lot can be said about it. The theories can be expanded, can be made as complicated as you like but on the other hand can also be understood at an easy level. You, and your students, will not find it difficult to think of examples, to put it into practice, to make predictions of the likely outcome of certain ways of cooperation or non-cooperation. One or two lessons will be sufficient. Today in a workshop one short lesson will have to do, but of course you are all brilliant.

Geert Hofstede realized that a survey of people doing the same work for the same company, IBM, who shared education, career and most other things in common, except for the fact of their nationality and gender would provide the basis for cross-cultural comparisons. He took survey data from IBM employees working in over 50 countries, taking their actual work and positions into account and identified four main dimensions which distinguished cultures at a national level.

The four dimensions were: power distance, collectivism versus individualism, femininity versus masculinity and uncertainty avoidance. He later added a fifth dimension, long term versus short term orientation.

Hofstede also found that the findings for each dimension could be related to the way in which individual cultures are organized.

As we live in an increasingly multi-cultural world understanding the differences between cultures is becoming increasingly important. We also need to understand the strengths and weaknesses of our own culture in order to avoid our own blind spots.

It is also easy to assume that use of the same products and services actually affects the way that people think, or that that fact that people follow a particular religion necessarily means that they share the same views as others who practice that religion.

Hofstede also points to the influence of events which may have occurred hundreds or thousands of years ago; he noted that the countries which had once formed part of the Roman Empire (except the British who always try to be the odd man out) shared common values. He also noted the fact that members of the European Union often have values which are totally opposed and raises the question as to how these potential conflicts over values can be resolved.

The Five Dimensions

Power Distance

Measures the individual's perception of the degree of inequality in a society (not wealth). Short power distance countries are more democratic in their approach to power.

The countries with the greatest power distance were Malaysia, Guatemala, Mexico and Arab countries also scored for high power distance. Those countries with the lowest power distance were Austria, the Scandinavian and Anglo-Saxon countries.

Hofstede found that in those countries with a large power distance there was much greater stress on hierarchies, that politics trends to be extreme and that power is based on family and friends, that the middle class is small and that the exercise of might is seen as legitimate.

In those countries with a low power distance there is a stress on the legal basis of power, a stress on equal rights and equality, and that political parties tend to the centre.

Collectivism versus Individualism

Unsurprisingly the top four individualist national cultures were all Anglo Saxon, headed by the USA, followed by other European countries.

As regards collectivism nations, Guatemala and Ecuador headed the list. Portugal and Greece are collectivist European cultures and the Arab countries and Turkey were neutral to collectivist.

Hofstede says that collectivism nations base their societies on extended families and that social networks define people's identities and that everything is organized in terms of groups.

In contrast in an individualist nation everyone grows up to look after themselves and identity is based on the individual. These societies are project based and rule-based, but will ignore rules if the individual does not think them justified. For a person coming from a collectivist culture individualist cultures can appear to be uncaring and too ready to ignore the rights of older people, and individualists can be confused in a collectivist culture because they can completely fail to take the importance of groups, like families, into account.

Femininity versus Masculinity

Male dominated societies tend to be assertive and competitive, whereas feminine orientation in societies favours cooperation, good working relationships and security.

Masculine orientated societies are headed by Japan and Austria, Anglo-Saxon countries are also masculine in focus. Feminine orientated nations are the Scandinavian countries, Portugal, and Chile. Arab countries and Singapore are neutral.

Feminine nations are strong on caring values, good relationships and stress equality and solidarity. Masculine nations stress material success and progress. There is greater division between the sexes and managers are expected to be decisive and assertive. This may account for the tendency of Anglo-Saxon countries to go to war frequently, a habit which is no longer shared by most European States.

Uncertainty Avoidance

Uncertainty avoidance means the avoidance of risks and the creation of complex rules in order to deal with any possible situation. Nations with weak uncertainty avoidance are more comfortable with ambiguous situations, they also are more relaxed about change and innovation.

The national cultures with have the strongest uncertainty avoidance are Greece and Portugal, other high scoring nations include Japan, Israel, and France, moderately scoring countries include Germany, the Arab countries and Austria, and the lowest scoring countries include Singapore, Sweden, UK, Ireland, Denmark and Jamaica.

This is an area which causes a lot of misunderstanding; people from low uncertainty avoidance cultures like the Danes distrust too many rules and regulations, but for the Greeks and French such rules are essential. The European Union contains nations at the extremes of this dimension and it will be interesting to see how it can deal with the pressures that very different national cultures impose on it. It is interesting that Denmark, UK and Sweden are the three EU members still outside the EuroZone, whereas Portugal and Greece rushed to join.

Strong uncertainty avoidance cultures also have an urge to work hard and an emotional need for rules (and taboos), and a fear of what is different, experts are very important and there is a desire for certainty and intolerance of alternative ideas. Weak uncertainty avoidance cultures have few taboos, religious or otherwise, and are not naturally punctual, but are tolerant and often lazy.

Long-Term versus Short-Term Orientation

As a result of work in Hong Kong a fifth dimension was added, one dealing with time-orientation. It was found that the ideas of Confucius still have an important influence in China and on other countries in the Far East. Confucian values included perseverance, thrift, having a sense of shame and ordering relationships by status. China scored highest on this dimension, followed by other Far Eastern countries. The Netherlands and Sweden were in the middle and the Anglo Saxon countries scored low.

Conclusions

While it is interesting to look at the different dimensions of national culture, and to see the differences between nations, this subject only becomes of real importance when we consider what this means in terms of the problems of people from different cultures living and working together. For people from a rule-based (strong certainty avoidance culture) living in a country like the UK or Denmark can be very confusing – things do not feel right for them, there is too much tolerance, people are allowed to get away with too much.

By the same token if you come from a high power distance culture it can be very difficult working in a low power distance culture, you may think that there is a lack of respect for the authorities that people are too informal and that you cannot take your boss seriously when he or she says that they just one of the team.

So think about what you really cannot understand about the behaviour of your Dutch, or American or Saudi, or French, or Chinese friend, and then think about your own culture and realize we are all happy with our own roots. When taking this into account it will be even more fun to live in this colourful world.

Which to Pursue: the MSA's ME Exam Pass Rate or ME Communication Competence?

Liu Gang, Shi Zhubin
Nantong Shipping College, China

ABSTRACT: Maritime English teaching in China is gaining a higher profile and has made great progress since the implementation of STCW 78, and especially its revisions in 1995. However, complaints are sometimes heard about the English competence of Chinese seafarers serving with domestic and overseas shipping companies. There are many factors affecting current ME teaching in China including: the varied qualities of ME instructors; the on-going traditional methods of teaching, as opposed to those highly recommended by IMO Model Course 3.17; the large sized English classes in many maritime institutions; and the lack of suitable ME texts, teaching materials and media products. The authors of this paper will specifically focus on a different problem than those mentioned above, namely, the over-emphasis on the pass rate for MSA-directed Seamen's qualification exams in Chinese maritime institutions. The paper gives the background of the MSA-directed Seamen's qualification exams in China, comments on its intended goals and outcomes; analyzes its strong impact on Maritime English teaching and learning, and its negative contributions to the trainees' ME communication competence as a consequence. Thus the question "Which to Pursue: the MSA's ME Exam Pass Rate or ME Communication Competence?" is raised within the particular Chinese context. Personal views and suggestions for improvement are offered in the paper.

China has large merchant and container fleets. More than a half million Chinese seafarers are serving not only on ships flying the Chinese flag but also on ships flying other countries' flags. As one of major shipping and manpower supplying countries in the international shipping industry, the quality of maritime training and education in maritime institutes is of great significance to the safety and environment at sea worldwide. So, maritime institutes in China have taken on the responsibility of training and education of the seafarers for the world maritime industry. The schools are to ensure that sailors meet the requirements of STCW standards in the Chinese situation for English competence as required by STCW 78/95 in particular. These standards apply to those who posses maritime licenses and are

also relied on by others, such as shipyard staff and chandlers, who also need to use the language to communicate with them.

The Training and Certification System for Seafarers in China, certificates defined by the *STCW 95, are all to be issued by governmental* authorities, i.e. by the Maritime Safety Administrations (hereafter referred to as MSA) of the People's Republic of China and its branches.

The work of implementing the convention in China started from April of 1995, and by 2002, almost all the seafarers who had finished their training, examination and evaluation set by the new legal system received certificates issued by MSA. The administration has been pushing hard on all shipping and manning companies to send their seafarers to training institutes to complete statutory training courses in order to obtain the certificates of STCW 95.

Maritime English teaching in China is gaining a higher profile and has made great progress since the implementation of STCW 78, and especially its revisions in 1995. However, complaints are sometimes heard about the English competence of Chinese seafarers serving with domestic and overseas shipping companies. In general Chinese seamen working on board overseas vessels have been praised for their diligence, seamanship and other qualities and therefore are welcomed by many shipping companies. We have been receiving compliments about our Chinese seamen in these mentioned aspects from lot of shipping companies both at home and abroad for their working attitude and behavior, but we have at times heard the complaints about the Chinese seamen serving the domestic or overseas shipping companies, and the complaints heard mainly concentrate on their poor command of English, especially the lack of English communication competence. Some students newly graduated from shipping colleges or universities do have a fairly good command of written English: they can read simplified English novels, some nautical publications or the English appearing on the machines, instruments or devices on the bridge or in the engine room, with the help of a dictionary and their own knowledge of vocabulary. Many can even write some simple English, though with grammar mistakes. In spite of the aforesaid about Chinese seamen's abilities of English listening and speaking, many problems of varying degrees have also been observed. In essence they cannot effectively communicate with other crew members or other ships, coastal stations either about their onboard life related subjects or on their work related subjects. As Mr. Song Zhen, former director of the Department of Seafarers of MSA China, once put it in his Implement STCW 95 in China (2001), "English is known as the working language in the international shipping industry. When Chinese seafarers are working on board foreign ships, especially in a multinational crew environment, very often, they are embarrassed by

limitations of their communication ability in English. Since China is becoming one of main manpower supplying countries in the maritime industry, the insufficient English communicative ability of Chinese seafarers is visible…"

Here I'd like to add, that most seafaring graduates from shipping institutions in China possess certifications that show their minimum required ability of either written or spoken English, but unfortunately, they sometimes do not reflect what they should have in term of their English proficiency.

We are all aware of the vital importance of effective English communication to the Safer Navigation and Cleaner Ocean. Parliament's Temporary Committee on Safety at Sea revealed that recent maritime disasters had missed the key point - the human factor. Eduardo Chagas, of the Maritime Transport Section of the European Transport Workers' Federation (ETF) stated that the prime causes of tanker casualties were not structural but human. Grounding and collisions accounted for almost 50% of incidents, whereas only around 11% were related to hull failure. Professor P.K. Mukherjee of the Malmö World Maritime University also pointed out that the human factor in maritime safety and environmental protection was vital. Among the human errors, language deficiencies take up a large proportion of these incidents. In the past few years several pollution and accident related incidents were attributed to the lack of proper English communication competence on the part of Chinese seafarers.

In the same article mentioned earlier Mr. Song suggested the reasons for the "visible" "insufficient English communicative ability of Chinese seafarers" to "the culture, background and language differences between Chinese and English" and to "shortages in English learning methods in the public education system in China." These are two easily observed reasons. There are many more factors affecting current ME teaching in China including: the varied qualities of ME instructors; the on-going traditional methods of teaching, as opposed to those highly recommended by IMO Model Course 3.17; the large sized English classes in many maritime institutions; and the lack of suitable ME texts, teaching materials and media products. Yet, from my years of ME teaching in a Chinese maritime academy, I have noticed another main factor that could also account for the insufficient ability of Chinese seafarers' English communication. What I want to specifically focus on here in this paper is quite a different problem from those mentioned above and that is the over-emphasis on the pass rate for MSA-directed Seamen's qualification exams in Chinese maritime institutions. Maritime institutes in China at large have been paying too much attention on students passing the national examinations on Maritime English and its assessments for listening and speaking which are held twice a year by MSA China, and ignoring the essential

training and practice for English proficiency. The case is identical to the mandatory national examinations (CET 4 and 6) for non maritime college and university students. The MSA and CET exams dominatingly govern the orientation of English teaching and learning in their respective academies in China. We have a fashionable phrase for the phenomena — "Examination-Oriented Teaching and Learning" or "Exam-centered Education".

Maritime institutes in China are "compelled" in some way to pursue higher pass-rates for MSA-directed Examinations on Maritime English and its assessment on ME listening and speaking. The maritime institutes pursue high pass-rates because these form the key item for administrative and authoritative evaluation of an academy's level of education. Students in seafaring related majors also pursue the high-rate of ME examination and the assessment on ME listening and speaking, because only when they pass the MSA exams together with the required assessments can they obtain the STCW 95 based certificates, which is the key to onboard jobs with better salaries.

In the context described above, every concern from teaching curriculum, course books to the teaching techniques, is focused on the achievement of a high pass-rate in MSA exams on ME and its assessment. And this is what most seafaring institutes are presently doing in China. If the case were otherwise we would make our teaching curriculum and syllabi closer to those highly recommended by IMO-Model course 3.17 and base our teaching techniques on the Marlin's Instructors' Pack, placing particular emphasis on the seamen's spoken English practice. That would surely be of great help to the promotion of students' English proficiency. Since the national examinations on Maritime English and its assessment on ME listening and speaking prepared and held by MSA China do not, to be frank, reflect the candidates' ability of using English to the STCW 95 required standard, those who have passed the examination and assessment are still often found to have difficulties in communicating effectively in English when they work on board ocean-going vessels. Students spent a lot more time on exam-related materials like the "Collections of Questions (normally stuffed with thousands of choices) either for reading-based Maritime English or for listening and speaking tests" , than they do on necessary practice in the language. From this it is easy to figure out how large is the impact of the MSA-directed exams on ME teaching and learning in China!

We have heard a lot of comments and even criticisms on the existing China MSA directed examinations and here I would like to give a few further opinions. The question is, is it our sole aim as educators to pursue the high pass-rate of MSA exams in the whole course of ME teaching and learning? The answer to this question is definitely negative. Then what should we pursue instead?

Here are a few main points from STCW 95 regarding the English competence and proficiency required of seamen. In term of competence, navigation seafarers at the operational level should "use the Standard Marine Navigational vocabulary as replaced by the IMO Standard Marine Communication Phrases" and "use English in written and oral form". Marine engineering sailors at the operational level should be able to "use English in written and oral form" in matters related to their duties. In term of proficiency," the former should be able "to communicate with other ships and coast stations and to perform an officer's duties 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", and the latter "to use engineering publications and to perform engineering duties." I believe the MSA examination and assessment on ME and its listening and speaking have been developed with much regard to the STCW 95 requirement. Nevertheless, their composition and the means of testing leave a lot to be desired and at the very least have a lot room for improvement since under the existing exam system, the high pass-rate does not go along with students' actual ability in using English to the STCW 95 standard. We can imagine the consequence of things going on like this: It's like a vessel sailing on the wrong course!

I am much impressed by the recently improved saying describing the ultimate goal of our Maritime English teaching: **Safer navigation and cleaner oceans through English proficiency**. It's right there, it's ME communicative competence, simply English proficiency that we should pursue.

As I have mentioned earlier in this presentation, there might be many factors that have been affecting the quality of ME teaching and learning in China, and the over-emphasis on the high pass-rate of related exams /assessment is one of the main factors. For the sake of safer navigation and cleaner oceans worldwide, I expect in the first place the authorities concerned, say the MSA China, to furnish the shift from theoretical checks and a surface level assessment of ME to a more practical check by thoroughly updating and improving the composition, the means of ME exams and assessment, the result of which will fully reflect the candidates' command of English — their ability of English communication in particular. Meanwhile I would like to see the administrations of the maritime institutes to shift their emphasis from merely pursuing the high pass-rate to the practical use of English with due regard to the STCW 95 standard. Both reforms are necessary since unless the two are well matched, when the said exams and assessment and the teaching preparatory to them, Neither can be fully directed to check and evaluate effectively the candidates' ME competence. In addition, I will repeat my suggestions here: We could introduce the IMO Model Course 3.17 to our ME syllabi construction with the adaptations necessary in the

Chinese context, we could follow the teaching techniques and methods introduced therein, and those recommended in IMO Maritime English Instructors Training Course MEITC where practicable.

Conclusion

We are the instructors of Maritime English in China, we therefore have the obligations to set the right course to be set in training and educating our students into seafarers with the Convention required English proficiency,. No matter what interferences there might be, it is the sole aim that we should always pursue.

USING CURRENT TRENDS IN POST GRADUATE ENGLISH LANGUAGE COMPETENCY ASSESSMENT AND TRAINING FOR SEAFARERS.....

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ABSTRACT

In Marine Service the requirement for competency in spoken English is essential because of the necessity for ships' crew to be able to take orders and to act upon them for the safety of the ship and the crew.

After studying English at Academy level, seafarers often require further training to ensure they have the required competency in English to employers' requirements. Methods of assessing English proficiency at BGI Novorossiysk involve the use of a two-part assessment system that uses the ISF Marlins computer test as well as the ISF Marlins Test of Spoken English. This system of assessment is organized as a part of the seafarers' professional certification.

The English Language training provided for seafarers at BGI Novorossiysk aims to develop seafarers' communicative skills. Both testing and training operate as an integral system based on student needs analysis. This enables implementation of blended learning and other techniques including discourse modeling.

In this presentation, testing principles are presented in detail and descriptors of English Language competency are shown. Training aspects are summarized along with examples of didactic material and sources.

The aim of our work is to show how seafarers develop their English language performance through an assessment and training system. We display our approach to learners as a cognitive system (ICS) as they interface with the learning environment.

KEY WORDS:
Assessment, training, cognitive system, discourse modeling.

1. INTRODUCTION

Assessment is an essential part of tuition and its organization should pursue certain purposes.

Our work traces the difference between academic and postgraduate assessment systems in the attempt of finding out the roots of seafarers' communicative failures and to facilitate postgraduate training and provide appropriate employees for the benefit of safe shipping.

We treat both assessment and training as realization of communicative and cognitive faculties of human intellect in discursive action. Knowledge is viewed upon from the point of informational exchange where representation and comprehension are central issues. We propose assessment levels which correlate with stages of learning and suggest models for managing information by Individual Cognitive System. We present our philosophy of training based on Discourse modeling.Touching upon our training strategies we display setting up of didactic material and in the frames of knowledge representation system show integral unity of theory , practice and evaluation. In conclusion we suggest to shift educational focus from didactic academic communication to natural speech activities

2. SHORT REVIEW OF ACADEMIC APPROACH TO TUITION AND TESTING.

Acquisition of English experience at Marine Academy provides broad maritime background on the basis of lectures, wide range of professional publications and variety of textbooks on maritime English and other sources of information such as internet, computer programs.

Traditional knowledge evaluation system of cadets undergoing tuition at Marine Academy is carried out by examinations and tests which are designed to check covered didactic material prescribed by syllabus counted on a certain quantity of academic hours.

The examination includes the following assignments:

Translation of business letter from Russian into English or vv.

Reading and rendering the text

Compiling business letter according to a given situation. Talking on a certain subject according to program

The above assignments throw the light on cadets' writing and reading skills but can hardly ever display the their speaking abilities, as prepared utterance are not spontaneous and lack awareness. The following criteria: material coverage and attendance of speakers are taken into consideration

Restricted by plan and time tutorials provide mostly presentation and assessment of materials, leaving to cadets the opportunity to activate the received information by themselves.

Communication at tutorials is of didactic character.

To sum up: Academic tuition is declarative knowledge oriented and academic assessment is based on controlling material covered. As a result cadets, applying for ships position, though capable of reading quite sophisticated texts, often display lack of elementary communicative skills.

3. Post academy studies and assessment system.

3.1. Proficiency Test

Carrier opportunities of seafarers are closely connected with plentitude of training and certifications. It is widely accepted that a seafarer seeking for a vacant position in the company is supposed to be tested for English proficiency. The aim of tests is to determine the scope of linguistic skills which enable the testee to pass through required admittance minimum. Two types of test are carried out at BGI Novorossiysk Training office : ISF Marlins Computer and Test of spoken English /TOSE / organized as two parts of the whole assessment unit.

If compared with academic assessment, focused on coverage of didactic material, English proficiency test at the crewing office considers performance as top priority.

3.2 Marlins Computer Test

Computer testing system is introduced to define linguistic background of candidates by checking vocabulary, reading, grammar and listening skills /Maximum evaluation score is 100%. The test proved to be necessary and vital checking resource, but was not sufficient in discovering candidates' ability to communicate in natural situation, as some seafarers with a rather high computer score were not able to sustain a conversation.

3.3. Test of Spoken English /TOSE/

Introduction of TOSE was based on the assumption that a collection of data is not information /knowledge/ and information should be presented not in testee - computer dialogue, but as a part of a tester- testee interaction.

Marlins Test of Spoken English is an integrated system of conversational guide, aiming at checking a candidate's interactive abilities. Instead of didactic dialogues seafarers are supposed to perform natural speech acts which are evaluated on the following parameters: speech fluency, speech accuracy, listening comprehension./C. Logie 2001/

Such evaluative criteria provide support for the interviewer not only in respect of assessment, but in future training indicating which communicative functions /describing, guessing, narrating, arguing, asking for information etc./ require special attention.

Grading system correlates with internationally adopted 5 language levels:

1. E - Beginner/ Elementary which can be defined as survival
2. D - Elementary/ Lower Intermediate displaying professional knowledge but poor language competence
3. C - Lower Intermediate / Intermediate claims for transforming professional knowledge into professional skills
4. B –Intermediate / Upper Intermediate considered fluent with some mistakes
5. A – Upper Intermediate / Advanced defined as fluent or bilingual. /see Appendix A/

Interviewer is provided with ample description of each grade and gradation system for defining overall level which is compiled of three mentioned evaluating criteria.

As an example: Spoken Fluency B/ Spoken Accuracy C/Listening Comprehension/A
Produce overall grade B – Intermediate

For the convenience of the assessment lettered grades correlate with percentage: Beginner 25%, Elementary50% Lower Intermediate 75%, Intermediate100% Upper Intermediate 125%, Advanced 150%

In case of hesitation combining lettered and figured data may result in some intergraded percentage at interviewer's discretion. Flexibility of assessment system was achieved due to thorough investigation of human behavior in producing speech acts /see Appendix B/

For example: Descriptor for spoken fluency, grade D:

.— Attempts to fulfill the given task, but provides only basic information.
---- Struggles to find right language….
--- Ideas restricted by lack of language……
--- Hesitates frequently, etc. /TOSE 2002, Marlins/

Test material is organized in three options, the choice of which is determined by the interviewer after a short tentative talk.

Supporting the interview visual aids refer to everyday life topics and include maritime subjects as well.

3.4 Total assessment

Marriage of Marlins ISF Computer test and TOSE display a precise picture of seafarers' English competence and performance. Total score is defined according to a special system in terms of percentage for coordinators in Crewing office to avoid complexity in taking decision to send a seafarer on board mutinationally crewed vessel or in case of promotion

3.5.Test Records

Assessment data are recorded for official presentation to the company on a special blank form with indication of overall level and as a Candidate Report including interviewer's observations and commentary.

Recording of test results is carried out in two directions: to be presented as acceptance to be employed or promoted and as a starting or final point of training

4.Post Academy English Training

4.1 Philosophy of Post Academy Training

As professional training pursues preparing seafarers to carry out the task in need, its paramount task is to adjust the seafarer to modern fleet requirements on the basis of new approaches and by implementing contribution of academic education or filling its gaps. Philosophy of post academy English training of seafarers is based on cognitive-pragmatic approach and discursive analyses absorbing intellectual search of different sciences. Methodology from language - related is transforming to text – related where contextual format of the text leads far away from linguistic one into the realm of cultural layers/ . Adhering to discursive psychology , which embraces mind -in – discursive action , contextualised approach to textual activities draws insight on thoughts and feelings which are very important for conversational analyses and speech acts.

Correlation of language and reality is referred to as participation of lingual-personality or Individual Cognitive System (ICS) in discursive activities (Baranov 1993). Explication is carried out by cogniotype – mental formalism including propositional, mental and textual component

In our vision transformation of language structures from static into dynamism of speech production and speech perception occurs when interests of ICS and conceptual structures criss cross with situational impetus / Polskaya, Moscow 2004 /

We adhere to the point that debates of cognitivists, sociologists and linguists on competence and performance should be considered not as contradiction of language static to dynamics but focus should be made on active participation of human beings in language learning processes. Therefore the learner is referred as a complicated neurological, psychological and intellectual system and treated from these positions accordingly /see Appendix C/

4.2 Training Strategies and Principles

Training differs from education. The task of post academy training is to refresh and activate information previously received by a seafarer. Time restriction and high demands for seafarers skilled in English leave for trainers no other alternative as an intensive training. Intensity is achieved :

- by implementation of a large scope of material
- social creativity
- total involvement of learners into discursive activities
- blended learning. (see the photo)

Text is considered not only as a reflection of reality, but as a final product of communicative process – an integrity defined by cohesion, coherence , intentionality, purposefulness, intertextuality, informativity (Beaugrande 1985)

Main Principles of classroom activities is awareness of shared information

Tests play the role of a teachers guide in setting up discourse / pre training test / and as a progress indicator (post training test).

For effectiveness of the process tests are divided into linguistic and psychological ones (see Appendix A) displaying not only testees' cognitive faculty, but emotional state as well.

4.3 Didactic Material

Core material of our training is Catherine Logie's text book Marlins English for Seafarers', compiled of two parts and structured for the purposes of communication within the frames of professional, perceptual, emotive discourses. The book is structured for ample implementation of textual - discursive conventions, such as dialogue (Bahtin1981), argumentation, (Billig 1987), explanation (Antaki1988) and narrative (Bruner 1992).

Auditory supplement of both text books recorded by native speakers and by those for whom English is the second language provides ample discursive activities combined with ear training. Lack of listening practice determines the complexity of understanding. Special problem solving exercises based on the recordings help to organize conscious natural utterances within sequential textual frames. Study Pack 1 is structured according to bottom up principle from a separate word to a global structure- text. Study Pack 2 has the opposite principle of organization: from global structure – text to a concrete sentence, phrase, word.

The usage of material depends on group content and on the task at the moment and on the user's flexibility. Availability of Keys to the exercises provides self control in post training studies. Texts presented in the book are of versatile classification: narratives, descriptions, documents, instructions, claims, warnings, etc. Besides core books information is taken from special Literature, CD, video, internet

5. Knowledge Representation

Representation is a key question of informational exchange. Knowledge viewed from both declarative and procedural angles is a far broader notion than coding and decoding of information as it includes human faculty to participate in discursive activities.

The essential feature of human intellect is its segmentation (Baranov 1999). People are severely domain specific (Shank with Childers 1984)

Discourse – text in a communicative situation - is connected with the domain it represents Domain is compiled of text clusters. ICS comprising cogniotypes of various domains is a basic knowledge modeled in communication.

We organize text analyses in terms of assessment, training and didactic material both from bottom-up and top-down procedures

Examples:

TOSE, Option 1 Task: Name the tools and explain the usage. / from separate words to the whole text, bottom – up /

Option 3 Task: Looking at the picture of pirates' seizing crew members, explain how it happened and crew members possible actions. / from the text to separate words, as clarification if necessary, top – down/

Didactic Material of MSP/1 is organized from exercises to train word-sentence structure to auditory texts with discussion of problems stated by text

MSP/2 is structured from various types of Discourses (texts) embracing different domains – Marine: ship structure, types of vessels, repairs, bunkering, safety, emergency, port facilities. Everyday life: traveling, hobbies, daily routine, language learning, human problems, etc to re-viewing grammar structures, word building and phonological problems /top-down procedure/

Training is orchestrated as realization of cogniotypes of ICS by similar bottom-up and top-down principle: from word level:

Unit means system, perform means operate, etc; to sentence level:

"Gas releasing system operates at periodic intervals" can be explained as below:

"Shutting on/off the gas is conducted from time to time."

While constructing cogniotype mere paraphrasing from sentence to text level may lead to discussion of global issues:

"Vessels with installed gas releasing system specialize in carrying explosive cargoes. Pressure Vacuum Valve is designed for pressure control to release toxic substances including inert gas into the atmosphere or when in need of the air's suction."

According to Appendix 73 ,78 of Marpol in force from the 19th of May this year, hazard evaporation shall be transferred ashore, as emission is not atmosphere friendly. / bottom up/

Cogniotype of one domain may contain clusters of different texts implemented through conceptualization of semantic continuum /Nalimov 1999/.

Information (production and perception)undergoes 3 stages:

1. Nominaeutic - word-textual structure

2. Hermeneutic – semantic structure dealing with meanings and understanding

3. Maeutic - coordinating assumption, conclusion, suggestion.(Shatin 1996)

The first level corresponds to declarative knowledge, the third to procedural knowledge. As TOSE shows most of cadets receiving fundamental nominaeutic information have a low level of listening comprehension /D/ and not sufficient speech accuracy / C/ and fluency / C / which can be explained by not sufficient level of English awareness and by habitual didactic material representation model

Seafarers, who have more speaking practice while training at the courses or on their own, upgrade fluency and speech accuracy from /C/ to /B/ and display awareness of their mistakes and better listening comprehension level. Deeper penetration into semantic structure lessens native language interference and provides an exchange of successful utterances with the help of procedural knowledge

Third level of knowledge presentation - TOSE evaluation A/ B/A is not only dialogue it is interface with full awareness of communicative situation and skilled usage of procedural knowledge.

6. Conclusion

- Plethora of publications and variety of shipboard courses including root-cause analyses require from seafarers representation of knowledge at least on hermeneutic level
- Multinationally crewed vessels put forward requirements for developing seafarers communicative skills enabling people to adapt to multicultural environment.
- Appropriate usage of the language is not a one time task like learning a multiplication table. Instead the learners are constantly obliged to adjust, to adapt and revise what they have learnt.
- For best industry practices integrated performance of post graduate assessment and training has a pragmatic focus. Language materials are content centered and selected for procedural knowledge representation
- Academic knowledge assessment and training system should be more flexible and at least hermeneutic level oriented to jointly with post graduate training prepare seafarers for qualified, skilled usage of the English language competence to carry out the task in need.

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Appendix A

Test of Spoken English Report

Name	Seaman's Book Nr.
Rank	Date of Birth

Overall Level of Spoken English

☐ Beginner (25)
☐ Elementary (50)
☐ Lower Intermediate (75)
☐ Intermediate (100)
☐ Upper Intermediate (125)
☐ Advanced (150)

Signed_____
Training Officer

DATE:

Definitions

Beginner:	knows virtually no English and cannot understand spoken or written English.
Elementary:	able to use English for very basic, everyday needs but without sustained fluency and with many errors. Has a limited understanding of spoken English, requires a lot of rephrasing, repetition and simplification of language.
Lower Intermediate:	can communicate satisfactorily about everyday topics with a restricted range of language. Able to understand native speakers of English talking at a measured pace with some rephrasing and repetition. Comprehension is likely to fail under pressure.
Intermediate:	at ease communicating about everyday topics and more abstract concepts Makes some mistakes but is usually able to correct any major errors which prevent him being understood. Able to understand the essence of native speaker English but may misunderstand details.
Upper Intermediate:	confident in using a wide range of language to express himself accurately and fluently in all but the most demanding situations. Makes some minor mistakes but these do not generally prevent him being understood. Experiences occasional problems of comprehension but these can usually be overcome with a little help.
Advanced:	near native-speaker proficiency in all aspects of communication. Has no difficulty with comprehension and can express abstract concepts accurately and fluently. Able to resolve any problems of comprehension effectively.

Appendix B

CANDIDATE REPORT

Candidate's Name	Interviewer			
Rank / Seaman's Book Number	Date of Birth	Place / Venue		Date
Marlins Computer Test Total Score (%)	Listening (%)	Reading (%)	General (%)	Time Taken (mins)

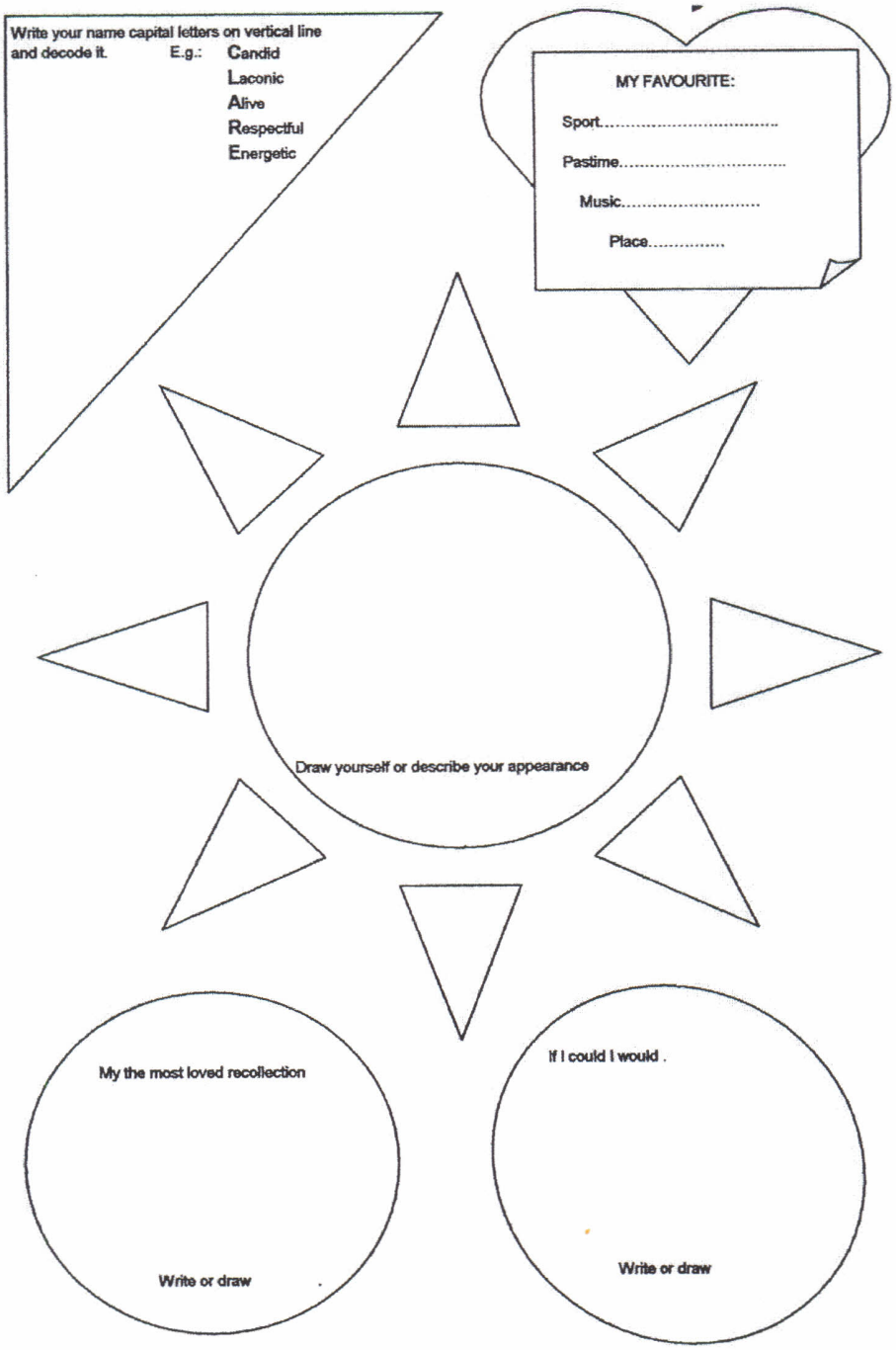
Test Material Used	OPTION 1		OPTION 2		OPTION 3
Spoken Fluency	E	D	C	B	A
Spoken Accuracy	E	D	C	B	A
Listening Comprehension	E	D	C	B	A
Comments					

Overall Level of Candidate's Spoken English		
	Beginner	Intermediate
	Elementary	Upper Intermediate
	Lower Intermediate	Advanced

Appendix C

ICS + ENVIRONMENT = KNOWLEDGE

Appendix D


Write your name capital letters on vertical line and decode it.
E.g.:
Candid
Laconic
Alive
Respectful
Energetic
MY FAVOURITE:
Sport.....
Pastime.....
Music.....
Place.....
Draw yourself or describe your appearance
My the most loved recollection
Write or draw
If I could I would .
Write or draw

Maritime English Resources Database – a year after

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Abstract

A year ago a pilot Maritime English resources database was launched on the internet (www.pfri.hr/~bopri/) and made available for use of IMLA-IMEC Maritime English teachers and MET institutions worldwide. It offers a digitalised list of Maritime English course books, CD ROM and multimedia materials, Maritime English software, internet resources, classical video and audio material. The database also provides views of title pages, contents and sample units of individual materials. This paper now introduces the second stage of the MER Database development.

Following and combined with the 'Survey of Maritime English Teaching Materials' the web-based database has proved to be a reliable source of information especially for would-be teachers of Maritime English, course designers, materials writers, and it provides a survey of recent developments in the materials production by IMEC members. In the meantime IMEC members and other visitors have contributed new titles and samples of ME materials or resources throughout the world. Valuable corrections and amendments have been suggested for the improvement of the existing database. On the basis of the above a number of improvements on the design and additions to the contents of the database are proposed in the paper.

It is hoped that IMEC members will join the project of continuous database upgrading by fitting new titles and providing relevant, fresh information related particularly to the inclusion of auxiliary materials and authentic resources and information on their availability.

1. Introduction

A year has now elapsed since the first appearance on the IMLA-IMEC website (www.IMLA-IMEC.com) of the *Maritime English Resources Databank* (*MER Database*). The link *Maritime English Resources Database (MER)* has been visited not only by numerous teachers of Maritime English but also by other maritime professionals, who have welcomed the database as a useful tool for planning, designing, and conducting various types of Maritime English courses. A number of visitors have also contributed information on their own materials for insertion as new items. They have also suggested corrections of some data, and proposed new fields and categories of information to be added to the database.

The database represents a systematic databank of Maritime English learning and teaching resources and materials. The need for such a database became evident after the requirement for the same was reiterated at a number of IMEC (formerly WOME) gatherings within the activities of IMO IMLA (International Maritime Lecturers Association), cf. Cole, C. and Trenkner, P. (2001). This paper hinges on the presentation and subsequent exchange of

experiences in the course of IMEC 16 held in Manila in 2004, and on the project subsidised by IAMU (International Association of Maritime Universities), the result of which was the book by the author of this paper, *A Survey of Maritime English Teaching Materials – A report on the current state of the art* (Pritchard 2004a) published by IAMU in 2004. The database could also be regarded as an example of how similar projects could be of benefit to the two apparently competing and rival international organisations, notably IMLA (basically oriented on individual membership) and IAMU (encompassing a membership of maritime education and training institutions on the tertiary level).

Over the past thirty-fice years numerous Maritime English teaching materials for various purposes have been created but only a limited number has bee published for international use (e.g. Blakey's *English for Maritime Studies*, 1987; 1985, Seaspeak 1985; Anglosea 1991, etc.). The two most typical types of materials were: (a) ESP textbooks for maritime colleges, academies, and universities) and (b) an unknown number of tailor-made materials accompanying English courses for occupational purposes. There may be many reasons for this situation but some of the following seem to be more plausible (Pritchard 2004b):

- non-existence of standards on Maritime English syllabus
- restrictive national legislations and language policies,
- lack of standards on Maritime English courses
- undefined status of Maritime English within MET institutions
- slow or insufficient adjustment of conventional materials to the developments in FLT, EFL, ESL and modern teaching technologies.

Besides, for a number of reasons, international organisations are reluctant to the idea of setting international standards for Maritime English (IMO SMCP 2001 is just an exception) and even less so on the need for a uniform international Maritime English teaching material, whether it is a textbook, multi-media material, or software. However, this has not prevented authors (Maritime English teachers) and institutions/organisations (e.g. ISF, EU Mareng Project, commercial organisations such as Marlins, Seamanship, Seagull, MarineSoft, etc.) from designing and offering Maritime English materials throughout the maritime world. We therefore look forward to the presentation of some of these new materials at IME 17.

Another reason may be the dilemma as to the ratio between ESP or EOP and EGP in Maritime English. The ratio depends on the history of teaching English or degree of proximity or remoteness of a country/nation from English-speaking countries or culture and civilisation. Some nations tend to require their future seafarers (ship officers) to be taught maritime terminology only and some extracts from SMCP (e.g. most west-European countries which have had a long history of close ties with Britain), whereas some other countries are forced to assign Maritime English incomparably more time and hours that others (e.g. countries and cultures less related to or typologically and linguistically linked with English). Thus each country has its own policy as to the needs analysis and respective requirements for Maritime English. This has a detrimental effect on producing Maritime English teaching materials.

Furthermore, unavailability of materials, their cost, etc. has caused the maritime colleges and academies in various countries to rely too much, and for too long, on outdated, obsolete materials. However, the internet, and modern teaching technology have erased the borders and today information on almost any Maritime English material could be found very quickly and easily, copies could be obtained against credit card payment via internet, and even large amounts of material could be obtained free or downloaded freely. On the issues on the selection of appropriate materials, the criteria being very similar to EGP, see Cunningworth (2003) and his seminal book '*Choosing your Coursebook*'. More information concerning the

evaluation of Maritime English materials could be obtained on IMEC website, articles, see also Pritchard 2003 and 2004.

One of the primary aims of the *Maritime English Resources Database* is to make Maritime English resources and materials available for evaluation and possible selection to suit the teacher's and student's purposes. The internet is the best possible medium for displaying lists of resources and materials and for offering large samples of the materials for examination, trial and adaptation to the Maritime English teacher or MET course designer. To be efficient it must be open for updates on existing items in the databank, for information on availability and conditions for purchase. The last is something that the new version will have to cater for. It should also be open for insertion, by the very users/visitors of the website, of newly published materials which have not yet been inserted in the list/databank.

In ESP and ELT literature there is no unanimity about using the basic terms concerning resources and materials. Therefore the two terms 'materials' and 'resources' are often used interchangeably but for the purpose of this paper the term 'materials' denotes the teaching materials 'proper' designed deliberately for a course or for teaching purposes and serving as means of 'packaging' content into sets of learning texts and tasks. 'Resources' will be used as a superordinate 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 wider sense of the term 'materials' therefore includes anything used to teach language learners, i.e. 'anything which presents or informs about the language being learned', and anything used by 'teachers or learners to facilitate the learning of a language' (Tomlinson 1998). These include textbooks, workbooks, cassettes, CD-ROMs, videos, photocopied handouts, a newspaper, live talks, recordings and transcripts of conversations (e.g. VTS, coast station, port control or RCC recordings), instructions given by a teacher, tasks written on cards, etc.. The materials in the narrow sense include Maritime English textbooks in their own right. They can sometimes take up the form of finalised versions of materials for classroom use may be adapted or simplified versions of authentic texts and may take various multi-medial forms, used as core or supplementary materials. One of the best procedure, however, is to have the students develop their own materials, i.e. the 'self-access materials' designed for the learners and to use them without access to a teacher or classroom. In this case the role of the teacher as facilitator is extremely important, e.g. in helping students to look for suitable materials on their own and for their specific language learning purpose.

We cannot therefore complain, as was often done in the past, about poor supply or unavailability of Maritime English resources and materials. Instead, one should rather speak about making the existing, often anonymous but valuable materials more public and devise methods of sharing them among Maritime English teachers. This is the purpose of the MER database. The MER database intends to help uncover this wealth of resources and materials produced every year 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" (Pritchard 2004a).

2. Maritime English resources – an attempt at a classification

There is a number of criteria along which Maritime English resources or materials can be classified. The most usual type is the textbook / coursebook as opposed to supporting or supplementary materials. They may be written or aural or combined (multimedia). They may focus on developing general or communicative language skills or may be designed for acquiring competence (competence-based materials). They may develop spoken Maritime English or written or both. The paper-based materials will never disappear but are partly giving way to electronic / CD & software / internet-based materials, which are independent or complementary to paper-based materials.

Furthermore, as far as contents are concerned, materials may be:

- (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.)

One must also not forget the officially recognized textbooks (recommended or for mandatory use nationwide), as opposed to commercially published or in-house materials. Resources and materials also include grammar-oriented vs content-based materials, General Maritime English vs vocational training materials in the maritime sector; dictionaries, glossaries, etc.

Finally, 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).

These will be added subsequently as a sub-database. Of course, the best material is the one that best suits the teacher's or students' purpose, or the one that meets the requirement of a course (ESP or EOP). A combination of the various types, subjected to the needs analysis made by the teacher, is likely to yield the best results.

Currently the MER database only includes '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'. The latter will be the subject-matter of the PROFS[1] project currently under course. They are to provide the resources for the horizontal and vertical maritime background knowledge to be expected of a Maritime English instructor and the ways to acquire such.

[1] *The Professional Profile of a Maritime English Instructor* (PROFS) is an IAMU/WGIII project run by C. Cole, P. Trenkner and B. Pritchard.

Basically, the databank includes four types of maritime English resources: comprehensive, register/genre-specific, visual / aural, and electronic, CALL. Most materials are a combination of at least two sub-classes above. Peter van Kluijven's IMLP is an example: is represents a modern paper-based course book, accompanied by a multi-medial course, accompanied by a CR-ROM containing numerous practical exercises in spoken Maritime English, SMCP included. This course book is also comprehensive (encompassing general Maritime English topics), register-based (texts and units in navigation, marine engineering, marine communications, and ship's business). Finally, the course book is competence-based serving the implementation of the requirements of IMO STCW Convention 1995. Of course, there is an endless list of Maritime English materials which have not been mentioned here and the reader is challenged to visit the website and find for her/himself.

Combined teaching material, i.e. the paper-based textbook plus multi-media support material is the typical Maritime English resource of today, whereas in the near future already a great deal of the materials will use the internet as their prevailing medium. For the purpose of illustration only a limited number of internet resources (websites) are listed here while for more information readers are referred to the MER database:

- MET institutions websites (maritime universities, colleges, academies, maritime training centres)
- websites of international organisations in the maritime sector (IMO etc.)
- commercial software developers (*Marlins, Videotel, Seagull, 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.)

The database also directs the visitor to an enriched number of useful websites, of which some are shown here:

- *www.IMLA-IMEC.com* (International Maritime English Conference, an IMLA website for Maritime English –
- *www.wmu.se* - World Maritime University, Malmö, Sweden,
- 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 (www.maricom.de; Kapitän Günter Schmidt)

The database contains fields with the attributes which are based on the evaluation study of Maritime English materials (Pritchard 2004). They are also based on the proposals and suggestions made by other experienced Maritime English teachers. 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)

The number of attributes can be enlarged and upgraded as well as the number of sub-attribute within them. They have been modified and upgraded over the one year history of the databank but are, of course, liable to further alterations and amendments upon suggestion of the website visitors – principally Maritime English teachers.

Furthermore, 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 or modifications, cf. a sample:

Type	Book
ID	38
Title	Marine Signals and Radiotelephony
Authors	Yongxing J;
Publ Year	2003
Notes	Tape
City	
Publisher	China Communications Press
Category	Maritime communications
ISDN	7-114-04758-4
Media type	Paper-based
URL	
Cover	Yongxing cover1.pdf
Contents	Yongxing contents.pdf
Sample	typical180-190+212.pdf

3. MER Database – new items, categories, information

The first version of the Maritime English database was restricted to 'materials' only. On the basis of the visitors' comments and contributions, in the course of its one year existence the following amendments, additions, modifications, corrections, etc. have been introduced:

- about thirty insertions account for new Maritime English resources and materials, or those which have existed for a number of years but had not been included in the MER Database
- some authors have furnished new data on their own materials or new issues of previous works
- numerous corrections have been entered concerning printing errors, year of publication, data on publishers
- some more materials have been scanned and made available for viewing in Acrobat format, etc.

The alterations and modifications are also the result of the author's personal contact with some authors and particularly after visits to a number of MET institutions and their rich libraries. Thus, the total number of individual materials/resources, shown in the database as records is 117, as compared to some seventy records last year.

Furthermore, major modifications have been made in order to upgrade the search possibilities within the database. These refer to the increase of categories describing the purpose of the resources (currently 15 items, see below), types of resources according to medium, etc. The following are a few illustrations of some of those modifications:

category (*)	categoryid (*)			
Marine engineering	ME	View	Edit	Delete

Not categorised	NU	View	Edit	Delete
Maritime communications	MC	View	Edit	Delete
Maritime Law and Shipping	ML	View	Edit	Delete
Comprehensive ME textbooks	G	View	Edit	Delete
Nautical	0	View	Edit	Delete
Grammar resources	GR	View	Edit	Delete
Maritime English Conference papers & research	PR	View	Edit	Delete
Maritime dictionaries, glossaries, etc.	MD	View	Edit	Delete
Authentic materials - Marine engineering	AE	View	Edit	Delete
Authentic materials - Nautical/Deck	AN	View	Edit	Delete
Authentic materials - Communcations	AC	View	Edit	Delete
Authentic materials - Shipping	AS	View	Edit	Delete
Authentic materials - Maritime Law	AL	View	Edit	Delete

For comparison purposes, here is the categorisation of the materials in the pilot versions of 2004: general and nautical textbooks:

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

As can be gathered form the list the number of categories has been upgraded substantially (from four to fifteen different categories).

The MER database offers the following classification of the resources and materials according to the type of medium:

Media type (*)	mediat (*)			
	N	View	Edit	Delete
Software	S	View	Edit	Delete
Paper-based + video	M	View	Edit	Delete
CD-ROM	C	View	Edit	Delete
Paper-based + audio	A	View	Edit	Delete
Paper-based + CD ROM	P	View	Edit	Delete
Paper-based	B	View	Edit	Delete
www	W	View	Edit	Delete
IMEC teachers' links	WL	View	Edit	Delete

Another classification can be viewed according to the opposition: conventional (e.g. book-form) and a number of modern technology oriented resources:

Type (*)	type id (*)			
Book	B	View	Edit	Delete
Computer Material	C	View	Edit	Delete
Electronic material	E	View	Edit	Delete
Audio -material	A	View	Edit	Delete

The 2005 version of MER database now offers multi-search criteria and their according to multiple interaction. For example below shows a sample list of MER items classified and ordered according to criteria of the year of publication (from the most recent ones towards the earlier years of publication) giving the list of all resources, their titles, authors, category of resource, medium, type, and a columns on the possibility of viewing a sample unit or page of the material (for shortage of space here other fields have been deleted):

MARITIME ENGLISH DATABANK

TABLE: resources

G M D S S und Telekommunikation an Bord	***Schmidt, Günter, Capt.; Institut für Schiffsbetrieb, Seeverkehr und Simulation (ISSUS), der Hochschule für Angewandte Wissenschaften Hamburg; E-Mail:***	2005 (last update)	Maritime communications	Software	http:// www. maricom.de	Computer Material

	hamburg.de					
Maritime English - Pilot on the Bridge; CBT#40		2005	Nautical	CD-ROM		Electron material
Marlins Study Pack 1, Progress Test		2004	Language Tests	CD-ROM	www. marlins.co.uk; www.seagull.no	Compute Material
A Survey of Maritime English Teaching Materials, A report of the current state of the art	***Pritchard, B.***	2004	Papers & Research	Paper-based		Book
Marine Engineering English resources	***Brian Beattie***	2004	Authentic materials - Marine engineering	www	http://www. marinediesels. co.uk	Compute Material
English for Marine Engineering Students	***Cengiz Demir & Behcet Ilhan***	2004	Marine engineering	Paper-based		
Ship's Correspondence	***Katarzynska, Barbara***	2004	Maritime Law and Shipping	Paper-based		Book
Original VHF Messages for Teaching Standard Marine Communication Phrases	***Plucinska, Elzbieta***	2004	Nautical	Paper-based + CD ROM		Compute Material

In the case above the sample only shows nautical resources, which are the most widely represented in the databank.

The same list can be searched and classified according to the categories of MER:

English for Deck Officers	***Deleva D;***	2000	Nautical		Book
Maritime English - Pilot on the Bridge; CBT#40		2005	Nautical	CD-ROM	Electronic material
Nautical Publications in Practical Navigation	***Plucinska, Elzbieta & Hanna Swiatkiewicz***	1994	Nautical	Paper-based	Book
Nautical English I	***Uribe-Echevarria, J R. Sanchez***	1997	Nautical		Book
Nautical English II	***Uribe-Echevarria, J R. Sanchez***	1997	Nautical		Book
Nautical English III	***Uribe-Echevarria, J R. Sanchez***	1997	Nautical		Book
Nautical English IV	***Uribe-Echevarria, J R. Sanchez***	1997	Nautical		Book
Nautical English	***Wu D;***	1994	Nautical		Book
Original VHF Messages for Teaching Standard Marine Communication Phrases	***Plucinska, Elzbieta***	2004	Nautical	Paper-based + CD ROM	Computer Material
Nautical Publications in Practical Navigation	***Plucinska, Elzbieta; Swatkiewicz, Hanna***	1994	Nautical	Paper-based	Book

The last sample shows the list of recent marine engineering MER resources (note that for lack of space some columns/fields have been deleted):

Marine Engineering English resources	***Brian Beattie***	2004	Authentic materials - Marine engineering		www	http://www.marinediesels.co.uk	Computer Material
English for Marine Engineering Students	***Cengiz Demir & Behcet Ilhan***	2004	Marine engineering		Paper-based		
English across Marine	***Buczkowska, Wieslawa***	2003	Marine engineering	ISBN 83-	Paper-based		

Engineering				919488-0-3			
English Textbook for Marine Engineers I	***Spinčić A;***	2002	Marine engineering				Book
English Textbook for Marine Engineers	***Spinčić, A.; Pritchard, B.***	1999	Marine engineering				Book
English in Marine Engineering Communication	***Spinčić, A., Luzer J.***	1999	Marine engineering		Paper-based		Book
English for Maritime Engineers	***Fabe D;***	1997	Marine engineering		BO		Book
Technical English I for Marine Engineers	***Uribe, Echevarria***	1997	Marine engineering				Book
PracticalEnglish for Marine Engineers	***Zhang S;***	1993	Marine engineering	7-5323-3234-9/H.12			Book
ANGLOSEA Module 3, Ship Repair, La Spezia	***Kelly, James et al.***		Nautical		CD-ROM		Computer Material

In the second stage of development the database will be upgraded with data on other resources, mainly those retrievable from the internet, but will also include more items and information on:

- maritime dictionaries (monolingual and bi/multi-lingual)
- glossaries
- papers of the proceedings of Maritime English conferences and workshops
- work packages of Maritime English projects and
- more resources (supplementary materials) from other websites (maritime organisations, commercial producers of teaching software and multimedia materials
- websites by expert mariners
- other resources.

In order to meet the needs and expectations of Maritime English teachers and MET institutions worldwide, the database will also have to offer such information as:

- availability (whether material is available or not, out of print, etc.)
- status (up-dated, out-dated, obsolete)
- distributors, suppliers (international, national)
- prices, method of payment and delivery terms

Finally, the users, principally Maritime English teachers will have the opportunity to:

- evaluate the materials on line

- hold and develop chat-box exchanging experience on the use of materials and sharing ideas of upgrading the resources or their parts, with supplying their own upgrades on a particular material.

Work is now under way, by the author and the designer of the database, to make it possible for visitors to enter the database themselves and to supply their amendments and suggestions on-line, by simply typing in or copying/pasting or inserting information, files, etc. This means an authorised access by individuals, with a final review also made by IMEC Steering Group.

4. Conclusion

The database has been accepted by Maritime English teachers throughout the world as useful source of information on the existence and availability resources for teaching Maritime English. In order to be fully useful it needs upgrading, the process of which has already started. Any upgrading of the database will depend on the willingness and readiness of Maritime English teachers and their institutions to provide further information and to take active part in upgrading the database. Therefore, readers and visitors are welcome to offer their criticism as well as suggestions as to possible improvements, changes, corrections, and modifications of any kind. It is expected that the authors of Maritime English materials (textbooks, multimeda materials, software etc.) all over the world, either individually or on the occasions of such professional gatherings as IMLA-IMEC, will supply information on their materials or the materials they are using in their teaching as well as on the materials to be found in the libraries of their respective MET institutions. The database software is being revised and modified in order to facilitate a user-friendly insertion of information and materials from possible contributors, via internet.

The databank has been designed with IMLA-IMEC in mind in the first place but is of course open to every visitor willing to make a contribution. Under the guidance of the author the MER database is maintained by the Foreign Languages Department of the Faculty of Maritime Studies, University of Rijeka, Croatia. The author is indebted for assistance and suggestions by the computer programme designer, Dr. Dragan Čišić, communications expert, Faculty of Maritime Studies, University of Rijeka.

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).

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Manual.

A Discourse on Teaching and Learning of Maritime English in the Context of different Linguistic and Cultural Backgrounds

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Abstract

The ethnic and linguistic make-up of international seafarers has undergone some profound changes over the past half century or so.

It is a fact that the learning of English as a second language comes easier to some than to others. There is clearly the factor of personal language learning aptitude, but other aspects play a role also. If the linguistic background of a person lies in the Teutonic language branch then he or she will generally have little difficulty in grasping English relatively fast. More challenging is the learning of the tongue for someone from one of the other five branches of the Indo-European languages such as Indian, Persic, Celtic, Graeco-Latin or Slavonic. Harder still is the acquisition of English for persons whose mother tongue belongs to the families of Altaic, Sino-Tibetan or Afro-Asiatic languages.

Where the usage of a codified language- as in the "Standard Maritime Communication Phrases (SMCP)"- is concerned such fundamental differences may seem of little consequence as phrases are short and simple in terms of language structure. However, even here pronunciation remains a serious problem with some speakers from a NESB. More importantly, miscommunication can occur due to the fact that language is not just a code. Communication is embedded within culture and therefore culturally orientated.

This paper is trying to shed some light on the difficulties and problems some learners of English are confronted with and to what degree seafarers of different ranks should be competent in the four linguistic macro skills

Key words

Maritime Communication, Language learning against cultural background, Ownership of a language, English for special purposes, Coded Language

Introduction

Let me share with you briefly how my interest in maritime English developed. I have spent 25 years at sea and worked with seafarers from many cultural backgrounds. During this time I found that the interaction between seafarers from differing nations and ethnic origins can create situations which may be marked by professionalism or marred by ineptness. If the latter is the case communication becames vitally important.

10 years ago I became a lecturer at the Australian Maritime College and am now largely involved in navigational teaching. The student population at the College is multiethnic and while there are generally no language problems because students must have an IELTS level of 6 to be allowed to study with us there are many occasions to talk about communication onboard international trading ships with these seafarers.

During my studies in education I had a mentor from Vietnam. Dr Thao Le is a linguist and teaches in the area of TESOL and it seemed almost natural to delve deeper into maritime English.

Fairly recently I started to collect questionnaires from seafarers. I have not yet fully analysed the results of the questionnaires which I put to the seafarers of more than 15 countries but the results had some interesting implications.

In this survey of just over 100 seafarers (with the largest groups coming from China, Australia and Germany), it transpired that non native English speakers from a teutonic language background (nationalities here were German, Dutch, Scandinavian and Swiss German), had the he least problems with the acquisition of English as a medium of communication. This is easily understood if one compares the vocabulary, syntax, grammar and the phonetic elements of these languages with those of the closely related English and looks at the closely interwoven historical relationships which existed in the north-European society. In addition to the linguistic similarities there exists, despite sometimes catastrophic political enmities in the past, a semblance of culture, religion and philosophy. Even without compulsory English classes at school speakers of the above mentioned nationalities would have an advantage. As expected there were few who claimed that a great deal of effort on their part had been spent on the learning of maritime English.

The result was, of course, no surprise. The former group, stemming from a Sino Tibetan, or more precisely the sinitic language background, do not only have to contend with a completely alien vocabulary but also with sentence structures and grammar that is vastly

different from their own tongue. In addition to this there is the phonological aspect that makes it far more difficult for a Chinese person to find the right pronunciation. The problem is reciprocal, I am sure. What, I would like to ask my Chinese colleagues here, do you think of this effort: Wo shiang wo chungwen chan hau (I think I speak Chinese very well).

This sentiment was also expressed by the handful of Arabian students who took part in the survey. These seafarers with Afro - Asiatic, in particular semitic language roots, without exception declared that the learning of maritime English had been hard for them.

A number of students hailed the Indian subcontinent. Here the seafarers were split into 2 groups: those who had learned English as a first language and those who had initially learned an Indian language as children. In the latter category the feeling was mixed. Some felt that they had had to work hard to acquire the lingo while others did not. However, given the fact that India was an English colony, is a member of the British Commonwealth and that English is the lingua franca of the intelligentsia this diversity of opinion is probably understandable.

One of the relatively clear results of the survey was that English was almost without exception recognised as the lingua franca of the sea. When asked if anyone could suggest a possible and practical alternative the only suggestion which came up was Spanish (1 person).

However, where misunderstandings occur, obvious and basic elements of language like vocabulary, pronunciation or grammar are often wrongly blamed as the cause of miscommunication. In many instances reasons are less tangible and have their roots in the culture of the speakers.

An at first glance puzzling trend showed where the usage of the SMCP was concerned. I would like to go back to previous attempts to create a common language among seafarers. The phonetic alphabet was based on words in the English language. The usage of the language was promoted strongly by Britain, the USA and other native English speaking countries at a time when deck officers in the international merchant fleet were predominantly native English speakers and was by and large universally accepted and recognised as the lingua franca at sea by the middle of the 19th century. The Standard Marine Navigational Vocabulary, introduced by the IMCO in 1977, was the first serious effort to standardise phrases and terminology internationally. But its use never became ubiquitous. In 1984 Seaspeak was born. Again a project financially supported by the British Government, it was another attempt to formalise and simplify communications at sea. It's success was questionable at best. Few mariners used Seaspeak and it is now largely forgotten To quote from the publication 'Marine Navigation and piloting' "'Seaspeak', a special purpose, stylised vocabulary based on English, is available but is neither mandatory nor in universal use." (Marine Navigation and Piloting,1994,p.48).

I wanted to know how the publication which replaced the SMNV, the Standard Marine Communication Phrases (SMCP) was seen in the international seafaring community. One

would reasonably assume that seafarers from a native English speaking background would be the ones who, being most proficient in the language, make the most use of it. This was in fact not the case. The question "How often was the SMCP used at sea?" was answered with "Always" or "often" by non native English speaking seafarers far more frequently than by native English speakers whose answer to the question ranged from "sometime" to the remark "I've never heard of that publication".

Why is this?

One answer may lie in what I would call proprietary condescension, a feeling of owning the language and a resultant attitude of "look mate, its my language, I know how to speak it, I don't need to lower myself to using some mutilated form of my own mother tongue." One does indeed come across the wide spread assumption by native English speakers that in an in English conducted dialogue they have to be clearly understood by their conversational partners who come from a different linguistic background. After all, is it not their 'own' language they are speaking in?

There is also quite often a certain linguistic arrogance (the language researcher David Crystal speaks of linguistic complacency) to be found where native language speakers and non native language speakers meet. " The stereotype of an English tourist repeatedly asking a foreign waiter for tea in a loud 'read my lips' voice is too near the reality to be comfortable" (Crystal, 1997, p.15). The maritime equivalent to this is a situation in which a frustrated native English speaking officer tries to give wheel orders to a non native English speaking helmsman in ever increasing voice volume in the vain hope that a boost in decibels is going to make the meaning of his words clearer.

Is there such a thing as ownership of a language? "English is now so widely established that it can no longer be thought of as owned by any single nation."(Crystal, 1997, p.21). The language has spread to every continent outside Europe either as a first language (North America and Australia) or as another official language (as in some Asian and African countries), in which case many residents are multilingual. In addition to this, English is the most frequently taught second language in the world. The emergence of many novel dialects and accents as well as the acceptance and incorporation of local vocabulary, grammar and syntax has caused English to be more colourful than perhaps any other language in history: The language has been adopted and adapted by so many countries that one can not really apportion ownership of it to the British Isles anymore.

How do most seafarers from a non English speaking background learn the English language? The answers here ranged understandably from "at school", to "on the job" or "at home". Most of us who have learned a second language will remember learning words in the contextual sense. If you had never heard of a "bushmuk" but was told by me that I almost always carry my favourite bushmuk around with me because my father gave it to me when I turned 12 years of age, that I used it mostly for my own notes but not to mark student exams because I prefer a red bushmuk to do that job and that my bushmuk was using blue ink, then you would from the context glean that a bushmuk was also known as a pen.

In the seafaring industry such learning should be treated with some caution. Having myself been involved over a wide spectrum of ships and worked with a colourful mix of people over the years at sea one tends to take on board some terms which are not fitting for everyone's ears.

However, to stick with nautical terminology proper, it should not take an apprentice on board long to learn what a spurling pipe is, even before he was shown. He would be told that the anchor cable would have to be hosed down and washed by him with a water jet as the anchor was being hauled up. This was done every time the anchor was raised so that no mud accumulated in the anchor locker over time. The procedure would take place after the anchor came up through the hawse pipe but before it entered into the spurling pipe and into the anchor locker.

David Crystal has examined the role of English as a global language in some detail and asks another interesting question: "Will those who speak the common language as a mother tongue automatically be in a position of power compared with those who have to learn it as an official or foreign language?"(Crystal, 1997, p.14)

The capacity to speak an agreed upon lingua franca flawlessly would seem to put a native speaker of that language in a superior position compared to others whose command of the lingo is less thorough. Not only will such a person be able to comprehend and interpret printed material in that language faster and more accurately, he or she will also have the real and psychological advantage of having expressed him or herself as was intended. The spoken or written word, when skillfully used, is convincing and influential, even to the point where this word can be misleading and deceptive. We do not have to look far back in history or indeed today for orators and demagogues to recognise that eloquence and erudition mean power.

To what extend then should a seafarer be proficient in the chosen language of the sea? In the American publication "Minding the Helm" it is pointed out that the problem of communication is particularly relevant when it comes to pilotage. Often the master of a foreign flag vessel can not contribute to passage planning or safe navigation due to difficulty in communicating with the pilot because of the lack of a common language. This situation is quite different to the conditions in past years when, as many marine pilots remember, someone on the bridge was usually well versed in English. Today pilots report much greater difficulty in communicating with bridge personnel because of language problems. While the evidence is there to show that marine pilots are capable of conning a ship safely, using commands that traditionally consist of English language words, there is often considerable effort required to avoid misunderstanding and circumlocution is frequently used. Difficulties generally develop when it becomes necessary to communicate in greater detail than basic conning commands. In such circumstances the limited and variable English vocabulary among some masters and mates is often exceeded.

Even though some basic tools for communication have been put into place, it can be said in all objectivity that to date none of the efforts made to standardise communication was particularly successful.

One can speculate as to why this is so. A possible answer was given by Kurt Opitz (Opitz, 1987) at an international workshop on maritime English. He points out that by availing ourselves of a stylised form of speech we are ceasing to use social language for communication but are rather employing a code. And what is generally accepted as 'maritime English' has, in his view, become essentially a code. Such a vehicle is not adequate for communication among and with officers who adopt multiple roles as navigators-engineers-entrepreneurs-administrators between, and in, non-standardised ports and on non- standardised terms of action. For these people "no totally effective voice code can be devised to answer all their needs." He goes on to say that

> Not all communication can be carried out in code, either that of the standard vocabulary, Seaspeak, or any other that might yet be developed. The difference between a natural language and a code is that, from the point of view of conventionality, the latter is a foreign language to any speaker - that there are no native speakers of a code. (Opitz, 1987,p.5).

The author explains that language and code are somewhat at cross purposes, in that the former is concerned with composing messages in an unlimited number of random and undefined situations while the latter tries to control the transferrence of standardised information.

> Learning a language thus involves learning the rules for composing and deciphering speech, while code learning is concerned with recognising types of meaningful situations and matching them with fixed code equivalents.(Opitz,p.6)

Opitz therefore concludes that code learning and language learning are quite contrary in concept and that they proceed from different assumptions and even move in different directions.

So to what degree of proficiency do we need to train seafarers in the English Language?

The "Marcom Report", a research project undertaken for the European Commission, recognised this in observing that "current standards for maritime communication are considered by most maritime educators to be too vague as currently defined by the International Maritime Organisation" (The Marcom Project, 1999,p.3).

There was found to be a wide spectrum of views gathered from people involved in maritime education as to what the level of English language ability should be. Opinions ranged from "In an emergency situation a second language will be forgotten and sign language is all that is needed" through "Only the master and radio officer need to talk English to talk to the pilot and communicate with shore" to "All crew members in

multilingual/multicultural crew environments need to know English to be able to communicate in an emergency situation and have a trusting on-board environment" (The Marcom Report,1999, p.6).

Conclusion

It is my belief that the competence should be commensurate to the task they have to measure up to where verbal and written communication in English is required. A helmsman or lookout, an ordinary seaman or an AB or an engine room rating could get by with a relatively basic level as many of their duties concern routine menial task and little conceptual interchange is necessary. In addition to this he will be expected to use English only on an intra-ship basis. At junior deck watchkeeper level, however, an officer will have to deal with radio communication on a ship to ship and ship to shore basis. In addition, while acting as cargo officer, there will be verbal interchange with stevedores and supervisors. While here a thorough understanding of the SMCP is important, there will be occasions when more than just basic phrases are required. My feeling here would be that at such a stage an equivalent of 4 to 5 on the IELTS scale is required.

Where senior deck officers are concerned a more thorough command of the English language is necessary. On this plane of conversational linguistic dexterity is in fact desirable to be able to act in the best interest of the ship and its owners and that, after all, is the main responsibility of a senior officer. Dialogue with harbour authorities, customs, shipping agents and representatives of the legal profession in foreign ports are an integral part of the shipmaster's life. To fulfil this function in an efficient, sensible and sensitive way a fluent speaker of English will have an advantage over someone who is struggling to make himself understood and in my view an IELTS level of 6 or 7 would be needed.

When does English become Maritime English? There are clearly terms and phrases used on ships which are peculiar to the maritime environment. There are a number of publications which list nautical terms. I am not aware of any one book which has been singled out as being authoritative in this field. It might be an idea to compile such a dictionary of nautical terminology as it is relevant to today's standard and state of technology, possibly as an addition to the SMCP.

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Curriculum Vitae Ulf Georg Schriever

I was born in Hamburg, Germany on 16. April 1950. In 1970 I matriculated at the Wilhelm Gymnasium. After spending 2 days at the Hamburg University I decided that I would rather go to sea than study and signed on as a galley boy on a deep sea trawler fishing around Iceland.
This was the first of many ships over the next 25 years. In 1971 I arrived in Australia and decided to stay in that country. I acquired my first command certificate in 1974 and sailed for a few years as master on trawlers and then small coastal traders in northern Australia. I became an Australian citizen in 1975 and was married in 1987. In 1987 we moved to Tasmania and I studied at the Australian Maritime College. I was issued a second mate's certificate in 1988. The next three years were spent as deck officer on a Ro-Ro vessel on the Australian coast and on a container ship on the Australia – Japan - Korea run. In 1991 I obtained my Master Class 1 certificate and worked as relieving master on a number of vessels for a while before sailing for 18 months as chief officer in the offshore industry in the Australia, Indonesia and Singapore area. The last 18 months of my seagoing career were then spent in command.
In January 1996 I decided to come ashore for family reasons. We have 2 boys and as I was offered a job at the Australian Maritime College teaching looked attractive to me. Apart from teaching navigation I also acted as relieving master on the College's 68 m training ship "Wyuna" until she was decommissioned in 2003.
In 2001 I acquired a Master Degree in Education and am presently enrolled in the studies for a PhD in Education.
I am now divorced and live in Launceston.

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Presentation	**International Maritime English Conference : IMEC 17**
Location	**Merchant Marine Academy , Marseille, France.**
Date	**4 - 7 October 2005**
Topic	**The IMO Convention 'Standards of Certification, Training & Watchkeeping : STCW 95 -- are "minimum Standards" sufficient ?**
Presenter	**Valerie A Short MA Director AustralAsian Maritime Education Services Ltd**

The IMO Convention 'Standards of Certification, Training & Watchkeeping : STCW 95 - - are "minimum Standards" sufficient ?

Reference STCW 95 Code : Table A-111/1 & 11
- requirements : English language for Watchkeepers

Preamble

For some years now there have been grumblings regarding the manner in which MET instructors are expected to train their trainees, when interpreting the standards given in the STCW 95 Code, to ensure competency in subject areas sufficient to pass examinations and achieve Certification.

In 1991, four years before the advent of STCW 95, when taking up the challenge of teaching English to trainee seafarers, I found it necessary to confer in some depth with the Instructors at the Australian Maritime College regarding the levels of English required of the trainees from non-English speaking countries, including how to assess both entry and exit levels.

From the advice received and with 12 years experience teaching technicians and engineers in Singapore, holding a Master's degree in teaching English, and having been trained as an IELTS Examiner, it wasn't too difficult to prepare appropriate materials and assessment tools. One of the most important aspects for me was to ensure trainees in my classroom were immersed within a communicative, trainee centred learning environment, with emphasis on effective oral and aural communication training within their 'maritime' experience.

After being drawn into the sphere of teacher training at maritime training centres around the Asia Pacific region, I soon realised that although many hundreds of seafarers were graduating from these shore-based training centres, and being employed at sea, reports were consistent that many were still not communicating competently in English on board their vessels.

Having observed the English teaching and listened to the teachers' problems such as very large classes, out-dated and irrelevant materials and realising the lack of awareness of STCW 95, it was hardly surprising to me that the graduate seafarers within a multi-national crew, were unable to understand or respond to instructions by senior officers, both on the bridge and in the engineroom.

It also became apparent that some of those responsible for the placement of entire crews on vessels of all types, could not be using effective English assessment methods to ensure the seafarers could communicate proficiently in English.

Now ten years after IMO's STCW 95 was introduced, some of the above shortcomings have improved in METs around the Asia Pacific region, but not in all, and English assessment within the ship manning sector still needs to be addressed. Indeed, this entire sector has come under close scrutiny as reported in the Final Report of the International Commission on Shipping, July 05 that the operations of manning agents are "in great need of reform and regulation" - in many areas, which includes that of ensuring those to be employed can be understood and are competent in English.

So why is it that the standards of training contained in STCW 95 which it is expected will be met internationally in METs approved by their own maritime administrations, would appear to be lacking credibility?

The earlier 'grumblings' have now reached very loud and strong rumblings; indeed, an excellent Paper presented in April by the Director of the New Zealand Maritime School, Captain Tim Wilson, at the AMETIAP in India Conference 2005 on Maritime Education & Training, "What is wrong? What to do?, analysed the shortcomings of the STCW 95 Code stating:

> 'By most objective measures, STCW 95 must be regarded to date as a failure. There does not appear to have been any overall improvement in competence and no one in the industry could genuinely believe that all officers obtaining a supposedly compliant STCW 95 Certificate of Competence are in fact, competent. The problems are both with the standards themselves and the implementation of the convention'. Some of the problem is with the requirements themselves...being inconsistent in their detail and, in most places, so vague that they can be taken to mean anything".

Captain Wilson continued: 'Much of the current training done around the world, whether at sea or ashore, already fails to deliver genuinely competent seafarers who can consistently perform at best industry practice standards'.

Others have voiced similar concerns, for example :

'a serving shipmaster, Capt. John Sapsford, writing in the July 05 issue of 'Seaways', the magazine of the Nautical Institute, states : "watchkeeping officers have no knowledge of the Collision regulations", and "..standards are becoming diluted"...and he proceeds to explain further.

An academic, Prof.Mike Barnett of Warsash Maritime Centre, also writing in the July 05 issue of Seaways states : 'The competence assessment criteria detailed within the (STCW 95) Code are not based on specific overt behaviours, but rather on generalised statements of performance outputs; as such they are highly subjective and open to interpretation...both the standards and their assessment criteria are inevitably immature in comparison with the understanding of non-technical skills, and their assessment, within an industry, such as aviation'.

A Master Mariner, turned human element researcher - Margaret Lutzhoft of Sweden, writing in the June 05 issue of Seaways states : 'Lack of attention to the human system interface and training in its use, is the root cause of many accidents - mariners need to know how to work the system, not just how the system works'.

That phrase "..human system interface.." while usually applied to the human /technology interface, also applies to the human/on board operations system interface and can be analysed to mean the communication taking place during routine daily operations on board any vessel at sea and where this 'human interaction' breaks down - especially within a multi-national crew, is where misunderstandings and mistakes can occur leading to the crew or the ship being placed in unsafe situations.

Of course, the foregoing statements refer to the standards of training etc., for the entire STCW 95 Code, however, we can ask ourselves, to what extent the criteria provided for watchkeepers to attain competence in English language is also unhelpful, lacking detailed content which teachers can readily include in a common English language syllabus, within the sphere of a specialist industry ?

The problems experienced generally in MET training, especially in the Asia Pacific region, have come under the spotlight this year through a series of AMETIAP organised seminars in Shanghai, Mumbai and Manila.

A common theme which emerged was that STCW 95 has not achieved universal training standards, there is too much non-compliance - some wilful - too much room for interpretation and competence is not validly assessed.

Well attended, the seminar participants generated enthusiatic discussion and provided findings about what needs to be done to overcome problem areas. The AMETIAP Secretariat is also conducting a survey of Members asking 'What is wrong? What to do?' (about MET training).

The debate continues and an AMETIAP delegation is to visit IMO for a meeting with the Secretary General on Friday 7 October, which will include this discussion on the inconsistencies of the STCW 95 Code. So, those with the experience, knowledge and access to the regulating authorities are carrying out the necessary research in the hope of gradually addressing some of the problems.

Standards of Maritime English specified in STCW95 /Table A-111/1 & 11

In our own sphere of maritime training, we really need to do the same and, I feel it could be helpful to refresh our memories as to just what standards are expected from trainee seafarers and graduates ; this is more cogent now we recognise that the STCW Code is not fulfilling its earlier intention of ensuring Bridge and Engineroom watchkeepers achieve higher standards of competence, including in English communication.

Initially, through IMO, English has been designated as the communication medium at sea and the need for seafarers to be proficient in English was already recognised; however, the rapid increase in crews from countries where English is a second or foreign language, has presented far greater problems than at first realised. As it has developed, this important competence has often not been addressed adequately during training, so seafarers, often excellent seamen in every other respect, have gone to sea lacking this vital skill.

It is necessary for us to focus on the STCW 95 Convention because Maritime English is emphasised at Table A- III/I & II, with the use of IMO's Standard Marine Communication Phrases and the **vital aspects of clear, accurate oral communication, by ships' Watchkeepers,** whether on the bridge or in the engineroom.

The ISM Code also stresses that ship's personnel should receive relevant information on the Safety Management System (SMS) in a "working language or languages understood by them." And, that 'Shipping Companies should ensure that ship's personnel are able to **communicate effectively** in the execution of their duties related to the SMS'.

There are clear requirements on Ship Managers and crew to adhere to the regulations by communicating clearly with their colleagues. It is realised that in a monolingual crew, everyone will be proficient in the language of that nationality, and no on board communication problems should arise; however, it is a different situation within a multi-cultural crew using several languages amongst themselves; in this environment, there must be a working language everyone understands and can use adequately.

To illustrate this, a serving shipmaster, reporting to the AMETIAP Secretariat highlighted his concerns about language difficulties stating he had "seen Senior Officers signing six SMS manuals as "read" in a day, when to his knowledge, they would probably struggle to understand one manual in that period, given their unfamiliarity with English language; the Shipmaster also emailed that he had seen 2nd Mates coming up to the bridge with dictionaries to understand the language of 'Notices to Mariners' for chart correction."

If we refer to **Table A-111/1 & 11 in** the **STCW 95 Code ,** we read that Watchkeepers must be able to use the : **'Standard Marine Communication Phrases'**: **SMCP** which are comprehensive and explicit in providing standardised English structures used in communication for navigating at sea, in port approaches, interacting with Vessel Traffic Services, during pilotage, with search and rescue and salvors during emergencies.

The eight page glossary provides a listing of nautical and technical vocabulary, which teachers of maritime English should ensure trainees expecting to graduate as watchkeepers understand before their seagoing employment.

Question : Do your trainees understand the vocabulary in the SMCP glossary ?
Does the SMCP oral system need review ?

Training seafarers to use the **Standard Marine Communication Phrases** appropriately requires imaginative skill, knowledge of ships, their routine operation, maritime terms and procedures in emergency situations. It is understandable that trainers should be experienced in teaching oral skills to an advanced level, as the SMCP system presents a considerable challenge; this is further highlighted in that English trainers need to cooperate, for example with technical lecturers in navigation, engineering, auxiliary machinery, GMDSS and with those instructing in port management and harbour control.

It is imperative then that first, oral teaching, utilising Maritime English to cover the requirements explained in the STCW 95 Code, is included in the Maritime English syllabus, and second, effective communicative methods are introduced for trainees to learn and practice how to use the Phrases.

It is not acceptable to put sections of the Phrases on audio tape and expect trainees to memorise them. The system does not work that way and trainees cannot possibly respond meaningfully to colleagues at sea with memorised phrases. This point has been thoroughly discussed at previous IMEC gatherings. It could be interesting to survey just how many training centres are still utilising this method hoping sufficient knowledge and understanding occur through this constant 'listen and repeat' technique.

Question : Are your trainees achieving the English standards, both oral and written, as explained in Table A-III/I & II?

It is a useful exercise to analyse the wording in the English requirements of the Code, for example :

'Methods for demonstrating competence'

While 'Examination' is stated here - exactly how competence in oral Maritime English is to be examined is not specified ; it is assumed this would occur as is normal practice in many countries, - with "Orals" being a crucial test of knowledge and the ability to communicate accurately using maritime language. Yet is such a system in place in all countries ? - I do know of those in the Asia Pacific region where Watchkeepers are not examined orally in English.

STCW 95 explains expected 'competence' in English inasmuch as certain tasks would be examined; however, no detailed guidance is provided for assessing oral competence in Maritime English communication in the many instances necessary for bridge and engineroom watchkeepers. Similarly, there is no indication of assessment procedure to certify such competence, therefore Trainers and MET Administrations are left without direction or control in this vital area. STCW refers to both 'competence' and 'performance' indicators and indeed proof of competence in English could only be obvious from 'performance' or fluency in the language.

Q So we can ask exactly how are Watchkeeping trainees 'tested in performance of shipboard tasks and external communication ?

Similarly, '**Assessment of evidence** - from practical instruction' can be interpreted as normal duties on board being carried out competently. While there is discussion regarding the examination of tasks on board ship, it can be asked whether those qualified to examine, that is, the senior officers, might be extremely busy with routine, shipboard duties and where varying levels of English proficiency could exist, even amongst the officers, so realistically, could it be expected that such on board assessment would be carried out effectively ?

'Criteria for evaluating competence'

As simple as this requirement appears in demonstrating understanding of nautical publications, for example : sailing directions, port and pilot information - seafarers for whom English is a foreign or second language, need time to translate and absorb this material. So instructors in navigation and teachers of Maritime English, ideally working together, also need to be thoroughly conversant with the language of this material and its use during training.

'Messages relevant to the safety of the ship'

- such as navigation warnings, and weather forecasts, will require accurate interpretation while those sent from the ship, if, for example, assistance is required, must be in clear, unambiguous English easily understood by the receiver. Just how much training and practice do trainees receive in interpreting and compiling such important messages ?

Again, there is the implication that the watchkeeper's competence would be evaluated by an external examiner and we can reflect as to whether these standards of oral fluency and competence are, everywhere, conscientiously examined, and are **in fact**, compliant with the provisions of the STCW 95 Code ?

And these are only English competencies required by **bridge** watchkeepers. If we examine the standards required for **Engineers**, we find competent English speakers are also expected to carry out the engineroom watchkeeping duties.

STCW 95 Code : Table A-III/I Watchkeeping Engineers

On studying an engineering manual we may realise how complicated and highly technical is the language describing how each component of machinery and equipment interacts with another. For example, during the teacher training program in Dalian in 1998, we had considerable hilarity when a Mandarin speaking Engineer courageously volunteered to explain, in English on the whiteboard, how a piece of equipment worked. Eventually, with help from the English teachers, and myself, an acceptable explanation was achieved, however, would this type of 'role play' training be common for Engineering trainees for whom English is not a first language ?

Also, if we think of the noise levels in many engine rooms, normal oral communication is often impossible. Even where a soundproofed, air-conditioned control room is provided, where there are several engineers from non-English speaking countries working together, it is not difficult to imagine the communication problems if English proficiency levels are inadequate.

We can remind ourselves that the engine room, with its rythmic beating heart, is the power house of the ship, which if a part is faulty, may cause the engine to cease working - putting the vessel at the mercy of the wind and current, which is just what happened to the tanker 'Braer' in the winter of January 1993, in a 70 knot, force 12 storm off the southern tip of the Shetland Islands, where she stranded on unforgiving rocks, spilling 84,000 tonnes of light crude oil. The unravelling of the reasons, mixed nationality crew, charterer, owner and flag provided months of investigation.

I believe the benefits of reviewing Trainers' own understanding of the STCW 95 English requirements for watchkeepers is an important exercise. The safety of today's highly technical, computerised shipping is at stake and we need to be quite certain that our trainees, from non-English speaking backgrounds achieve the required standards before graduating.

Maritime Education & Training into the 21st Century

You may well ask why this is so necessary ? To put this into a global context, an article in an 'Economist' in August stated that in 2004, the world's fleets carried around 90% of total global exports worth $8.9 trillion...adding that this vast amount of transportation went largely unnoticed'. Similarly, a recent UNCTAD review of world seatrade, predicted an annual growth rate of 3.9% up to 2007; in stark contrast, in the same period, a shortage of 'well over 100,000 highly skilled officers' has been estimated in another report by the Seafarers International Research Centre, in Cardiff.

We are now into the 5th year of this new millenium and statistics abound for larger and faster vessels, already at sea and projected new-buildings. With urban populations demanding more goods and services, roads, rail-links with ports and similar expanding infrastructure, all this means the international shipping industry will be under severe pressure to ensure constant supplies of raw materials and manufactured goods, which will generate increasing growth in world seatrade.

So we can ask the following questions :

Q1. Can already congested shipping routes cope with even more pressure as larger, faster vessels compete for searoom, with multi-lingual crews perhaps causing confusing situations, even where traffic separation schemes exist? The collision in September 1999 between the cruise vessel 'Norwegian Dream' and the container ship 'Ever Decent' in the English channel being a clear example here of confused communication.

Q2. Will the crews of cruise vessels, and high speed ferries communicate effectively with the thousands of tourists and business people they carry ? most of whom must communicate in English. The ghosts of the Baltic ferries 'Scandinavian Star' and 'Estonia' provide sufficient warning here.

Q3. Can we be confident that multi-lingual crews on bigger, faster and more technologically complicated ships will communicate competently with each other at sea and with port authorities around the world ?

Already there is an insufficient supply of highly trained, competent seafarers and it will be the responsibility of maritime training institutions such as those many of you represent, to produce well qualified, articulate, professional watchkeepers.

I would ask you to consider very carefully how competent each of your graduates is in 'thinking in English', responding correctly or initiating questioning using accurate maritime vocabulary within a multi-national crewing environment.

It would appear then that complying with the STCW 95 Code - in its present form, containing ambiguous, non-specific 'standards', poses many and varied challenges. It is not reasonable to remove ourselves from responsibility for changing this situation, indeed, waiting for action to be taken at IMO, or for national authorities to provide detailed guidance is also time consuming and unhelpful. Better to take initiative, analyse our own training regimes, consult with experienced shipmasters and engineers, and amend training syllabuses to include relevant, realistic material which is meaningful to the trainees.

In conclusion, I would like to remind us that IMO's Secretary General, Efthimios Mitropoulos, addressing the International Shipping Federation's Manning & Training Conference in 2004 stated that in his mind there was no doubt 'that manpower, training and all of the wider issues connected with human resources in shipping will become the biggest challenge that the industry and all those connected with it will face over the coming years.'

He continued:

"...it had been realised for some time that the diverse but inter-related aspects of the human element in shipping are pivotal to so many of the issues now confronting the industry. Certainly the availability of competent and effective seafarers, at all levels, is essential if the efforts of IMO to move forward are to be successful".

I would just like to add that we, the providers of English training, could assist IMO to move forward by providing factual input for its deliberations in upgrading the STCW Code to ensure that actual competencies are tested in performance of set tasks, including the ability to communicate effectively in English.

It is time we spoke up.

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August 2005

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Presentation	**International Maritime English Conference : IMEC 17**
Location	**Merchant Marine Academy , Marseille, France.**
Date	**4 - 7 October 2005**
Topic	**The IMO Convention 'Standards of Certification, Training & Watchkeeping : STCW 95 - English language requirements : reference Table A-111/1 & 11** **- To what "minimum" standard do we teach Maritime English ?**

ABSTRACT

The vague and somewhat misleading language of STCW 95 in describing the standards seafaring trainees are expected to attain has caused much concern.

Indeed, an excellent Paper presented in April by Auckland's Director of Training, Captain Tim Wilson, at the AMETIAP seminar in India on Maritime Education & Training, "What is wrong? What to do?, analysed the shortcomings of the STCW 95 Code stating:

> 'By most objective measures, STCW 95 must be regarded to date as a failure. There does not appear to have been any overall improvement in competence and no one in the industry could genuinely believe that all officers obtaining a supposedly compliant STCW 95 Certificate of Competence are in fact, competent. The problems are both with the standards themselves and the implementation of the convention'.

Captain Wilson continued:

> "Some of the problem is with the requirements themselves...being inconsistent in their detail and, in most places, so vague that they can be taken to mean anything".

Of course, the above refers to the standards of Training etc., for the entire STCW 95 Code, however, we can ask ourselves, to what extent the criteria explained for trainees to attain competence in English language is both detailed and helpful?

Incidently, so far this year these AMETIAP seminars have been run in Shanghai, Mumbai and Manila generating great discussions and providing Findings about what needs to be done to improve the problems in MET training generally.

After the above factual statements, the discussion develops explaining the shortcomings within the STCW 95 requirements for English language, analysing these utilising the relevant pages** from the Code.

** **Note** : on transparencies and, hopefully, with copies as handouts.

Questions are posed regarding teachers' knowledge and interpretation of the requirements and their inclusion within the Maritime English syllabus.

The questions can be discussed in small groups and answers generated on posters which could be shared with the Conference as a whole.

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Presentations :

Shanghai - October 1998

Updated/amended : HKSOA meeting : Dalian Oct.2000

Updated/amended : AMETIAP Presentations, Mumbai and Chennai: Feb.2001.

Updated/amended : IMEC 15 - St. Petersburg - Oct. 2003

Updated/amended : IMEC 16 - Manila - Sept. 2004

Updated/amended : IMEC 17 - Marseille - October 2005

The Use of Concordances in Teaching ME Vocabulary

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The following paper illustrates how concordances may be used as a computer-aided pedagogical tool in the ESP classroom. Their contribution to ESP teaching is shown in the acquisition of a particular type of language found in marine accident reports. For this purpose, a study has been undertaken of a specialized corpus, encompassing over 900 marine accident reports, assembled from the Nautical Institute and the Marine Accident Investigation Branch (MAIB) in the period between 1992 and 2005.

The theory that serves as the basis of this paper is adopted from the works in the field of corpus linguistics. The corpus is used with a view of providing Maritime English teachers with sufficient illustrative examples of the language they want their students to learn. By analysing the accumulated data, one can identify which words or senses (concrete or figurative) appear with relevant frequency. In a student-centred approach to learning, these highly frequent words serve as useful starting points for more extensive study of a text. Once the appropriate concordance lines have been assembled, the students can use them to work out the information for themselves. Thus through the analysis of the assembled concordances, they can explore maritime terminology, senses of words, their typical contexts and co-texts, collocations, grammatical behaviour, phraseology, pragmatics, etc. The classroom implementation of exercises built around concordance lines is shown in a series of examples which aim at helping students develop a strategy for dealing with lexical issues in Maritime English.

Key words: corpus linguistics, corpus, concordance (line), concordancer, frequency list

1. Introduction

Rapid development of computer technology has made it much easier for teachers to access (and even create) computer-based corpora of English language and software that can be used to explore it. As a result, a specific corpus relevant to the purpose of a particular class can be analysed and significant language patterns determined and thus taken into consideration when developing materials or designing classroom activities.

This paper will not be dealing with the implications of corpus linguistics for the development of new approaches to linguistic theory, but it will rather focus on practical benefits concerning the use of concordances, one of the tools developed within this field, in teaching Maritime

English vocabulary. The paper is laid out as follows: section 1 (above) gives a brief and general introduction to the topic, section 2 introduces the notion of corpus linguistics, section 3 deals with assembling and accessing the corpus used in this study, section 4 touches upon advantages of using corpora in the language teaching, section 5 gives concrete examples of how concordances can be used to design classroom activities for teaching of Maritime English vocabulary and section 6 summarizes the main points of the paper.

2. What is Corpus Linguistics?

Corpus linguistics is a relatively new discipline that originated from the second half of the Twentieth Century when the first machine-readable corpora were compiled. Of course, large collections of texts had existed before then but one major difference was the introduction of computers. The rapid development of computer technology has had a huge impact on language teaching and linguistics, enabling linguists not only to store incredible amounts of data, as computers removed all restriction on the size of a corpus, but also to analyse them in a whole new way at much faster speeds. As a consequence, linguists can now make more objective language statements that are based on actual data, which can either corroborate or refute one's intuition, introspection or plain guessing.

The main goal of corpus linguistics is to discover authentic language patterns by analysing empirical data. "The aim of corpus based analysis is not to generate theories of what is possible in the language, such as Chomsky's phrase structure grammar, which can generate an infinite number of sentences but which does not account for the probable choices that speakers actually make." (Krieger 2003)

It is often mentioned that one of the most characteristic features of corpus linguistics in English Language Teaching (ELT) is that it can actually provide a way of reconciling theory and practice. On the one hand, corpus linguistic approaches aim at describing actual language use and creating new views on grammar and vocabulary, thus influencing what is to be taught in the language classes, and on the other hand, corpus linguistic methods can be used in teaching, influencing both how the content is presented and how the students are included in the learning process.

3. Assembling and Accessing the Corpus Used in the Study

The first stage in the process of exploiting corpus data in the classroom activity would be to assemble or choose a corpus that is as relevant as possible to your students because that will help to increase their motivation and raise their interest in the work. There exist many ready-made corpora in many specialized areas that you can find and download on-line (some of them are free of charge). However, the most convenient option would be to download texts from Internet sources or have students scan the relevant material and create a corpus suitable for the teaching context.

Before going any further we should briefly address the question of representativeness of a corpus. A corpus is defined as "a collection of naturally-occuring language text, chosen to characterize a state or variety of a language" (Sinclair 1991). It should be made clear that the corpus used in this study is not representative of general English, but rather of one of its specific registers. Therefore, it is not intended for research into the language as a whole but directed at a particular type of language. That is an important point to make because information in a corpus is never fully objective because the context dependency of words is related to genre, register or topic of the texts that it is built from. When we make generalisations about language we must see them in relation to the data on which they are based. In this case, the source of our study is a specialized corpus or a collection of over 900 marine accident reports downloaded from the Nautical Institute and the Marine Accident Investigation Branch (MAIB) web sites covering the period from 1992 to 2005.

Perhaps the easiest way to access a corpus is by means of a concordancer. A concordancer is a special computer program designed to search the text and produce the occurrences of a single word or a phrase in the form of a list with the search-term in the centre and the context provided by the words to its left and to its right. Early in the text computing the KWIC (Key Word in Context) type of display was established and it is still the standard way of presenting concordance information. The concordancer allows us to determine the extent of the context, select the number of examples to be listed, compile word frequency lists, and perform various other functions depending on how sophisticated the software is. The concordancer used in this particular study is entitled MonoConc Pro (Michael Barlow 1999) and it is available on the website www.athelstan.com. Of course, this is not the only software of this type available and an Internet search will surely yield a number links to similar applications.

4. Evidence from corpora and language teaching

One of the major advantages of corpus linguistics as a discipline is that it emphasizes the contextual dependency of meaning. Drawing a line between lexical items and the grammatical rules according to which they are combined is a rather narrow view because certain words often combine together for no apparent reason. In the classroom, such 'co-occurrences' are frequently labelled as fixed expressions or idioms, terms used when meanings of separate words and grammar rules fall short of explaining certain combinations. Corpus linguistics takes this feature of language into consideration when trying to account for phrases and meaningful items bigger than a single word because computers create a possibility of providing substantial empirical data that can quickly reveal what is frequently and typically used in language and sometimes not easily noticed by a human eye or explainable by grammar rules.

Corpora can be used in the classroom in different ways. Teachers can either use teaching materials based on evidence from corpora, or simply use a corpus to provide authentic examples. But, perhaps the most interesting possibility is that of using data from the corpus to expose students to natural language data in the form of concordance lines, which can be given directly to students so that they can actively and individually participate in investigating the characteristics of a real language. In such a deductive approach students could figure out the rules on their own instead of relying on textbook rules. However, when a corpus is used in the

language classroom, it is important to find ways of directing the students' attention towards what is useful for them but still leaving them the task of interpreting the data.

One of the useful starting points in using corpus data more directly as a tool for language teaching is compiling a word frequency list to see which words appear with relevant frequency in a particular corpus. After we have selected appropriate words, we can assemble the concordance lines and start exploring various areas such as senses of words (abstract or concrete), collocations, grammar, phraseology, pragmatics, etc.

5. Assembling and studying concordances

A very important point that must be mentioned at this stage is the role of the teacher. Lessons with corpora require careful planning and the teacher must be prepared to make any necessary simplifications and teach students how to read and analyse concordance lines.

The following section will feature five sample exercises based on the concordances extracted from the corpus of marine accident reports that could be used for teaching Maritime English vocabulary. Each example is just a suggestion of how concordances can be used in the classroom and certainly does not exhaust all the possibilities. The first sample (verb *make* in its past participle form *made*) will be explained in greater detail than the rest of the samples.

5.1. Exercise based on the concordance lines for *made*

clusions so that recommendations can be [[made]] to prevent the same thing happening ag
ral area throughout. The transfer was [[made]] at 2 130. The Search and Rescue (S A
milarly. couplings and oil changes were [[made]] on seven other winches within the same
Lloyd's Open Form, that an attempt was [[made]] to connect a tow. Although the vessel
sponse was received by Coastguard. They [[made]] two more calls using the three aerials
lee, the decision to haul the pots was [[made]], possibly influenced by commercial pre
y from the fire patrol. This report was [[made]] by the fire patrol using a portable ra
ing with water from above, efforts were [[made]] to trace its route As the smothering
sary before any such judgment could be [[made]]. The Deputy Prime Minister therefore di
type of construction The situation was [[made]] worse because the dory was overloaded;
the two crew. On arrival in Malta they [[made]] their own way to the Msida Marina where
ranscript of all the Radio 4 broadcasts [[made]] between 1350 on 7 October when Ocean M
nable, except that little allowance was [[made]] for the inexperience of the crew or th
icial log book 8. 9. Entries shall be [[made]] in the official log book recording the
and the vessel's astern propulsion was [[made]], but this too failed. At 0525 Pentland
he wind and sea. Eventually six of them [[made]] it and hung on to the upturned liferaf
say whether working lights would have [[made]] any difference, they might have provide
gates dredgers since I980 He was first [[made]] master in 1995 and had served on Arco A
first mate knew the waters well and had [[made]] the passage many times before The char
he distillery. The local community has [[made]] use of the pier over many years, mainly .
ence between the heading and the course [[made]] good over the ground. [2.2.1] 2. The
d with the tug Anglian Duke, which then [[made]] fast to the starboard bow of Dole Amer
unclipped and let go. The skipper then [[made]] an emergency turn, brought the vessel

Figure 1 Concordance lines for *made*

Since the corpus that has been used in this study is a collection of reports, which, naturally, give accounts of past events and usually contain a lot of passive structures that give the writing the objective tone that the writers wish to convey, it should be noted that the verb *make* in the lines presented above is in its past participle form *made* because it is indeed the most frequent form that it appears in due to the narrative nature of texts comprising the corpus that it has been extracted from. Thus this exercise is also suitable for the revision of the passive.

Once the students have been given the lines, they could start by separating 'sentences', i.e. concordance lines containing the passive and transforming them into their active equivalents while explaining the rules of the transformation. Upon completing the first task, the students could try to classify the senses of the verb *make* according to the nouns that serve as its objects. They can be generally grouped according to the following senses:

A) Sense 1: Production of

a) *movement*:

make transfer (... The transfer was [[made]] at 2 130. The Search and Rescue ...)
~ astern propulsion (... and the vessel's astern propulsion was [[made]], but this too failed ...)
~ one's way (... On arrival in Malta they [[made]] their own way to the Msida Marina where ...)
~ a passage (... first mate knew the waters well and had [[made]] the passage many times before ...)
~ good course (... between the heading and the course [[made]] good over the ground ...)
~ a turn (... The skipper then [[made]] an emergency turn, brought the vessel ...)

b) sound

~ a call (... They [[made]] two more calls using the three aerials ...)
~ a broadcast (... transcript of all the Radio 4 broadcasts [[made]] between 1350 on 7 October when ...)
~ a recommendation (... so that recommendations can be [[made]] to prevent the same thing happening ...)

c) situation or state

~ an attempt (... Lloyd's Open Form, that an attempt was [[made]] to connect a tow ...)
~ a change (... couplings and oil changes were [[made]] on seven other winches within the same ...)
~ an effort (... with water from above, efforts were [[made]] to trace its route ...)
~ a difference (... say whether working lights would have [[made]] any difference ...)
~ allowances (... except that little allowance was [[made]] for the inexperience of the crew ...)
~ use (... The local community has [[made]] use of the pier over many years ...)

d) intellectual creation

~ a decision (... the decision to haul the pots was [[made]], possibly influenced ...)
~ judgement (... before any such judgment could be [[made]]. The Deputy Prime Minister ...)

e) written record

~ a report (... This report was [[made]] by the fire patrol using a portable ...)
~ an entry (... Entries shall be [[made]] in the official log book recording ...)

B. Sense 2: Transformation

~ someone master (VN-N) (... dredgers since I980. He was first [[made]] master in 1995 and had served on ...)
~ something worse (VN-ADJ) (... The situation was [[made]] worse because the dory was overloaded ...)

Left over phrases:
make it (... Eventually six of them [[made]] it and hung on to the upturned liferaft ...)
make fast (V-ADJ) (... with the tug Anglian Duke, which then [[made]] fast to the starboard bow ...)

If we look closely at the concordance lines above we can notice the presence of delexicalized structures, in which most of the meaning is expressed by the noun group rather than the verb (*The skipper made a turn ..., The local community has made use of the pier ...*). Students might also realize on their own that some of these structures could have been replaced by a corresponding verb (*The skipper turned ...., The local community has used the pier ... , etc.*). This structural pattern is frequently used by the native speakers because it places emphasis on the event rather than the action. Also, it is not surprising to find these structures in the lines containing the passive because the focus, again, is neither on the agent nor the action but on the object or the result of the action *(... attempt was made ..., decision was made ...* instead of, for instance, *He made an attempt / attempted ..., They made a decision / decided ...).* Perhaps all the examples that could be transformed in such a way could be underlined by students.

Students could also try to work out from the context the meaning of *make allowances for something* (*to consider something*) or *make fast* (*to connect one object to another securely*). They could also come up with synonyms for *making astern propulsion* (*running astern, reversing the engines*) or for idiomatic expressions such as *course made good* (*CMG, course over ground, COG, course over the bottom*) and think of other nouns that could also be used in this way (*speed / velocity / track / distance made good*) or they can find a line containing an idiom meaning *to survive after an accident* (*make it*). Finally, students can use dictionaries to see to which extent their findings match the information in the dictionary.

However, it should be noted that the task presented above is quite extensive and could be performed only with students possessing at least intermediate knowledge of English.

5.2. Exercise based on the concordance lines for *at*

Adherence was lying out of commission [[at]] Husbands Shipyard, Marchwood, Southamp
least, was adequately experienced to be [[at]] sea in a vessel of this size. The ski
and sought assistance from HMS Chatham [[at]] 1432, in the form of a radio request fo
ufficient sea room to berth stern first [[at]] the ro-ro berth. situated ahead of Balt
on with the windlass out of gear While [[at]] anchor, the engine was left running wi
0 70 metre This ballast was discharged [[at]] low water between 0600 and 0730 At 060
the manoeuvre, the anchor cable parted [[at]] about two shackles from the anchor Bal
een 60 and 70 knots. At 1100, the wind [[at]] the vessel was west-south-westerly with
probably the engine was still operating [[at]] that stage and the crew endeavoured st
capsized. The gantry, which was fitted [[at]] the after end of the vessel, was also e
nd force at Hartland Point was measured [[at]] 28 knots (force 7) from [1 6 & 2 2]
nd), to fish off Eastbourne She arrived [[at]] the fishing grounds at about 0630 and
ssengers to clear the restaurant area. [[At]] the risk of unsettling some passengers,
aring socks. One shoe was found lodged [[at]] angle about four steps up from the bott
en laid over most of the ship's carpets [[at]] the start of the maintenance period
g in the disco club, nor on the landing [[at]] the top of the disco club stairs As a
18 Dr Ian Hill, Consultant Pathologist [[at]] Guy's Hospital Skippers James Hudson a
Tech Ltd Mr Roger Nichols and the team [[at]] BMT/DERA Hydrodynamic Test Centre in
re was also evidence of pressure damage [[at]] the bows. A miniature camera was inser
ne: English Electric Type 16 RK3M rated [[at]] 1939 kW at 750 rpm driving a single 4

the courtesy extended to its inspectors [[at]] the several meetings conducted during
As she passed, Swanella's mate looked [[at]] her and saw nothing unusual. Gaul was
d to be lying with a list to starboard [[at]] a depth of about 280m. The survey of
t from one other tear, about 0.2m long [[at]] the level of the main deck on bulkhead
rdous and video coverage was conducted [[at]] relatively long range with varying pers
ul had heeled very heavily to starboard [[at]] some point. There were several indicat
rd mooring rope had to leave the vessel [[at]] short notice. so Mr Lyons took over hi
x weeks and would involve making stops [[at]] several ports. They approached the fort
did not create any tensions but this is [[at]] odds with Mr Nurse's recollections

Figure 2 Concordance lines for 'at'

Prepositions are one of the most used parts of speech so it was not surprising to find them ranked very high on the word frequency list. They present one of the most problematic areas for second language students because in majority of cases it is not always easy to figure out which preposition is the most suitable for the particular context.

Can you tell how many different meanings of *at* are given in the lines above?
Which uses could be considered prototypical and which would be idiomatic?
Students should come up with several different meanings or they can be further directed by the following tasks:
Find the lines in which *at* is used to say where something or somebody is or where something happens.
Find in which lines is *at* used for points in time or points on a route.
In which lines is *at* used to say where somebody works or studies?
In which examples *at* shows the situation somebody or something is in or what somebody is doing?
In which lines does *at* state the distance away from something?
Which examples show rate and speed?
In which lines is *at* used to show direction of or towards somebody or something?
When do we say that something is *at odds* with something else?
Find an expression meaning *not long in advance (without warning or preparation).*
Underline verb + *at* patterns.

5.3. Exercise based on the concordance lines for *watch*

70 knots The master, who was alone on [[watch]], failed to detect the vessel drifting a
by crewman stationed in the messroom A [[watch]] alarm was not fitted on the vessel 3
s part of the system an additional fire [[watch]] had been introduced using cadet office
the established practice for the deck [[watch]] on duty to go through the factory to ch
Gaul during her final voyage. The duty [[watch]] would have checked the factory for fire
period, more so at the end of a night [[watch]] At about 0800, after six hours of duty,
g was for the two crew members to keep [[watch]] and watch about, four hours on, four ho
ing to the keeping a safe navigational [[watch]] under STCW 95 must be followed. The
n watch for a total of 42 hours and off [[watch]] for 28 hours. Had the mate relieved hi
work He also took charge of the bridge [[watch]] if special circumstances or dangers di
.3.3 At midnight the mate took over the [[watch]]. The vessel at this time was still tow
at 0015. The skipper took the steaming [[watch]] out of Mallaig until relieved by Peter
ter Matheson if he was fit to take the [[watch]], and instructed him that if he was feel
l until 2345 when he woke to start his [[watch]] at midnight. 3 In the event, stevedor
tor their movements He kept a listening [[watch]] on Channel 12 VHF with a second radio
I mportant tasks for the officer of the [[watch]] to perform while navigating a vessel.
officer and second officer each stood a [[watch]]. An additional watchkeeping seaman was
control system operating he handed the [[watch]] to F1, instructing that he should be c

d in the GPS's memory. When F2 came on [[watch]], he noted a cross on the video plotter
coming to the wheelhouse to begin his [[watch]] 35 minutes before the grounding. The ev
there was no-one keeping an effective [[watch]]. [2.2.1] 4. The chief officer on Merku
main engine exhausts A continuous fire [[watch]] was maintained in the engine room durin
e of the officers and crew remained on [[watch]] monitoring the deck and funnel tempera
rmission by the master to go ashore to [[watch]] a televised football match in a local p
t when gear is being shot or hauled and [[watch]] out for shackles or swivels which may
tant that watchkeepers maintain a close [[watch]] on their own vessel and always know th
h 3 overleaf). The mate conducted the [[watch]] mainly from his chair, where he could s
conditions 1.1 7 Operating cycle and [[watch]] routines STCW 95 - rest periods and lo
tchkeeping personnel; and require that [[watch]] systems are so arranged that the effici .
cond engineer was covering the stand-by [[watch]] for the chief engineer who was having
hkeeping; and ensuring that correct VHF [[watch]] is maintained." Every ship's officer i

Figure 3 Concoradnce lines for *watch*

Separate the word *watch* into noun, verb and phrase.
Divide the noun phrases containing *watch* further into those consisting of noun + noun and those with adjective + noun.
Which adjectives used with the noun *watch* are participial / attributive only / both attributive and predicative / derived from nouns?
Which verbs are used with the noun *watch*? Can they be grouped in some way?
Underline the two examples containing the verb *watch.*
Are there any phrasal verbs in the examples? Can you think of any other phrasal verbs with 'watch'?
Which preposition is most commonly used with the noun'watch'?

5.4 Exercise based on the concordance lines for *time*

me very wet and extremely tired. By the [[time]] the transfer was complete they were fa
quivalent units Universal Co-ordinated [[Time]] Very High Frequency Synopsis The
e vessel drifting astern in sufficient [[time]] to prevent her grounding. Although Lloy
o the grounding position. Her estimated [[time]] of arrival was 0930 and she eventually
ry of the string and the pots, one at a [[time]], was made while the vessel headed towa
ingsvaag for repairs or supplies. From [[time]] to time the mate on Swanella looked at
ously. In the later ROV dives, to save [[time]] in changing from manipulator held camer
data was obtained. This was the first [[time]] that the MAIB had taken such extensive
thing would be found after such a long [[time]] to guarded optimism that there might be
ed her and there would have been ample [[time]] to put out a distress call. Had the dam
f something similar had occurred at the [[time]] fish processing stopped, it would have
ntilators and air pipes but would take [[time]] to do so. Model experiments showed that
t for charter work. She had spent some [[time]] in the Mediterranean where she had been
s they are likely to remain so for some [[time]] until another sea forces them upright
e realised that something was amiss in [[time]] to prevent the grounding. 2.5.4 The fi
ed after Mr Grant, his friend wasted no [[time]] in preparing his fishing boat, an open
er to do without. In the fullness of [[time]] this becomes the accepted practice. Soo
but towards them at model scale. At no [[time]] did the model show any tendency to list
BNC UTC VHF VRM VTS British Summer [[Time]] (UTC + 1) centimetre Duty Port Contro
200, where they remained until closing [[time]]. They then left the bar together, joine
r vessel. Accounts vary as to the exact [[time]], but it was sometime between 2400 and
e correct. Stornoway MRSC recorded the [[time]] of the VHF call from Astra II as 0221.
riving off the River Tyne in two hours' [[time]]. He also tried to call the Nissan bert
hours (max) to 30 mins. (Min). Adjust [[time]] using H or a. Five seconds after last
ed. The display reverts back to present [[time]] and stays on. The display shows
to view real time by pressing 0. Real [[time]] is displayed for 5 seconds then display
s at Sea. He considered that he had no [[time]] to check if a risk of collision existed
d and pass to the west of it. The extra [[time]] required to do so would have been in t

Figure 4 Concordance lines for *time*

Since time in our culture is perceived as a valuable commodity, limited resource or money, we can start the following activity by drawing students' attention to that particular feature.

Can you extract the verbs that appear in the verb + *time* pattern?
Underline those verbs that are primarily used with the noun *money* (can you think of any other such verbs)
Which adjectives in the adjective + *time* pattern refer to amounts of time?
Which *time* refers to the time shown on a clock?
In which lines does *time* refer to events/occasions?
What kind of verb form is *at no time* followed by?
Which prepositions appear most frequently in front of the noun *time*?
Find a phrase with *time* meaning:

- *occasionally but not frequently*
- *for a fairly long period of time*
- *separately or in groups of 2, 3, etc.*
- *before it is too late*
- *when the time is right (usually after a long period)*

5.5 Exercise based on the concordance lines for *can*

ar, and when the wearer is intoxicated [[can]] lead to trips and falls. The wearing of
between 9" and 10°C the average person [[can]] expect to survive in the sea without a
ent structure is the original. Vessels [[can]] berth on any of the pier's three faces
ength of character. A strong character [[can]] lead another into an action which, if l
d rescue helicopters and RNLI lifeboats [[can]] home on 12I.5MHz. 7. Portable EPIRBs
e radio traffic on VHF Channel 17, VTS [[can]] give only limited information and advic
ntions to the bridge team so that they [[can]] fulfil their responsibilities to ensure
lan to another responsible officer who [[can]] provide a check on safe navigation. A s
S//WE R SCRAMBLING HELO//FROM COX - WE [[CAN]] MOVE CAS IF U LIKE BUT ARE BIT WORRIED
HG IRT changed t o Tasked FM SUS POL- [[CAN]] YOU LET US KNOW WHERE VESSEL IS SO WE C
r must have mobile telephone so that he [[can]] make direct contact outside these time
avigation mark mooring or other Please [[can]] I remind you that loaded barges should
.5 1.5.1 restricted radio licence and [[can]] operate a Global Maritime Distress and
s and the response needed. Coastguard: [[Can]] you tell me if the breathing I S OK aid
ny engineer/safety officer) At no time [[can]] he remember Mr Danton questioning or ev
Waterproof jackets are necessary and [[can]] be borrowed from us if you do not have
in 1987, has a 347 metre long wharf and [[can]] accommodate between four and five vess
legal powers and duties with which they [[can]] run their harbours safely. The code ap
r, neither the master nor chief officer [[can]] remember the DGPS alarm sounding or be
having an instruction manual if nobody [[can]] understand or use it. When they took o
regulation requires that the lifeboats [[can]] be lowered safely without power being a
defects that only a qualified surveyor [[can]] detect. At the time of this accident,
d challenging activities that children [[can]] participate in. He very much hopes that
Once the boat is waterborne its crew [[can]] release the off-load suspension hooks a

Figure 5 Concordance lines for *can*

Group the examples according to whether *can* is used to denote:

- possibility
- ability
- permission

What other, more formal auxiliary can be used to express possibility and permission?
What other expression can be used to express ability?

6. Conclusion

The rapid development of computer technology has made it considerably easier for language teachers to compile and access real language corpora and further investigate them by using various types of software. The findings from such research can be used either to create more suitable teaching materials or even more directly for immediate classroom use. The latter was shown in the example of concordances extracted from the specialized corpus of marine accident reports, which served as the basis for creating exercises that should encourage learning by discovery by compelling students to take a more active part in the learning process.

Appendix A Word list from the specialized corpus of marine accident reports

Table 1 The 100 most frequent words occurring in the corpus of marine accident reports

163598	8,5405%	the	3285	0,1715%	other
57326	2,9926%	of	3108	0,1623%	her
54724	2,8568%	to	3040	0,1587%	starboard
48527	2,5333%	and	3035	0,1584%	fishing
33248	1,7357%	a	3013	0,1573%	two
30290	1,5813%	was	2995	0,1564%	out
27748	1,4486%	in	2987	0,1559%	could
22417	1,1703%	on	2975	0,1553%	deck
15113	0,7890%	that	2966	0,1548%	should
14021	0,7320%	at	2961	0,1546%	any
13854	0,7232%	is	2940	0,1535%	sea
11917	0,6221%	for	2897	0,1512%	after
11707	0,6112%	with	2851	0,1488%	ship
11082	0,5785%	vessel	2744	0,1432%	during
10951	0,5717%	had	2741	0,1431%	can
10485	0,5474%	be	2724	0,1422%	also
10424	0,5442%	by	2692	0,1405%	officer
10386	0,5422%	this	2600	0,1357%	before
10174	0,5311%	it	2551	0,1332%	if
9943	0,5191%	not	2502	0,1306%	room
9204	0,4805%	as	2500	0,1305%	position
9056	0,4728%	were	2497	0,1304%	course
8753	0,4569%	from	2481	0,1295%	she
8251	0,4307%	he	2412	0,1259%	these
7813	0,4079%	have	2394	0,1250%	between
7774	0,4058%	been	2366	0,1235%	their
6400	0,3341%	or	2353	0,1228%	then
6004	0,3134%	an	2352	0,1228%	system
5744	0,2999%	which	2350	0,1227%	made
5599	0,2923%	no	2341	0,1222%	into
5274	0,2753%	are	2332	0,1217%	side
5183	0,2706%	when	2325	0,1214%	skipper
4717	0,2462%	port	2266	0,1183%	has
4706	0,2457%	master	2237	0,1168%	report
4679	0,2443%	about	2232	0,1165%	pilot
4596	0,2399%	would	2228	0,1163%	speed
4568	0,2385%	time	2218	0,1158%	its
4186	0,2185%	accident	2217	0,1157%	board
4155	0,2169%	crew	2188	0,1142%	watch
3877	0,2024%	engine	2180	0,1138%	being
3844	0,2007%	all	2160	0,1128%	section
3803	0,1985%	vessels	2082	0,1087%	only
3779	0,1973%	but	2053	0,1072%	chief
3695	0,1929%	there	2025	0,1057%	however
3672	0,1917%	safety	2019	0,1054%	did
3636	0,1898%	water	1985	0,1036%	so
3617	0,1888%	his	1917	0,1001%	up
3472	0,1813%	they	1903	0,0993%	boat
3345	0,1746%	one	1900	0,0992%	control
3324	0,1735%	bridge	1846	0,0964%	over

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Abbreviations

ELT – English Language Teaching
ESP – English for Specific Purposes
KWIC – Key Word in Context
MAIB – Marine Accident Investigation Branch
ME – Maritime English

Sandra Tominac

CV

I was born in Rijeka (Croatia) in 1977. I earned a Bachelor's degree in English language and literature and Croatian language from the University of Rijeka, Faculty of Philosophy in 2002. I am currently doing my postgraduate studies at the University of Zagreb, Faculty of Philosophy and working on my Master's degree (area of interest: discourse analysis). I have been working as an assistant Maritime English teacher at the University of Rijeka, Faculty of Maritime Studies since 2002 (courses: Maritime English I for marine engineers and Maritime English II and III for nautical students). Since 2003 I have been conducting Maritime English examinations (OOW 500 Deck or more – STCW 95) at the Harbour Master's Office in Rijeka.

I participated in the Regional Maritime English Instructors Training Course in Szczecin, Poland from 30th of May till 10th of June 2005.

A Genre Approach to the Qualification Profile of the Maritime English Lecturer

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Students have always been our priority in discussions. Now this paper will place the Lecturer of Maritime English in the center of our attention with the aim of facilitating the building up of her/his Qualification Profile.

My research (Toncheva 2005) on the great variety of genres used by the Maritime Discourse Community led to some basic conclusions which have a strong implication not only on the teaching methods but also on the scope of subject matter that a lecturer in Maritime English should acquire and possess. In this work genre has been defined as **a set of communicative events of the discourse community.**

I would like to express my opinion, that **a genre approach to acquiring the world of the Maritime Discourse Community** is most suitable for students and teachers alike. **It provides a sound frame, which takes into account the cognitive, communicative and social aspects of the discipline.** This frame gives us a better understanding of the use of language in a specialized professional sphere.

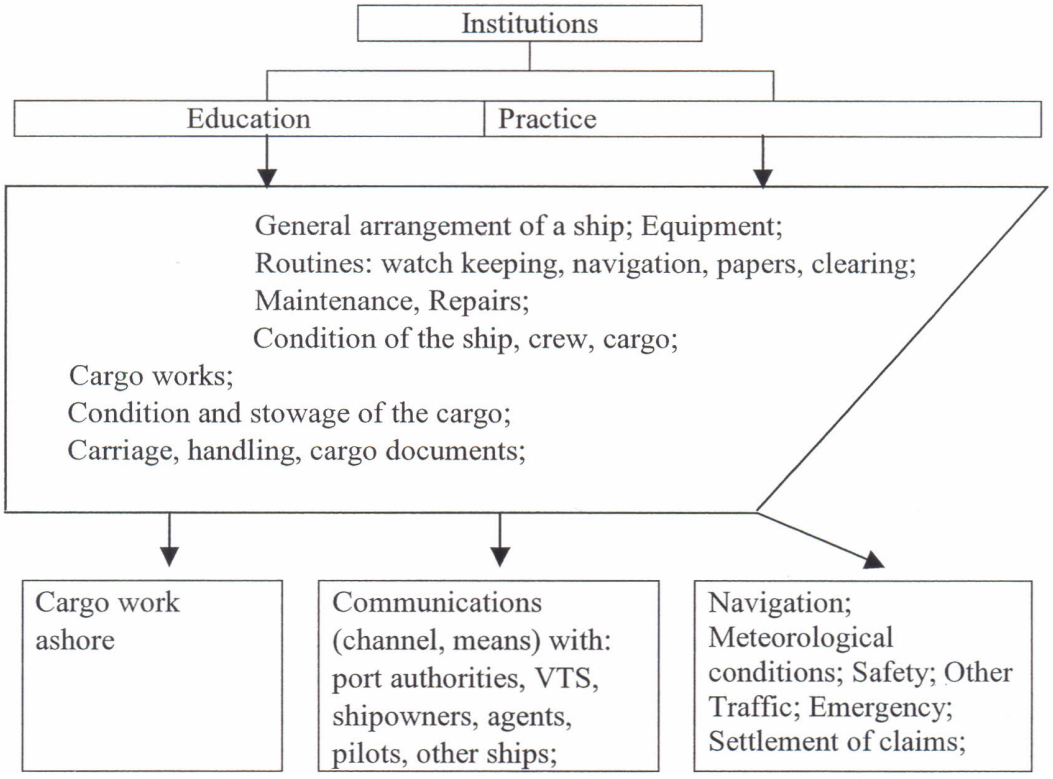
- In the first place, the **cognitive aspect** accounts for the way the professional sphere classifies and describes the concepts, and the way it structures the knowledge pertinent to a subject. The rationale of the subject, which is hard to master, needs special attention and instruction. Besides this type of knowledge, lecturers should be well familiar with the specificity of the subject, i.e. the **dynamic character** of the marine science, as well as its **interdisciplinary nature**, embracing concepts from different subjects like physics, chemistry, mathematics, meteorology, etc. The great variety of communicative situations can also be ascribed to the **wide sphere of professional activities** in the different domains.
  The **communicative** goal or set of goals transforms genres in **typical reactions in routine situations.**
  In the genre approach language is viewed as a form of social behaviuor within the frame of discourse community conventions. The **social aspect** inevitably leads to **standardization**, ways of expressing the **social status** of the participants, their role and the different norms of politeness, directness, and others.

A useful concept is that of '**Maritime Discourse Community**', which reveals the cognitive and situations peculiarities of the professional sphere. A membership to the community is realized through common goals and knowledge (in the form of global patterns, schemas and frames), communication mechanisms, the use of specific genres and lexis, and discourse expertise. In this way the knowledge about the professional sphere can be determined as 'knowledge of the world of the discourse community'. Then the knowledge required for the professional communication will inevitably mean:

(a) knowledge of the subject matter - its cognitive domains and the relations between the categories, as well as knowledge of the terms, being the basic element in the cognitive frame, which define, preserve and express the concepts; and
(b) knowledge of the use of language, i.e. of the communicative situations.

As has already been mentioned, the discourse-specific **genres are communicative events**, which are the community categories in the form of social activities and mechanisms for achieving goals. Maritime lecturers should "have" some kind of scheme or a global pattern of these activities.

What follows is an example of a rough scheme of the maritime concept fields or spheres of social activities, i.e. domains. Drawing such a scheme is a way of empirically discovering the communicative events connected with the salient socio-linguistic models of verbal action. In this way, the cognitive domains and the characteristic activities, which have specific labels, give us the possibility to analyze the genre as a system for realizing the social aims or goals of the community through verbal action, i.e. through language.



As can be seen from the table, the name of the cognitive domain does not always give a clear idea of the genres or the types of text used. For example, special knowledge is required for the domain 'General arrangement of a ship' in the sense that the genres and types of text which are needed here are some conventions and requirements, manuals, ships' certificates, check lists, repair specifications, etc.

Lecturers should be well acquainted with the names used to render the domains and the **types of social and communicative activity** they presuppose. For example, 'Watch keeping' will presuppose reading Sailing Directions and Guide to Port Entry, using, i.e. reading selected texts from Notices to Mariners, List of Lights and Tide Tables, reading or listening to meteorological and distress messages, filling in Check Lists, communicating via VHF with other ships, shore stations, etc.

- The second main point after acquiring an understanding about the different domains of the professional sphere, is the assumption that the social actions or genres are realized through **texts**. One must go deeper and study the **text-types** used by mariners. Many of these routine activities are standardized and require a definite type of text – often formulaic text-types like distress messages, or a set of predetermined question-answer sequences as is the case with the clearance dialogues carried out with the port customs, health and immigration officials. **The texts show the way in which the communicative situations have been conceptualized by the community**. This accounts for the variation and amount of explicit and implicit information (Toncheva 2004). Most of the texts used by the maritime discourse community are polysemantic, expressing the information by different semiotic systems.

Text types are regarded socially effective models of the discourse community, which use the linguistic means in a specific way. Text analysis also includes social analysis.

New developments should also be taken account of, for example the use of business letters versus the use of e-mails. Apart form preserving the abbreviations, the boundaries of these sub-genres are not so well clear cut nowadays, which once again proves that genres are an open set. It is also important to determine **which genres predominate**. Concerning the Maritime Discourse Community we may sum them up as follows:

- genre dialogue (via different channels of communication);
- genre instruction (from a short instruction for action to complex rules and requirements);
- genre correspondence;
- informative genres (e.g. nautical publications, meteorological and distress messages);
- genre documents;
- genre education materials.

- The third main point is connected with our observations, which show that genres can be identified by the peculiarities of the **elements of the communicative situation.** In addition, one should consider the **different roles of the participants, the channel of communication and the communicative goal**.

The communicative situation is defined as "a set of the elements of the extra-linguistic context" (×åðí î â 1978:139), which is most often described by means of the sequence Who, to Whom, about What, Why, Where, When. In the discussion that follows I will arrange these elements in the way they are presented and are most recurrent in the specific communicative situations of the maritime professional domain (See Toncheva, 2003).

Where – the scene which presupposes the place of the development of the topic (*topic schemata*). This element includes the channel of communication, which can vary from a written standard document to communication ship-to-shore via electronic means. For example, lecturers should know the model of a distress call at sea, which is also knowledge of the text-form.

About What defines the complexity of the topic. This element can be modified by the intentions of the sender – to transmit or receive information, to accept or deny, to put in claims or settle them and others.

When is the element, which is not closely connected with the topic, but it can influence the communicative situation and express the dependence "when....do...!" which means that at certain time and in certain situations, often a definite action is required (more often than not standardized).

Where, When and What are situation elements that can determine the doer of the action (Who) and the recipient (to Whom). For example, when a ship is entering a port she contacts the VTS.

Who – the initiator, who activates the communicative situation and determines its goal is also closely connected with the element **Why**. The message must show the goal of communication. The element Why is connected with the proper text (often a standard form) and with the language means for expressing meaning. We should be aware of the great variety of this component. Very often the complexity of the goal influences the complexity of the text.

To Whom activates that part of the communicative situation which is connected with the expectations of the addressee and relates knowledge to language means. What must be taken into account is the social status and the roles of the participants. For example, a conversation between a shipowner and a master, i.e. whether it is a conversation between people of equal status or not.

All the elements of the communicative situation are closely connected and sometimes difficult to distinguish. A change in one of them may bring about a change in another element or elements. On the other hand, the greater recurrence of some of them may define a genre-specific situation.

For example, the elements *when*, *to whom* and *about what* may signal a standard message of a ship, connecting with the VTS when entering the port. In a written type of text these elements may define the structure of another standard message – for example, an e-mail to the shipowner in connection with delaying cargo works.

- The **high degree of standardization** is another peculiarity, which must be given due regard. One of the reasons for its existence is the international character of the community and consequently, the aim at better understanding. This specificity results in transmission of information via more than one channel, but more than one channel may mean more than one type of text. For example, Meteorological Bulletins in oral and written form (Toncheva, 2004).

- The communicative situation can account for the scope of knowledge the participants possess and **the type of language** they use. Lectures should also pay due regard to the different **registers** of language.

For example, a dialogue between a Chief Mate and a Stevedore may require the use of different language means and a different scope of knowledge in order to be understood. In other words, the participant with a greater amount of knowledge has to adapt his knowledge and language to be tuned to the participant with less knowledge. Less knowledge means a greater amount of explaining, defining and all sorts of clarification, which require a different language. In this case the intentions will be expressed by means of short sentences, mostly instructions and questions which aim at modifying behaviour through affecting knowledge. This type of strategy Sager defines as 'directive intention' (1990:102). For example: *Stow the cases in Hold No 2! Don't use hooks! Tallies don't agree – where are the two cases?*

To be true to life it is better if we know some **professional jargon** as well, like talking about 'Gypsy' and some others.

The communicative situations used by the community for reaching certain goals and all the specificity we have mentioned determine **the choice of language**. Last but not least we come to knowledge of the **terms** as designators of concepts. Genres are characterized by repeated occurrence of language forms in repeated situations. The use of terms as linguistic signs of the structured knowledge space facilitates the process of communication.

Conclusion

The main characteristics of genres are that they are a means of social action and a mechanism for reaching a communicative goal. The building up of a model for acquiring the professional sphere must combine the following principles:

- a community-oriented model which accounts for the specificity of the community and of the forms of verbal and non-verbal behaviour;
- a model which accounts for the communication needed in the professional sphere;
- a model which accounts for the elements of the communicative situations;
- a model applicable to all text-types;

The main points of the genre approach are useful for acquiring the subject matter and the language of the professional field. They should be part of the knowledge profile of the Maritime Lecturer. A genre approach will facilitate lecturers in their work and will help them develop the professional competence of their students.

Becoming a Maritime Lecturer is not simply acquiring a long list of specific terms – it is a process of acquiring a whole world.

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THE IMO – STANDARD MARINE COMMUNICATION PHRASES - REFRESHING MEMORIES TO REFRESH MOTIVATION

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IMLA
17th INTERNATIONAL MARITIME ENGLISH CONFERENCE
(IMEC 17)
Marseille – France
October 04-07, 2005

"It is, I suppose, only to be expected than an activity such as seafaring, which is international by nature, should feel the need for an international language. It seems reasonable that this language should be English."

Commodore T. W. Stevens
Royal Mail Lines Limited
1961

Abstract

It took the IMO Working Group on the Standard Maritime Communication Phrases (SMCP), chaired by the author of this paper, about eight years to develop this standardized safety language enacted in 2001 (IMO 2002). It will still take another couple of years to familiarize ships officers with the proper use of the phrases as required by the STCW Convention 1978/95 as revised. And it rests with the Maritime English (ME) lecturers to play a prominent part in this respect. But only a few of them had the opportunity to closely follow the making of the SMCP, some of them even contributed to this project. So it might promote and refresh motivation, especially but not only among the younger ME instructors, to teach that standardized safety language when they know a bit more of its development or get reminded of the background, principles and realization of the phrases. That is why the author was recently asked to take the opportunity of IMEC 17 to refresh the memories in this respect and to illustrate that the reasons for creating and applying the SMCP are still on the agenda and that the phrases are anything else but a purely academic exercise – they are an efficient and specific device for verbal communication in order to promote safety at sea, on board vessels and in ports if taught applying appropriate methods.

Key words: Multi-lingual situation on board; genesis of the SMCP; content based and communicative teaching/learning of SMCP.

Introduction

The following paper has basically two objectives in view:

- My dear old shipmates on board the IMEC boat having been sailing with me for quite a long time in the troubled waters of Maritime English (ME), might appreciate to be reminded of the making and thriving of the SMCP as quite a few of them contributed to their development in one way or the other, they even might find some items presented under another or new angle of sight. I would be extremely happy if all that could refresh their motivation – if at all necessary – to teach the phrases with enthusiasm.
- The IMEC complement gladly states that a considerable number of ME lecturers has been and is still joining our crew. They all are expected to teach the SMCP to their cadets and students, and reading the following contribution they might a bit better know what exactly they are speaking about when the SMCP are on the agenda of their lecturing.

The paper is structured in the following way:

1 Background
1.1 Communication and disturbances – the human element
1.2 Need for action

2 The development of the SMCP
2.1 The frame set by IMO
2.2 The work on the SMCP proper
2.2.1 Theoretical considerations
2.2.2 Basic communicative characteristics of the SMCP
2.3 Communication areas and fields covered by the SMCP

3 Instructing the SMCP
3.1 The SMCP and the ME syllabus
3.2 The SMCP and appropriate teaching methods

4 Recommendations

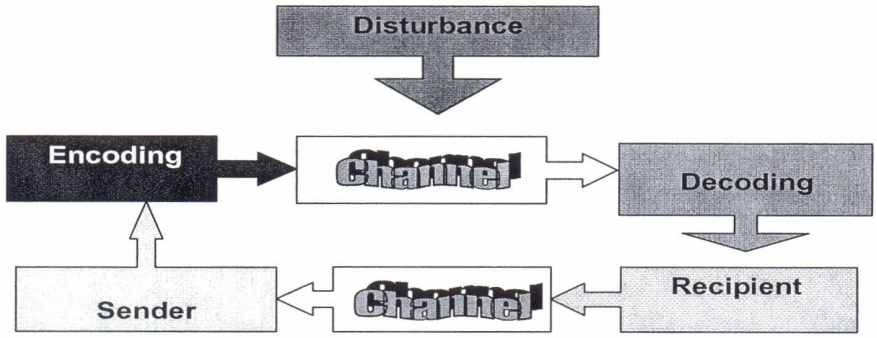
1 Background

1.1 Communication and disturbances – the human element

To start with, I would like to describe in short a few theoretical basics characterising the ME communication process in seafaring which one need to know in order to understand the problems met in this respect.

The distinguished reader will hopefully accept the communication scheme below roughly illustrating the flow of verbal communication in general, thus in spoken ME, too:

Communication Scheme



Slide 8

Diagr. 1

Within the frame of our paper the **Channels** are the fields playing the most important part in our considerations. It is on purpose printed in this specific way to show in a simplified manner that language, or better: speech, rarely passes the channel smoothly, it is exposed to many various disturbances. The most significant of them with regard to ME are listed in the following tables:

Table 1

Disturbances to the Communication Channel in External (Radio) Communication	
The technical element • Disturbance within the system • Malfunction of equipment • Poor propagation conditions • External noise • (Macro-) environmental interferences	The human element • *Incompatible ME competence between sender & recipient or vice versa (p q)* • *Accents / dialects* • Neglecting Radio Regulations • Error in operating the equipment • Deficiencies in education/training • Emotiv-psychic stress • (Micro-) environmental interferences

Table 2

Disturbances to the Communication Channel in Direct (face-to-face) Communication	
The technical element • Noise • Distance between communicators • (Macro-) environmental interferences	The human element • *Incompatible ME competence between sender & recipient or vice versa (p q)* • *Accents / dialects* • Ethnic-cultural interferences • Deficiencies in education/training • Emotiv-psychic stress • (Micro-) environmental interferences

The issues requiring our attention for the purpose being are those printed in *italics* in the tables.

1.2 Need for action

The SMCP were not the first attempt to facilitate or, in a certain way, standardize verbal interchange of intelligence especially among ships or sailors at sea and in ports. Already Admiral Nelson (1758 – 1805) on board HMS Victory at the battle of Trafalgar (Oct. 11, 1805) used a partly standardized text derived from Popham's Code of 1803 for his famous message to his fleet: "England expects that every man will do his duty" (Kemp 1988). Until 1856 there were eleven different codes, among which Marryatt's (1854/56) was the most famous. In 1856 the first edition of the "International Code of Signals", then called "Commercial Code of Signals for the Use of All Nations" (INTERCO 1856) was published by the Board of Trade in London and first used outside the UK by the French navy; there you may learn that this Code is "so framed as to be capable of adaptation for *international communication*." The INTERCO (1989) is still mandatory equipment in ships' bridges. In 1976 the Standard Marine Navigational Vocabulary (SMNV) was published by the then IMCO, revised by IMO in 1985, as most of you will know.

In the late eighties/early nineties of the last century rapid developments in various fields of shipping took place putting more challenging communicative demands on seafarers. In 1992 IMO decided to take new action to promote ME communication, i.e. to develop a standardized verbal working language in order to satisfy the more demanding communicative requirements met in the globalising shipping. The decision of the IMO basically arose from the following factors ruling modern shipping with regard to communication problems (the distress of the ill-fated MV Scandinavian Star in 1990, leaving 158 casualties behind, was the worst symptom that language difficulties had not been given due attention so far, and this disaster was the ultimate initiation for taking action):

Quantitative factors

- Tremendous increase in the total number of vessels
- Formation of heavy traffic areas sailed by large and/or high speed vessels carrying valuable and/or dangerous goods and/or passengers, resp..

Qualitative factors

Technological

- User friendly means for almost unrestricted voice communication (e.g. GMDSS)
- Shore based traffic control, i.e. VTS using Radar and VHF

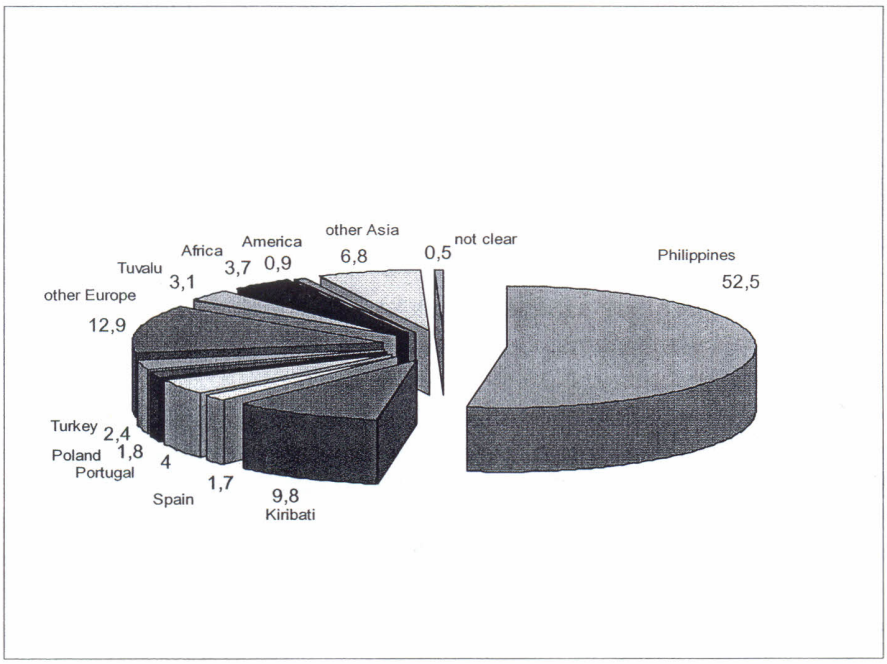
Sociological

- Increasing number of multi-lingual crews (presently ca 86%) often with substandard qualification also in ME

- Increasing divergence between user friendly communication equipment and ME competence
- Abolition of Radio Officers and general reduction of crews – work overload for the remaining rest
- Underestimation of ME problems in the industry and international administrations.

Most of these factors, by the way, still exist, some of them got even more complicated.
In the following I would like to go into some more detail in order to illustrate a few of the issues mentioned above:
The composition of crews on board vessels sailing in German registers in 2003 may serve as a generalizing example reflecting the crewing situation in the merchant marines of the so-called developed seafaring countries: Approximately 30% of all personnel is non-German, on board ships flying the German flag it even amounts up to as much as ca 60%. The structure of non-German crews on board German vessels can be seen in the following diagram:

Complements of German Vessels (12/02)
(Non-German Crews)

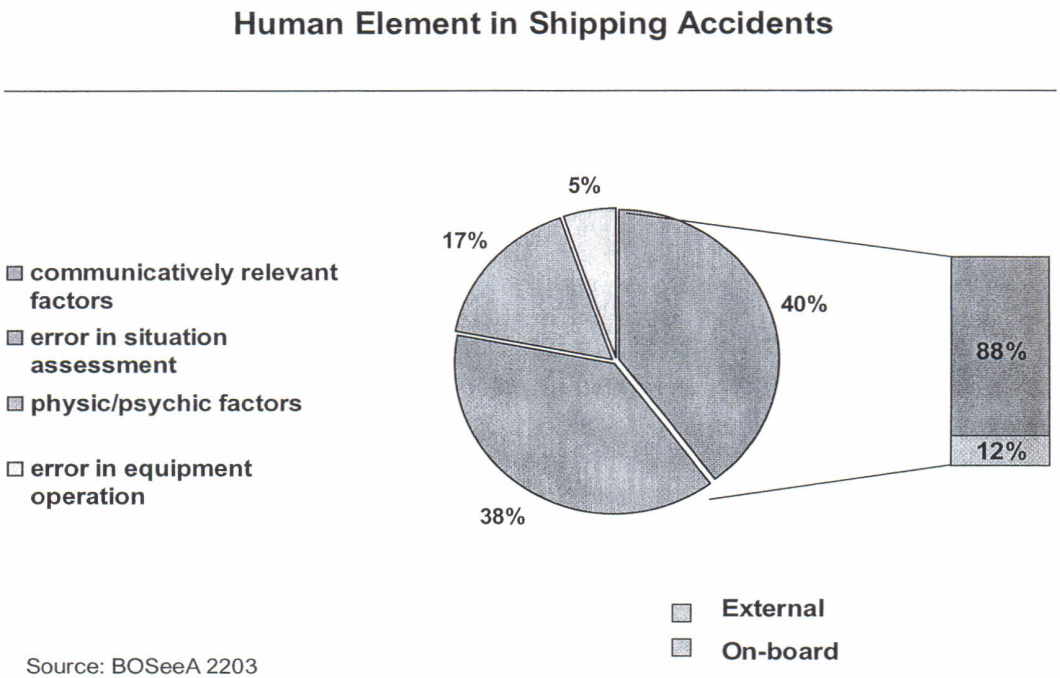


Slide 3

Diagr. 2

It does not require highly developed imaginative faculties to understand that a multi-lingual situation like this bears potential dangers especially regarding language communication which forms an essential part of the so-called *human element* (earlier often incorrectly called *human error*) in the field of safety of shipping. So it is no wonder that according to frequently quoted statistics approximately 80% of all shipping accidents and disasters have to be attributed to this *human element*. There are researchers claiming that even 100%, i.e. all accidents in shipping, may be traced back to the *human element*. This point of view may be very

exclusive, however, it cannot completely be ruled out, but here is no room to go into more detail.
Anyhow, what statistics ever, it is well reported that in about 40% of all accidents, attributable to the *human element,* communication problems are involved thus creating the most significant portion in this respect:



Diagr. 3

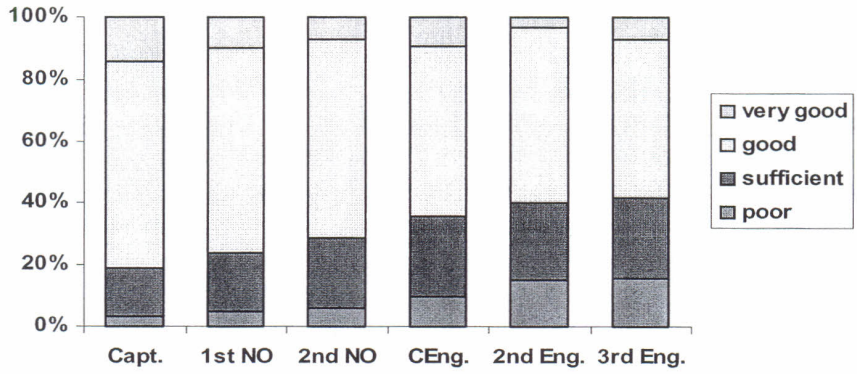
The most complicated and in terms of quantity the biggest one among the communicative relevant factors in the above diagram is ME proficiency. In this context it might be worth remembering what we meanwhile understand by Maritime English:

Maritime English is the entirety of all those means of the English language which, being a device for communication within the international maritime community, contribute to the safety of navigation and the facilitation of the seaborne business.

(Trenkner 2000)

It has been felt that this is a practicable definition defining the limitations and possibilities of ME and which helps to cope with the challenges of a dynamically developing, highly specific area of language performance, i.e. communication from ship to shore, from ship to ship (known as 4-s communication), in ports and on board vessels with multilingual crews. I, at least, clearly realized the value of that handy definition when I got involved in quite a number of successful international research projects.
It is interesting to see what the P&I Club found out in 2002 when they evaluated the ME performance among officers of 555 vessels:

Maritime English Performance among Officers



Source: P&I Club 2002/Performance Evaluation of Officers (555 vessels)

Slide 6

Diagr. 4

It may generally be stated that the higher in rank, i.e. the longer on the job, the better the ME performance of the officers, that means, ME proficiency improves by seniority. Consequently, it has to be one of our tasks as ME lecturers to keep the blue stretches of the bars in the diagram as small as possible especially with regard to the junior officers that they may meet the communication requirements set to them as soon as possible.

The relatively poorest proficiency was found among the engineer officers – this is a problem having been underestimated over years, but it is gaining more and more attention and becoming a "hot spot." It has to be regarded as a progress and improvement, however, when the IMO in the STCW 1978/95 chose to include requirements for engineer officers which read like this: *"Adequate knowledge of the English language to enable the officer ... to perform engineering duties"* (Code A, Table A-III/1), and: *"Transmission and reception of messages are consistently successful. Communication records are complete, accurate and comply with statutory requirements"* (Code A, Table A-III/2) (IMO 1995).

I am unfortunately lacking reliable up-to-date statistics on the part engineer officers play in causing accidents. The only information available to me is a P&I Analysis on Maritime Accidents Caused by Human Failures of 1991 which says that engineer officers contributed not more than 3% to all accidents – there was no statement, however, on the share of communication problems within this percentage. What I remember from many conferences on ships safety makes me feel that this percentage must be considerably higher than just 3%. Often there are difficulties in precisely differentiating between communication problems and technical/technological problems on the part of those compiling statistics - that is why some of the latter have a limited significance for ME research.

The ME teaching community might also be interested to see according to which criteria shipping companies select their crews. The table below reflects the strategy of 38 shipping companies in this respect (MARCOM 1999):

Table 3

Crewing Criteria for „mixed" Crews among 38 Companies

Management Level (%)	Operational Level (%)	Support Level (%)	Criteria
59.0 (2)	45.5 (3)	31.2 (4)	Repute of the country of origin
45.5 (3)	**50.0** (2)	**36.4** (3)	**ME proficiency**
31.2 (4)	45.5 (3)	68.2 (1)	Costs
77.3 (1)	68.2 (1)	50.0 (2)	Training/competence
27.3 (5)	31.2 (4)	27.3 (5)	Expedience
31.2 (4)	31.2 (4)	27.3 (5)	Region of trade
13.6 (7)	4.5 (6)	9.0 (7)	Requirements of the charterers
27.2 (6)	18.2 (5)	18.8 (6)	Others (e.g. requirements of the owners, age esp. at support level)

From this table one may learn that shipping companies pay utmost attention to the ME performance their crews are able to render, this ranks second out of all the criteria. If we put Training/competence and ME proficiency together – there are, indeed, significant correlations - then this complex criterion ranks first, even before costs.

Considering the table above, at least two conclusions or consequences, resp., can be drawn:

Firstly, the managements of shipping companies seem to have meanwhile recognized that the ME competence of their sailing staffs has a direct impact upon the safety of their ships and the economic performance of their vessels.

Secondly, it depends a great deal on the work of us, the ME lecturers, how safe ships and oceans and how efficient shipping would be, all this is reflected in the performance of our graduates.

2 The development of the IMO – SMCP

2.1 The frame set by IMO

The general objectives set by IMO to the Working Group (WG) on SMCP chaired by the author of this paper read basically like this:

The intended SMCP should be compiled

- to assist in the greater safety of navigation and of the conduct of the ship
- to standardize the language used in communication for navigation at sea, in port approaches, waterways and harbours, and on board vessels with multilingual crews, and
- to assist maritime training institutions in meeting the objectives mentioned above.

These guidelines found their more specified reflection in the instructions to the WG on SMCP given at the 60th Session of the IMO Maritime Safety Committee (MSC) in February 1992 and the 39th Meeting of the IMO Sub-Committee on Safety of Navigation (NAV) in September 1993:

Doc. MSC 60/12/2 stated, that

- the requirement for one common on board working language is of paramount importance

and instructed NAV by the same document.(MSC 60/19/10)

- to develop on the basis of SMNV and SEASPEAK an IMO-Language after the model of the ICAO-Language.

Already in the earliest stages of the work it became quite clear that, for different reasons, the language used in aviation (ICAO-Language) was not well suited to serve as a model for the

SMCP, and SEASPEAK did in various aspects regrettably not comply with the regulations ruling the ME communication scene in 1993.
At NAV 39 the WG was given more detailed instructions on the basis of which the concrete work commenced.
NAV 39 (Doc. NAV 39/31) instructed, that

- the phrase book approach should be retained
- it should built on a minimum level of the English language and the phrases drafted in a simplified version of Maritime English
- the name should be "Standard Marine Communication Phrases" (SMCP).

The distinguished reader may learn from the instructions given that the WG was not absolutely free in their decisions when drafting the text or regarding the methodology to be applied. One of the crucial points (see section 3) was the phrase book approach which had to be retained, there were some other ideas in this respect, but they had no chance to be accepted by the Organization, and one of the "musts" in the policy of the IMO is, that the work to be done **has**, for good reason, to strictly adhere to the instructions given.

2.2 The work on the SMCP proper

2.2.1 Theoretical considerations

The WG started to identify the hierarchic steps to be followed in the development of the SMCP and in defining their scope, i.e. to determine

- Communication modes (verbal: external and direct/face to face)
- Communication areas (e.g. Operative ship handling)
- Communication fields (e.g. Handover of watchkeeping responsibilities)
- Communication Subjects (e.g. Briefing on position, movement and draft)
- Speech acts (instruction, advice, information, warning, question/answer, request, intention - i.e. the WG basically adopted the *Message Markers* as used in SEASPEAK) duly taking into consideration the relevant radio telephone procedures
- Terminology
- Verbal realization.

One may easily see that this hierarchy, which proved to be very useful, breaks down from the rather general to the very concrete.
Regarding the standardization of the phrases, as required by IMO instruction, the WG understood the following within the context of the SMCP:

- reducing the grammatical and idiomatic diversity of ME to strictly purposive and, wherever practicable, analogue functional patterns
- reducing the terminological diversity of ME to a basic terminology, and
- introducing into and establishing the SMCP in the relevant sectors of the maritime industry through maritime education and training, preferred use and legal enforcement.

2.2.2 Basic communicative characteristics of the SMCP

Complying with the strategy below was felt to be the most appropriate method to standardize or "simplify" ME for the purpose of the SMCP; IMECs contributed valuable ideas in this respect.

- <u>Avoiding synonyms:</u>
  vessel *vs* ship
  (except in Ch. B4, Passenger Care)
  dampers *vs* flaps
  alter *vs* change (e.g. alter course)
  master *vs* captain
  (except in Ch. B4, Passenger Care)

- Preferring Latinisms/internationalisms:
  assistance *vs* help
  require *vs* need
  (e.g. *I require assistance vs* I need help)
  transmit *vs* send
  proceed *vs* sail, go

- Avoiding contracted forms:
  Cannot, do not, have not, I am, I will, it is, etc.
  vs can't, don't, haven't, I'm, I won't, it's, etc.

- Providing fully worded answers to decisive (yes/no) questions:
  Can you stop the leak?
  Yes, I can stop the leak.
  No, I cannot stop the leak.

- Providing alternative answers to sentence questions:
  What kind of assistance is required?
  I require / MV ... requires
  ~ medical assistance.
  ~ navigational assistance.
  ~ military assistance.
  ~ tug assistance.
  ~ escort/ ... .

- Providing **one** phrase for **one** functional piece of information:
  Operate the general emergency alarm.
  Inform the master.
  Inform vessels in vicinity.
  vs
  Operate the general emergency alarm and inform the master and vessels in vicinity.

- Identical structures of multiple phrases:
  (invariable + variable pattern)
  Information. You have permission to anchor
  ~ at ... hours UTC.
  ~ in position ... .
  ~ until the pilot arrives.
  ~ until the tugs arrive.
  ~ until sufficient water.
  ~ ... .

- Flexibly applying a block language (i.e. omit or sparingly use function words such as *the, a/an, is/are*, if not damaging the communication):
  I have damage below waterline
  vs I have a damage below the waterline.

  Note: Water on! (= an order) **but:** Water is on. (= execution)
  Watch out:
  USS Nonsuch: USS Noname – this is USS Nonsuch.
  Sighted drifting grey object to the south of me, probably mine – over

  USS Noname: USS Nonsuch – this is USS Noname.
  Definitely not mine – out

- Applying *Message Markers* (preferably but not exclusively in shore x ship communication, e.g. VTS):
  ***Instruction**: Do not cross the fairway.*
  ***Advice**: Stand by on VHF Channel seven-three.*

***Warning**: You are steering a dangerous course.*
Information: MV Goodboy/DN9N will overtake to the west of you.*
Question: (What is) your present maximum draft?
Answer: My present maximum draft is zero-seven decimal one-one metres.
Request: I require two tugs.
Intention: I will enter traffic lane in position buoy no. bravo five.
* The four *Message Markers* in ***bold*** are mandatory for VTS operators.

2.3 Communication areas and fields covered by the SMCP

It took the WG quite a few numbers of meetings to identify and to agree to the following communication areas and fields:

SMCP PART A
A1 EXTERNAL COMMUNICATION PHRASES
A1/1 Distress traffic A1/3 Safety communications A1/5 Specials
A1/2 Urgency traffic A1/4 Pilotage A1/6 VTS Standard Phrases
Appendix to A1: Standard GMDSS phrases

A2 ON-BOARD COMMUNICATION PHRASES
A2/1 Standard wheel orders A2/2 Standard engine orders A2/3 Pilot on the bridge

SMCP PART B
B ON-BOARD COMMUNICATION PHRASES
B1 OPERATIVE SHIP HANDLING
B1/1 Handing over the watch B1/2 Trim, list and stability

B2 SAFETY ON BOARD
B2/1 General activities B2/3 Fire protection and fire fighting B2/5 Grounding
B2/2 Occupational safety B2/4 Damage control B2/6 SAR on-board activities

B3 CARGO AND HANDLING
B3/1 Cargo handling B3/2 Cargo care

B4 PASSENGER CARE
B4/1 Briefing and instruction B4/2 Evacuation and boat drill
B4/3 Attending to passengers in an emergency

From this list of chapters and sections one may well learn that the communicatively most significant situations involving safety on board and along the quay have been allowed for. One can also see that specific situations involving activities in the engine room are not included. This is doubtlessly a shortcoming of the SMCP, but it was the clear intention of the IMO to first of all deal with the deck officers' spheres of responsibility identified as the dominant safety related and risk inherent ones. There is hope, however, that the engineer officers' concerns will duly be taken into account in the nearer future.
For economical reasons I will not deliver a complete break-down of the sections and chapters above, but instead just give a few illustrating examples, out of section A1/1.2 (external communication) first:

A1/1.2 Search and Rescue communications
.1 SAR communications
.2 Acknowledgement and / or relay of SAR messages

.3 Performing / co-ordinating SAR operations
.4 Finishing with SAR operations

The verbal realization by the SMCP of the above looks like this:

.6 *Report number of persons on board.*
.6.1 Number of persons on board: ... .
.7 *Report injured persons.*
.7.1 No person injured.
.7.2 Number of injured persons / casualties: ... .
.8 *Will you abandon vessel?*
.8.1 I will not abandon vessel.
.8.2 I will abandon vessel at ... hours UTC.

A second example is selected from on-board (direct/face-to-face) communication to show what the safety language looks like in this context:

B1 Operative ship handling
B1/1 Handing over the watch
B1/2 Briefing on traffic situation

And here is their ME realization through the SMCP:

B1/1.2.2 *A vessel is crossing from port side.*
B1/1.2.2.1 *The vessel*
~ will give way.
~ has given way.
~ has not given way yet.
~ is standing on.
~ need not give way.

Finally, I would like to demonstrate the advantage of a verbally standardized communication by comparing two distress radio messages using the SMCP and applying the correct VHF Radio Regulations in the second one; the first is, apart from the fictitious names, an original one:

Non-standardized
MAYDAY any ships around Cole Head hear me? This is MV Clive/GAKE – two holds blazing furiously – no chance to put fire out – plates buckling – got into trouble with the machinery, too – total blackout – please come at once – situation on the brink – she may go down any minute – we can't last much longer – over

Standardized
MAYDAY MAYDAY MAYDAY this is MV Clive MV Clive MV Clive / GAKE
Mayday MV Clive / GAKE. My position bearing 025°, distance 6.5 n.m. of Cole Head. I am on fire in holds. Fire not under control. I am not under command. I require assistance – over

3 Instructing the SMCP

3.1 The SMCP and the ME syllabus

In general, the instruction of the SMCP has to essentially contribute in making students and officers, too, communicate via ME according to the different safety related verbal communicative requirements they are or will be exposed to within the fields of their on-board responsibilities.

An ME syllabus claiming to be up-to-date has didactically to reflect the most important relevant regulations of the STCW 1978/95 as a minimum. If you then will screen the SMCP you will soon discover that the requirements mentioned in the convention have widely been allowed for as far as safety-related oral communication is concerned. It has been felt by the IMO to proceed that way, i.e. to cover the most essential communicatively relevant risk inherent situations by an individual phrase each, and the WG was instructed accordingly. It was exactly this kind of approach that resulted in a comparatively big number of separate phrases and what had been assumed to create difficulties regarding their teaching. This problem turns out not to be that crucial – why?

Firstly - the SMCP are divided into two parts:

Part A covers phrases for external communications as required by STCW 1978/95, Table A-II/1, as well as phrases applicable on board ships in conversations between pilots and bridge teams as required by Regulation 14(4) of Chapter V of SOLAS 2002. This part makes 40% of the phrases.

Part B covers further on-board phrases which, supplementary to Part A, may assist mariners in meeting other basic on-board communication requirements.

I am a bit hesitant to say, that training institutions which merely aim to meet the absolute minimum required by the STCW 1978/95 may confine to that Part A in their ME instruction. This way they formally meet the Convention but do not satisfy the demands their graduates will face at sea and in ports. At most institutions worldwide, Part A and B are regarded as a whole or supplementary to each other with emphasis on Part A and a lot of options in Part B.

Secondly – teaching the phrases will and should be done selectively according to the educational profile of the training institution and the needs of the trainees, e.g. whether officers are trained, or whether emphasis is laid on the qualification of pilots or VTS personnel – each of the different branches will likely pick up that part of the SMCP serving the purpose best rather than teach them in their entirety.

However, the question has to be asked whether the SMCP reflect the demands of modern shipping and hence those of an up-to-date ME syllabus. My answer would be: Yes, they do as far as the essentials of safety related communication aspects are concerned. ME teaching programmes which addresses the communication devices required to manage ships external and on-board face-to-face safety communication among, for example, multilingual crews as covered by the SMCP create to a good extent the basis that safety is maintained, and this is a vital area of modern shipping. Any ME syllabus at what institution ever has to take account of the SMCP in a very prominent position as they provide the IMO authorised ME standards for verbal safety communication to be applied by the international seafaring community.

But if you would ask whether the SMCP are suited to cover the **full** range of an ME syllabus in terms of contents and methodical requirements, I have to state: No, they do not – or, to be more precise – they do not completely for the following reasons:

- They were *a priori* not intended to provide a comprehensive ME syllabus which is expected to cover a far wider range of language and communication skills to be achieved in the fields of termonology, grammar, discourse abilities, etc., than the phrases could ever manage, this is explicitly made clear in the Introduction to the IMO SMCP (IMO 2002).
- If you screen the subjects covered by the SMCP you will realise that the phrases are lacking the areas of commercial operation of vessels, ship servicing with crew management and developing or maintaining social contacts, negotiating legal matters and some others. Phrases covering these fields were regarded as not directly involving safety matters by IMO and thus not felt necessary to be included. But it has to be stressed that they are, of course, indispensable for an ME syllabus and have to be given a high standing.
- Again, IMO developed the phrases for basic safety communication conveying meaning and information first of all rather than complying thoroughly with fine, nevertheless useful

discourse strategies. That means that a real-life, scenario-like sequence of events could not be kept throughout the SMCP, although the arrangement chosen is not merely a random choice. Apart from this, discourse features and structuring communicative events in safety situations as addressed by the SMCP, call obviously for more systematic follow-up studies, the results of which should be reflected in appropriate ME syllabuses and teaching aids.

3.2 The SMCP and appropriate teaching methods

Generally spoken, the phrases have to be taught and learned in convincing maritime contexts, and should be implemented through the various modern means of language instruction such as audio CD/tapes, multimedia or simulation facilities creating a close to real-life maritime environment rather than expecting students just to memorise and parrot the individual phrases. Hand in hand and combined with a content-based instruction, that means "twinning" the instruction on subject-matters and liaised communication functions or fields (Cole/Trenkner 2001), the so-called communicative approach will be an appropriate method of teaching and acquiring the communication competence required, using the SMCP as a sort of skeleton.
The benefits of a "twinning" content-based instruction based on the communicative approach may roughly be summarized like this:
This method

- eliminates the artificial separation of language and subject matter teaching, lending a degree of reality and purpose to the ME course (and promotes the credibility of the ME lecturer as a side effect)
- imparts content in the ME course, also via the SMCP, thus developing both complex and integrated communication skills together with professional knowledge
- makes students feel that through the integrated skill approach ME competence helps to effectively master the communicative requirements of their future professional spheres.

There are various software and text book producers (regarding the current state of the art, see Pritchard 2004) in the world selling corresponding SMCP based teaching aids designed for the classroom or private study on board or at home. The IMO Model Course on Maritime English (IMO 2000), too, provides useful, flexible guidelines of how to integrate the SMCP in an ME syllabus.

However, I should not fail to remark that it depends to a great deal on the qualification, the quality and the engagement of the individual ME lecturer whether the SMCP are realised in classes as a boring rote learning or an attractive and interesting event.

Finally I would like to partly quote the STCW 1978/95 (Code A, Table A-II/1) according to which the SMCP form a mandatory part of maritime education and training.
"English language competence: Use the IMO Standard Marine Communication Phrases ... .
Knowledge, understanding and proficiency: Adequate knowledge of the English language ... including the ability to use and understand the IMO Standard Marine Communication Phrases."

4 Recommendations

Meanwhile all the experienced ME lecturers worldwide have themselves familiarized with the phrases, many of them know them inside out, so to speak, and our new colleagues have no choice but do it, too, because it is decreed by the STCW 1978/95. They should know that it does not matter very much when they or the students do not know the exact position of each individual comma in the phrases - what really matters is, that they hit the core of a phrase. Of paramount importance is, however, that the phrases are taught embedded in a well thought-out methodical apparatus generating a close to real-life maritime environment and appropriate situations, preferably applying the content-based communicative approach. In this respect all our ME family members are wholeheartedly invited to develop and demonstrate their creativity – there are no restrictions - and to share their experiences and views within IMEC

and elsewhere. This will be highly appreciated by all of us and will essentially contribute to safer seas and cleaner oceans via our specific means that is Maritime English with the SMCP as one of its main frames.

It was considered a virtue not to talk unnecessarily at sea and the old man had always considered it so and respected it.

E. Hemingway
The Old Man and the Sea

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Biography

Prof. Dr. Peter Trenkner enjoys as career of more than 40 years as a Maritime English/Maritime Communication lecturer. He graduated in linguistics from Greifswald University, Germany, and took his doctor's degree there. As part of his professional career he sailed the seas as a training officer in the merchant marine. In 1994 he was appointed full professor of Maritime Communication at Wismar University, Germany, Dept. of Maritime Studies. He actively took part in numerous conferences worldwide, published many articles and relevant textbooks; within the Maritime English community he is called the father of the IMO Standard Marine Communication Phrases. Peter Trenkner has been involved in international R/D projects on Maritime English and holds influential positions in international associations: He is the Chairman of the IMLA Sub-Committee on Maritime English/IMEC, member of the IMLA Committee and President of the international German Association for Maritime English (GAME). In 2003 he was awarded the highest maritime decoration of Germany in recognition of his special services to safety of navigation and the sea.

INTERNATIONAL MARITIME ENGLISH CONFERENCE
IMEC 17
Marseille, France
October 2005

WORKSHOP

"MARITIME ENGLISH IN PRACTICE"

from
The International Maritime Language Programme - IMLP

By
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INTRODUCTION

"Maritime English is the entirety of all those means of the English language which being a device for communication within the international maritime community contribute to the safety of navigation and the facilitation of the Seaborne business" (Peter Trenkner – 2000)

..... in other words:
Maritime English comprises so much more than the SMCP, and this workshop aims at demonstrating a range of aspects of Maritime Communication related to the daily shipboard routine, how to twine and twin communicative skills with "the real thing" and above all how to make learning and teaching of Maritime English fun and worthwhile.

The Workshop-programme:

1 - Engineering: trouble shooting
2 - Intra ship communication: leaving berth and underway
3 - VHF comunication (the SMCP)
4 - Buoyage (abbreviations used in buoyage systems)
5 - Navigation
6 - Pilot Reading
7 - VHF comunication (the SMCP) –MAREP/POSREP – VTS to vessel
8 - Intra ship communication: heaving anchor
9 - Documents & correspondence: Notice of Readiness, Deadfreight Letter, Statement of Facts and Letter of Protest

General data of M.V. SEABORNE

CAPTAIN'S DECLARATION No ..... Dated .....
Name of vessel M.V. SEABORNE call sign PKNS - Flag: DUTCH.
Vessel built in ROTTERDAM Date: DEC 1998 Class: Container Carrier 100A+.
Owner: REEFER LINERS – ROTTERDAM / NETHERLANDS Port of Registry ROTTERDAM
Captain's name SIEBERS
Number of crew: 10 Number of passengers: NIL
DW: 12,700 GRT: 8448 NRT: 4640
Length over all: 136.50 M Beam: 26.50 Draft on Arrival: F- 5.80 A – 6.25
Number of: Cranes - 1 Derricks 1 Winches - 2
Main Engine Type: WARTSILA 9L46 Kw *(or HP)* 9450 KW . Speed 14
Bunkers on board: 100 tns; Fresh water on board: 45 tns.
Last port of call: SAN PEDRO
Cargo to load: 384 FT CONTAINERS WITH REFR. FRUITS Charterer: Cool Shipping – Santiago/Chili
Cargo to discharge: 384 FT CONTAINERS WITH REFR FRUITS Charterer: Cool Shipping – Santiago/Chili
Charter Party dated 13 – 01 - 2002
Arrival off Pilot station: 12 – 02 – 2002 / 2035 HRS UTC .Pilot embarkation time: 2050 HRS
Arrival at berth: 12 – 02 – 2002 at time 2345 HRS Berth No. 6A
Tugs used on arrival: 1
Departing from: RECIFE. Expected Draft *(on departure):* F- 8m. A – 9m. Destination: ROTTERDAM Next port of call: SAN PEDRO
VESSEL'S REQUIREMENTS:
Sea protest: 1 Cash money ..... Doctor: N - Bunkers: 80 tns - Fresh water:35 tns - Ship chandler: Y Laundry: Y - Garbage removal : Y Tugs required for departure: 1 Repairs to be carried out: lubricating system
RECEIVED FROM MASTER: 1 - Statement of Tonnage dues P.C. SIEBERS 2 - Charter Party 13 – 01 - 2002 3 - Others .....

While proceedings are going on to start engines the Chief Engineer reports that there are problems with the lubrication of the engine.
This problem must be remedied first before Seaborne can depart.

1 - Engineering - Trouble Shooting

Give the Standard Trouble-Shooting Order ("*remedy*") + the engine part(s) that will solve the problem that is described.
(HOW the problem must be solved can be looked up in the Engine Manual – i.e. proceedings to replace parts, what tools to use, what viscosity grade, etc etc)

Standard Trouble-Shooting Orders:

"Check .....":	*- used very generally.*
"Overhaul ....."	*- extensive repair.*
"Overhaul or replace if nec. .....":	*- used with mechanical appliances and parts that have been composed of various components (e.g. valve-mechanisms, pumps, etc.). If item is beyond repair: replace.*
"Replace .....":	*- take out the old part and replace it by a new one.*
"Install .....":	*- when parts are missing.*
"Remove .....":	*- take away something that shouldn't be there (e.g. "remove scale", or "remove obstruction ".)*
"Clean .....":	*- e.g. the outsides of engine parts, or in case of obstructions.*
"Adjust .....":	*- set correctly in relation to other components (e.g. valve clearance).*
"Tighten .....":	*- when components are not properly connected (connections, lines, wires, etc.).*
"Use proper (right) grade .....":	*- in case of an improper (too low) viscosity or cetane-grade.*
"Heat up .....":	*- when it is necessary to lower viscosity grade of oily liquids.*
"Raise temp. .....":	*- heat up the engine room when starting at low ambient temperature.*
"Fill .....":	*- in case of an empty reservoir (tank).*
"Reduce level (drain) .....":	*- in case of a tank that has been filled without taking into account the ullage-space.*
"Use .....":	*- any aid that will solve the problem*
"Charge .....":	*- when a battery is undercharged or empty.*
"Open ....."	*- something that should not be shut.*
"Close ....."	*- something that should not be open.*

ENGINEERING - trouble shooting : LOW OIL PRESSURE.

Check for:	Causes:	Remedies:
Lube oil: suction loss.	Low oil level.	
	Viscosity is not according to recommendations.	
	Oil by-pass through cooler is not functioning properly.	
Lube oil: dilution by fuel.	Injector seal ring is leaking.	
	Fuel manifold connectors are leaking.	

Check for:	Causes:	Remedies:
Bad circulation.	Strainer is clogged.	
	Cooler is clogged.	
	Fuel line clogged.	
	Pressure-regulating valve is not functioning properly.	

Faulty oil pump.	Intake screen partly clogged.	
	Air leak in pump inlet system (flange-leak on the pressure side)	
	Pump is worn or damaged.	

2 – LEAVING BERTH

On 17-02-2002 Seaborne departs for her voyage (N/Leg) to Roterdam.VTS Recife Radio has given her permission to cast off and leave the Port of Recife.

Standard orders in casting off, leaving berth and underway

Sequence of casting off:
single up foreward / single up aft / fore spring / aft spring / headline / breast line / stern line

Standard casting-off orders, engineroom-orders and helmorders.	
1 - "Slack away headline!"	**16** - "Heave away headline!"
2 - "Heave away sternlines!"	**17** - "Let go aft spring!"
3 - "Slack away aft spring!"	**18** - "Slack away sternline!"
4 - "Let go breastline!"	**19** - "Let go headlines!"
5 - "Full ahead!"	**20** - "Stand by for letting go!"
6 - "Midships; slow ahead!"	**21** - "Single up aft!"
7 - "Stand by engines-Start engines!"	**22** - "Slack away forespring!"
8 - "Heave away headlines!"	**23** - "Let go headline!"
9 - "Let go fore spring!"	**24** - "Heave away breastline!"
10 - "Heave away aft spring!"	**25** - "Starboard 15; dead slow ahead!"
11 - "Slack away breastline!"	**26** - "Single up foreward!"
12 - "Propeller clear!"	**27** - "Let go sternlines!"
13 - "Heave away sternline!"	**28** - "Heave away fore spring!"
14 - "Half ahead; steady as she goes!"	**29** - "Slack away headlines!"
15 - "Slack away sternlines!"	**30** - "Let go sternline!"

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30

Helmorder (Intraship communication)

The OOW gives helmorder to helmsman: steer 182 degr. port side. The latter must indicate when the vessel is on her course.

3 - VHF communication
by VTS Recife Coast station to all vessels

ROLE-PLAYS

Recife Radio transmits a number of messages to all vessels and to MV Seaborne:

1) Traffic movement information Recife Radio at 1245 hrs. UTC:
There is a vessel on her way from one berth to an other in position 2 miles South of Main Pier; her course is 065 degrees, her speed is 4 knots.

2)
There is a vessel that is manoeuvring with difficulty because of a draft of 22 m.

VHF communication
by VTS Recife Coast station to M.V. Seaborne

3) VTS-station indicates that
Seaborne is closing up to vessel to the North of her;
vessel to the South of Seaborne is increasing her speed to twelve knots.

4) VTS-station indicates that
the course that Seaborne is steering now is dangerous, because waters to the North of her are shallow. Vessel is advised to change course to the NW.

VHF communication
by M.V. Seaborne to *unknown vessel*
(announcement and acknowledgement on Ch.16)

Seaborne transmits messages to 2 unknown vessels:

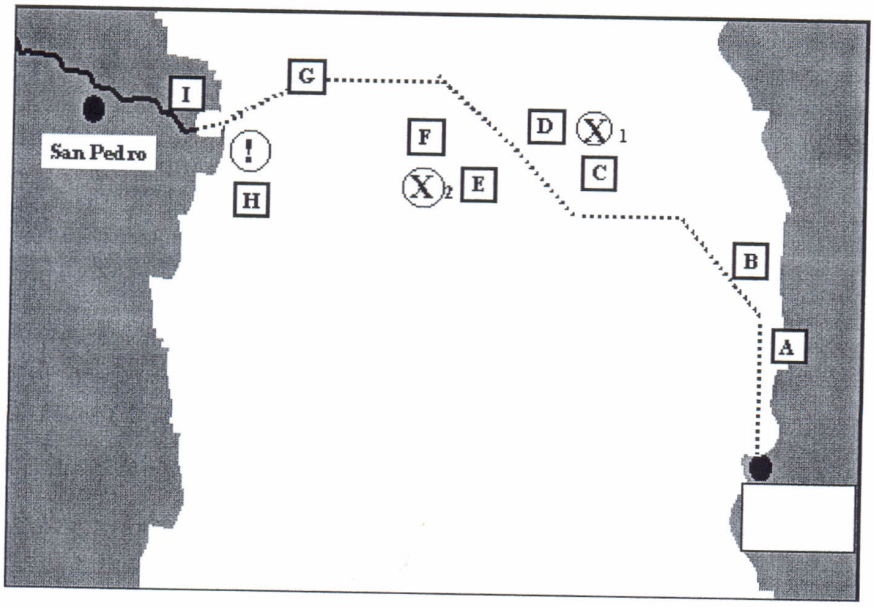
5)
Seaborne calls unknown ship (*Arctic Flower - RDVW*, in *posn. 085 degr. from Estoril Lighthouse, distance 8.5 miles)* to indicate that she is approaching shoals that are not mentioned in the chart, and advises her to change course to portside.

6)
Seaborne calls unknown vessel *(Packer - P3XQ - in posn. 290 degrees from Cape Gris Nez, distance 2.5 miles)* to indicate that she intends to overtake her on her port side on course 152 degrees at a speed of 9 knots.
Packer acknowledges and closes.

==========

4 - Buoyage

M.V. Seaborne, PKNS - underway to San Pedro passes ***buoy A*** (marking a sewer-outfall off the coast of the little fishing village of St. Christobal).
After passing waypoint, proceeding on course 345 degrees true at 12 knots, ***buoy B*** (marking the position of submarine pipeline) is kept at starboard side.
To avoid dangers to navigation (**X**1 and **X**2), the track leads clear between the dangerous wreck (***buoys C and D***) and the shoals (***buoys E and F***).
The wreck is kept at starboard side. The shoals are kept at port side.
With the N Cardinal south of us, we are proceeding on course 270 degrees, speed 12 knots, until ***buoy G***, indicating the approach to the coast, is straight ahead.
Now she makes for the area N of the isolated danger (***buoy H***) into the restricted waters of San Pedro Bay, where the river pilot embarks.
She now enters the Lateral Buoyage System (**IALA-B**) of the River Guadaljerez (***Sb. and P. buoys I***) and proceed at a speed of 5 knots towards our designated river berth.



Give a description of all the buoys mentioned.
Indicate the **types of buoys** (Lateral/Cardinal/Special/Landfall/Isolated danger),
abbreviations of **lights (+ colours)** they may carry (F / /ISO / Oc / Fl - Q/VQ + number of flashes),
topmarks + colours of topmarks (can/cone/sphere/cross) and
colours of the buoys (R - G - Y/B – B/Y – Y/B/Y – B/Y/B - RWVS - RBHS).

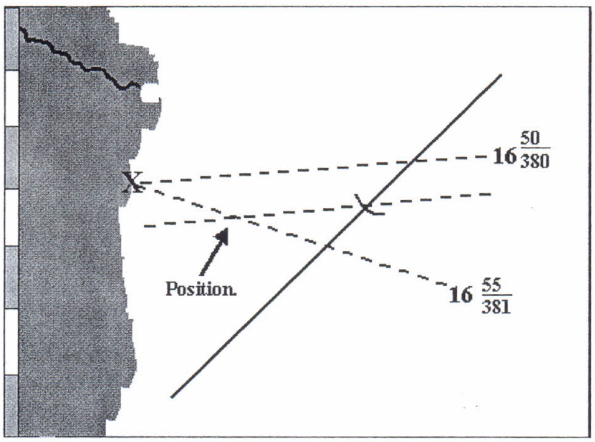
buoys	types:	shapes:	lights:	topmarks:	colours:
A	Special buoy	Can/cone/pillar /spar/sphere	Yellow	cross	.....
B	Special buoy	Can/cone/pillar /spar/sphere	Yellow	cross	.....
C	Cardinal South buoy	Pillar/spar	White	2 black cones points down	.....
D	Cardinal West buoy	Pillar/spar	White	2 black cones point to point	.....
E	Cardinal East buoy	Pillar/spar	White	2 black cones base to base	.....
F	Cardinal North buoy	Pillar/spar	White	2 black cones points up	.....
G	Landfall buoy (safe water)	Pillar/spar/ sphere	White	Single sphere	.....
H	Isolated danger buoy	Pillar/spar	White	2 black spheres	.....
I (Sb.)	Lateral buoy	Pillar/spar/ cone	Red	cone	.....
I (P.)	Lateral buoy	Pillar/spar/can	Green	can	.....

5 - NAVIGATION

In order to fix her position a running fix must be made by the OOW.

Running fix
A "running fix" is made when there is only one conspicuous object available. It is done by taking two bearings of the same conspic at interval. (The angle between the two bearing lines must be > than 30 degrees).

Example
The first bearing is taken at 16.50 hrs. - Log-reading: distance travelled = 380 nautical miles.
The second bearing is taken at 16.55 hrs; - Log-reading: distance travelled = 381 nautical miles.
The difference between the first log-reading and second log-reading is 1 mile.
Now, with the *aid* of *chart dividers*, "1" is measured from the chart scale at the side of the nautical chart and transferred to the course line.
The position of the ship is at the *intersection* of the second bearing line with the line that runs parallel to the first bearing line through the transferred position.



Sequence ("Running Fix")

Indicate the order of events by filling in A, B, C, etc.

1	2	3	4	5	6	7	8	9

A - Measure mileage between bearings by means of log-reading.
B - Determine the position of the Conspic.
C - Proceed on ground course.
D - Take first bearing.
E - Take second bearing.
F - Determine the intersection (ship's posn.) of the parallel line with the 2nd bearing line.
G - Transfer mileage to course line.
H - Determine the angle between the two bearing lines (> 30 degr.).
I - Draw a line parallel with the 1st bearing line through transfer-point.

6 – PILOT READING

M.V. Seaborne is in Biscay area.
Preparations for the approach to and entrance of the Port of Rotterdam are carried out by the OOW.
A number of decisions regarding sailing directions, currents, bridges and dangers depend on the correct interpretation of the Pilotbook of the area.

PILOTBOOK: Europoort (including Maasvlakte)

Chart 132
General description
18.90
Europoort is entered on the S side of Maasmond (51*59'N, 4*04'E), 1 mile W of Hook of Holland, through Calandkanaal.
Europoort is a deep sea harbour designed to accommodate very large vessels, and for the storage and transhipment of oil, ore, coal and grain.
At Maasvlakte (51* 58'N, 4* 03'E), W of Europoort, Maasvlakte Oil Terminal and Delta Container Terminal are situated in 8th Petroleumhaven and a coal / ore terminal is situated in Mississippihaven on the S side of Maasvlakte.
Beerkanaal divides Europoort from Maasvlakte. The terminals at Maasvlakte are entered from it.

Movement within Europoort
18.93
Due to its geographical position Europoort is not a suitable area to wait for another berth situated in the rest of the port, since the onward passage has to be made through the single entrance, thence via Maasmond or the North Sea, which is expensive.
Shifting berth within Europoort / Maasvlakte without main engine power is only permitted with special permission.

Lightened vessels proceeding to Botlek
18.94
For limiting vessels and draught restrictions for vessels bound for Botlek (51'53'.5 N, 4' 18'.5 E), which have lightened at Europoort / Maasvlakte, see 18.107. *Note.* See 18.78 for permission required before proceeding into Nieuwe Waterweg from Calandkanaal and the reverse.

Traffic signals
18.113a
The following **traffic signals** are exhibited from Maassluis Radar Tower (51* 55'.1 N, 4* 14'.8 E). The signals in category 1 or 2 may be shown separately: if shown together those in category 1 will be above those in category 2.

Signal	*meaning*
Category 1	
Light flashing white	Visibility less than 4000 m at some point in Nieuwe Waterweg
Light fixed white	Pilotage service for Maasmond suspended for small vessels due to weather.

3rd Petroleumhaven 18.116
3rd Petroleumhaven is situated on the S side of the entrance to Botlek. The basin extends S for 6 cables and branches WSW and SSE. The basin serves the oil and chemical industries.
The controlling depth is 11.7 m (38 ft).
Vessels up to maximum draught of 12.2 m (40 ft) can enter 3rd Petroleumhaven at HW, but if tidebound within, a draught of 10 m (33 ft) is necessary.
Geulhaven or Nieuwe Lichterhaven, with a curved E wall, lies close within the entrance to 3rd Petroleumhaven.

Tidal stream
18.121
The tidal stream off Vlaardingen (51* 54' N, 4* 21' E) sets as follows:

Interval from HW Hook of Holland	*Remarks*
- 0200	Flood stream begins. Mean rate 2,75 knots.
+ 0245	Ebb stream begins. Mean rate 2,5 knots.

The surface and sub-surface streams begin simultaneously.

Bridges
18.135
Willemsbrug. The middle span of Willemsbrug has a vertical clearance of 10 m and the three spans of the railway bridge close W have a vertical clearance of 8 m.
Illuminated tide gauges indicating the height of the central span above water level are situated:
Below bridge: at the SW entrance point to Rijnhaven on the S bank. Above bridge: opposite Persoonhaven on the N bank .

Traffic regulations

Regulations
18.152
All sea-going vessels with length exceeding 135 m and beam exceeding 17.5 m must obtain permission to proceed through Oude Maas. This must be requested:
24 hours before entering Oude Maas, or
24 hours before leaving or shifting berth,
from: Rijkshavendienst HCC (Harbour Co-ordination Centre).
Under normal circumstances permission will not be granted for vessels longer than 175 m and beam exceeding 23 m.

Bridge signals
18.159
The following fixed light signals are exhibited on each side of the opening at Botlekbrug and Spijkenisserbrug to control through-passage:

SIGNAL		*MEANING*
Port side	*Starboard side*	
R	R	Through-passage and through-passage below bridge prohibited
R	R	Through-passage and through-passage below bridge prohibited.
G	G	Permission to proceed will be given shortly.
R	R	Through-passage and through-passage below bridge prohibited.
R	R	The bridge is not being operated.

Offshore dangers
A **shoal,** with depths of less than 11 m over it, extends 3.5 miles NNW of Hook of Holland.
It is marked by:
Indusbank N Light-buoy.
A **wreck**, swept to 6.5 m and marked by a light-buoy, lies 5 miles NNW of Hook of Holland and an outlying shoal with a depth of 9.5 m over it lies 5 miles N of the same point.
A submarine pipeline extends NW from the coast close S of Scheveningen Harbour.

Indicate whether the assertion is WRONG or RIGHT

Pilot-Reading Practice: *Europoort (including Maasvlakte);* indicate whether the assertion is true or false.	**TRUE**	**FALSE**
1) Deep-draught vesels are allowed to proceed from Calandkanaal into Nieuwe Waterweg without authorization.		
2) An obstruction or difficult tow in progress is indicated by three vertical lights.		
3) Third Petroleumhaven extends 500 metres south and bifurcates into WSW and SSE branches		
4) Surface- and subsurface stream off Vlaardingen both commence at the same time.		
5) Through passage of the middle span of Willemsbrug has a height of 10 metres.		
6) Red lights above a green light, exhibited from Botlekbrug: through passage is closed.		
7) The off-shore dangers in the vicinity of Hook of Holland are 2 shoals, a wreck and a pipeline.		

==========

7 - VHF communication between MV Seaborne and VTS Maas Approach

7) MAREP/POSREP

On 12 – 02 - 2002 VTS Maas Approach requests a MAREP/POSREP from M.V. Seaborne, PKNS, of Dutch registration, owned by BCC Rotterdam, represented by Reefer Liners, underway from her last port of call (San Pedro) to the Port of Rotterdam (Merwedehaven) with a cargo of 384 containers with refrigerated fruits. Her L.O.A. 136.50 m, her beam 26.50 Draft on Arrival: F- 5.80 A – 6.25. She carries 0.25 ton of dangerous substance of IMO-class 4. Weather is good, with westerly winds of 3 Beaufort. There are 10 crewmembers and a deep-sea pilot on board. The radio operator of Seaborne transmits a MAREP/POSREP to VTS Maas Approach on VHF at 16.35 UTC in position 51 degrees 52 minutes North / 02 degrees 18 minutes East. Her course is 195 degrees true at a speed of 12 knots.She expects to reach Rotterdam on 12 – 02 - 2002 at 22.00 hrs. UTC.
Deficiencies: starboard ballast pump is out of order. VHF-channels guarded are 13 and 16.

POSREP	
Alfa - *Vessel's name + Call Sign;*	**November** - *Time of next report;*
Bravo - *Day of month + time (UTC/Local/Zone);*	**Oscar** - *Draft;*
Charlie - *Position: longitude - latitude;*	**Papa** - *Cargo (type and quantity);*
Delta - *Position: as a bearing and distance from a fixed* point;	**Quebec** - *Any deficiencies or limitations;*
MAREP	**Romeo** - *Any pollutants or dangerous goods o/b;*
Echo - *True course;*	**Sierra** - *Weather conditions;*
Foxtrot - *Speed (in knots);*	**Tango** - *Ship's representative or owner;*
Golf - *Last port of departure;*	**Uniform** - *Size and type of vessel;*
Hotel - *Time and point of entry into the system;*	**Victor** - *Medical personnel;*
India - *Destination + ETA;*	**Whiskey** - *Number of persons o/b;*
Juliet - *Deep-sea or local pilot on board;*	**X-Ray** - *Any other useful information;*
Kilo - *Time of exit from the system;*	**Yankee** - *Request to relay report to other system;*
Lima - *Intended track;*	**Zulu** - *End of report.*
Mike - *VHF-channels guarded;*	

MAREP / POSREP: ***First make notes, then transmit on VHF:***

Alfa - _____	**November** - _____
Bravo - _____	**Oscar** - _____
Charlie - _____	**Papa** - _____
Delta - _____	**Quebec** - _____
Echo - _____	**Romeo** - _____
Foxtrot - _____	**Sierra** - _____
Golf - _____	**Tango** - _____
Hotel - _____	**Uniform** - _____
India - _____	**Victor** - _____
Juliet - _____	**Whiskey** - _____
Kilo - _____	**X-Ray** - _____
Lima - _____	**Yankee** - _____
Mike - _____	**Zulu** - _____

ROLE-PLAYS

8) VTS-Maas Approach informs Seaborne that
Seaborne's berth is not ready yet. Seaborne is forbidden to anchor in present position. She must set course to waiting area, where she must anchor. Waiting time is 6 hrs.

9) VTS-Maas Approach informs Seaborne that
Seaborne must heave up her anchor. Seaborne is allowed to enter traffic lane at 12.45 UTC and proceed to berth no 6A. Seaborne is forbidden to dredge her anchor.

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8 - Heaving up anchor (intraship - SMCP)

We are going to heave anchor: (SMCP) "……..……..".

Turn on the windlass: (SMCP) "……..……..".

Anchor is loose from the ground: (SMCP)
"……..……..".

There are 3 shackles left to come in: (SMCP)
"……..……..."

Anchor is clear of the water: (SMCP)
"……..……..".

Anchor has been fastened: (SMCP)
"……..……..".

==========

9 – Documents & correspondence

The Master of MV Seaborne writes a Notice of Readiness, Deadfreight Letter, Statement of Facts (concerning the Sea Protest) and a Letter of Protest

Particulars of the voyage and cargo
Charter Party dated 13-01-2002
Cargo precarried from San Felipe - Chile to Recife - Brazil by truck.
Place of delivery by oncarrier: Rotterdam.
Freigt and charges prepaid.
It was agreed that the vessel will be ready for loading on 14-02-2002 at 8 a.m.
Number of days allowed for loading: 2 (ending of second day at 3 p.m.).
Number of containers to be loaded per w.w.d.: 250;
Number of days allowed for discharging: 2.
Number of containers to be discharged per w.w.d.: 250.
Actual times and amounts for loading and discharging all in accordance with charter party.
Notice of Readiness for loading delivered to Recife Port Authorities and shipper on 14-02-2002, at time 8 a.m. - **NOR** accepted on 14-02-2002 at 1500 hrs.
Notice of Readiness for discharging delivered to Rotterdam Port Authorities, shipper and consignees on 24-02-2002 at 11 p.m. - **NOR** accepted on 24-02-2002 at 1700 hrs.

P.C. Siebers has received notice from his first mate that after loading the vessel in Recife - Brazil container no. OE-1120822 with 150 cases of grapes has not arrived on board.
Master sends Deadfreight letter to parties concerned.

To accompany the Sea Protest concerning the loss of container no. OE-1121131 containing 150 cases of refrigerated fruits (c/o Refruits - Hamburg), which was washed overboard in adverse weather, ***the Master writes a Statement of Facts***

While discharging is in progress, the first mate notifies Captain P.C. Siebers of inadequately stowed container(no. OE-1120839 (c/o Fruit Terminal - Bremen) with 150 cases of grapes loaded by stevedores in port of loading, resulting in severe deterioration of quality due to thawing.
Master sends Letter of Protest to parties concerned.

NOTICE OF READINESS for loading:

Messrs. Shippers, Receivers and Port Authorities.

MV Seaborne – PKNS
Voy no
Recife – Brazil
Date:

Dear Sirs,

Yours sincerely

P.C. Siebers
Master M.V. Seaborne

Notice accepted at……

signature(s)..... Agent.....

DEADFREIGHT LETTER

M.V. Seaborne – PKNS
to: Fruit Traders – 288 Miramar – Santiago/Chili
date

Dear Sirs,

Yours Faithfully,
P.C. Siebers, Master

STATEMENT OF FACTS (CONCERNING THE SEA PROTEST)

I, P.C. Siebers,

LETTER OF PROTEST

M.V. Seaborne
Rotterdam

Master .....

Integrating communication skills development in Maritime English Teaching

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Abstract

Effective communication is a core competence for shipping industry. As the importance of Maritime English continues to be recognized, communication skills development should gain more prominence in Maritime English education. This paper, based on an analysis of communication skills components in IMO Maritime English Model Course and DMU Maritime English curricula, outlines several strategies MET institutions in non-English speaking countries can use to integrate communication skills development in a Maritime English teaching.

Keywords: Communication skills development, Maritime English teaching, MET

I. Introduction

The highly globalized maritime industry market is compelling Chinese shipping firms to give more attention to the changing economic environment. They are reshuffling their organizations and modifying their objectives. The increasingly international seafarer labour mobility makes many shipping companies aware that one of the many conditions to enhance positive achievement is the communication competence of their employees, especially seafarers.

English language, the lingua franca of science and technology, is closely associated with the economic modernization in China. The competitive demands for technological progress require an understanding of the language of that technology – English. It is not exaggeration to say that English is a compulsory linguistic medium in the new economic environment. Chinese citizens are commonly aware that access to knowledge and technology and the possibility of communication can secure the effectiveness of business in the new economic context. To some extent, business success in the global market depends on their ability to express themselves in English. Not coincidentally, the required international standard for onboard and ship-to-shore communication is the English language. Adequate achievement and competence in English is not only obligatory for certification of seafarers but also significant in ensuring safe, efficient and profitable ship operations.

Besides the English language skills that are important given its official status across the globe as the language of maritime industry, there is a clear necessity for effective English communication skills for seafarers in the current globalizing world shipping

market. As academia and industry are aware, communication skills are a vital component of the ever-increasing range of skills for seafarers to maintain relevance with the global environment of the new millennium. Apart from multilingual skills considered a significant element in the make-up of the new global seafarer, Maritime English focuses the learner's attention on the particular terminology and communication skills required in the international shipping industry. This also has clear implications for Maritime English teaching. As the profession of seagoing becomes increasingly international, English language and communication skills become very important to facilitate communication between seafarers and other personnel working in the same shipping industry but with different linguistic and cultural backgrounds. This gives emphasis to the necessity for English language and communication skills in Maritime English curriculum. We have too many cases of maritime accident caused by communication failure of all kinds.

Inclusion of communication skills development (hereinafter referred to as CSD) in curricula of MET institutions should therefore be a priority of maritime English curriculum development. This will not only enhance English language training and seagoing students' communication skills, but will also aid in the globalisation of maritime education. The English language has become a major medium for communication across borders globally; a deficiency in this area may result in barriers for graduates' personal and professional development. (Riemer, 2002)

II. Communication skills in general sense

Communication skills can be defined as ability to establish and maintain effective communication internally and externally, both orally and in writing, e.g. business presentation skills; and ability to create and develop a network of contacts, e.g. interpersonal skills. Therefore, communication skills development CSD should include language skills, subject knowledge and communication components.

Specifically, effective communication skills can be summarised as the ability to:

- Keep audience in mind
- Convey ideas to people.
- Listen to criticism and conflicting views.
- Conduct a productive meeting; be diplomatic in small group situations.
- Use a variety of modes of communication, such as face-to-face/remote, written/spoken, public/private, group/individual.
- Construct reasonable and logical arguments and arrange evidence properly to support an argument in speaking and writing.
- Determine what should be conveyed and do accordingly.
- Listen or read communications in varied forms and understand.

- Be concise, clear, confident and adaptable in presenting yourself and your ideas, using language that is appropriate for both the topic and the audience at hand. (Riemer, 2002)

III. Communication skills development for seafarers

As regulated in STCW 1995, the main working language in the field of maritime operation and safety is English. Trainees in non-native English speaking MET institutions must therefore have a very good command of English as a foreign language to meet the required standards. Communication skills training for seafarers should also be mindful of variations in intercultural communication. With globalisation becoming commonplace also with shipping work, trainees need to have an understanding of international communications. This includes aspects such as implicit language and cross-cultural idiosyncrasies, or risk being isolated, and is particularly relevant in dealings between native English speakers and non-native English speakers. (Riemer, 2002)

Apart from providing maritime undergraduates and trainees with knowledge and expertise in the Maritime sector, a maritime curriculum should involve students in a range of oral and written activities through group work, interaction, role-play and presentations. It should introduce students to the key communication processes and skills that shape their perceptions when interacting in various situations ranging from intra-personal, interpersonal and intercultural communication to mass communication.

IV. CSD Components in IMO Model Course 3.17 v. in DMU Maritime English Curriculum

Communication skills are listed in parallel with Grammar, Vocabulary, Phonology as one of the four competences in Core Section 1 and with Grammar, Vocabulary, Phonology, Maritime Focus in Core Section 2, Model Course 3.17.

1.4 understands key questions in listening/exchanges personal information orally/notes personal information about partner/fills out a 'particulars of cadet' form clearly and accurately with personal information

2.4 notes ships' call signs correctly from speech/ identifies errors when comparing numbers and times in writing and speech/dictates messages using times and the international maritime alphabet/reads a text to check the key responsibilities of all crew members/describes key responsibilities of all crew members

11.4 comprehends requests for numerical information relating to quantities, capacities and measurements / correctly writes down measurements and quantities given by another person / converse about price of goods in the contexts of shopping and ordering goods / uses SMCP relating to loading capacities and quantities to exchange cargo details in simulated onboard communication.

(Source: Core Section 1 Part C Detailed Teaching Syllabus, Model Course 3.17)

It can be seen from the above examples that **Model Course 3.17** attempts to integrate the 4 macro language learning skills, namely, listening, speaking, reading and writing with the maritime subject knowledge. However, there is still a lack of emphasis on the specific communication skills.

In China Maritime English is usually not taught as a integrated course, but separated departmentally into English Reading for Navigation, English Speaking for Navigation, English Reading for Engineering, English Speaking for Engineering, etc. The following is a list of the main topics of one maritime English textbook: Maritime English Listening and speaking course I.

Unit 1 Cargo Ship(I) Pre-study passage/Word and Vocabulary /Reading/Dialogue/Exercise
Unit 2 Cargo Ship(II)
Unit 3 Passenger Ship
Unit 4 Service and Technical Ship
Unit 5 Ship's Bridge and Engine Control Room
Unit 6 Deck Department and Its Crewmembers
Unit 7 Engine Department and Its Crewmembers
Unit 8 Deck Machinery
Unit 9 Auxiliary Machinery
Unit 10 Cargo Handling Equipment
Unit 11 Marine Fuels
Unit 12 Communication at Sea
Unit 13 Radio Communication
Unit 14 Routine Work of Captain and Deck Staff
Unit15 Routine Work of Engineering Staff

(Source: Sun et al, 2003)

This textbook, published in 2003, represents the latest effort in Chinese MET institutions in managing the integration of navigation and marine engineering components in teaching maritime English. However, a close examination of the contents reveals that there is a lack of CSD components in Maritime English teaching and learning. Although the blame often goes to general English teaching in the first place, it can be argued that the lack of standardised and accessible maritime English textbook with CSD focus for maritime undergraduates and trainees in their university courses may well be responsible, at least to some degree, for their level of poor communication skills.

V. Aspects to enhance communication skills

With the recognition of the need for CSD both within curriculum bodies and from various institutions, we still need to determine the ways to integrate CSD with Maritime English courses. There are several strategies we can use to include CSD in a curriculum. It is the common belief of teachers and students in DMU that the existing curriculum leaves little room for CSD and this may partly account for the lack of CSD components.

Communication skills are basically learnable. Communication skills development has been demonstrated through the use of various methods, such as class discussions and others. While the study of famous speeches, learning oral communication theories and techniques from textbooks will still be beneficial, it should be noted that pragmatic methods generally produce better results than purely instructive means. Another significant element to be considered is the lack of opportunity for students to be able to practise communication skills, particularly the oral component. To address these issues, the following are recommended based on the teaching experience of the author as maritime English instructor in EFL context.

- **Continuous learner-centred teaching and learning**

Littlewood (1992) argued that there are several elements that involve the learner in order to strengthen learning, namely, the classroom must be favourable for communication and learning; Learning has to be relevant to learners' interests and needs; Both processes and products are important in the classroom; Learners must engage in active roles in the classroom. In a learning-centred approach, the syllabus must be used in a more dynamic way in order to enable methodological considerations, such as interest, enjoyment, learner involvement to influence the content of the entire course design.

It is in this spirit that **Model Course 3.17** adopts the syllabus methodology based on the principles of the Communicative Approach to language teaching. It is argued that this approach meets the requirements of STCW 1995 in that it promotes practical, communicative competence in English. (IMO, p.12) On the other hand, the incorporation of language and communication skills improvement in courses in MET institutions is an important element of continuous learning, and will contribute to the process of life-long learning. This should in turn

facilitate advancements in shipping and, indeed, MET through streamlining fundamental communication skills.

- **Cross-cultural awareness**

Communication skills training should pay close attention to variations in communication. In this era of accelerating globalisation, it becomes a matter of importance for maritime undergraduates and trainees to develop a good sense of cross-cultural awareness in international communications. For maritime undergraduates of EFL background, this is especially vital in their interaction between native English speakers and non-native English speakers from other countries and cultures.

- **Classroom practice**

Presentations: Group projects and presentations not only add to students' knowledge base, but encourage and enhance their interpersonal skills. Teamwork is recognised as a core skill in industry, and communication with team members needs to be effective. Teachers can assist in the development of students' communication skills through providing opportunities for practice of and feedback on presentations in a range of media, for example, oral, graphic, written.

Role-play: As knowledge of communication theory does not necessarily parallel skills in practice, it is important to immerse students in similar work environments. Context-specific role play can focus the student's attention on the differing types of communication required with various groups in potential future work situations. By engaging the students directly in active learning, they learn *by doing*. For maritime undergraduates, it is important to utilise pseudo or virtual environments to simulate internal and external communications, as this will also allow students to interact with different levels of technical intensity, as well as engaging in non-technical communications.

Technology matters: Audio video / multimedia assist. One thing we can do is to record student presentations and then grade them with dubbing from the teacher and a feedback sheet. Audio/ video grading improves presentation skills in students. Importantly, this provides relevant educational feedback to the students so that they can establish a complete picture concerning the positives and negatives of their work. State-of-art technology should be utilised and elements like Internet, Word, Excel and PowerPoint need to be incorporated into fundamental communication training for students in preparation for the shipping industry.

VI. Conclusion

Teaching maritime English is a delicate and demanding work. The aim in such an interdisciplinary course is use English as a means and mediator in shaping potential seafarers to develop and master relevant professional and communication skills. Such skills should be fostered in MET, not just because they are qualities that employers in shipping industry look for, but because they should be part of any tertiary education.

English Language communication skills are commonly recognised as important elements in modern MET. However, there is limited implementation of such English courses in EFL countries like China that incorporating both language and communication skills advance. The incorporation of the fundamental components of communication skills development in MET will benefit the seafarers as well as the whole industry. However, given the traditionalist nature of maritime English curricula in terms of content, methods and techniques, this may take some time before change is evidenced in such countries. Apart from efforts pooled to raise awareness of the significance in this respect, one possible solution is to include CSD as an important element of continuing education or in-service education of seafarers. This should facilitate seafarers' lifelong learning and enhance MET in the long run.

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Impact of New Technologies on the Development of Maritime English Courses

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ABSTRACT

The relation between academic maritime education especially maritime English courses and technological development is an interactive relation, since these are the two main factors upon which the candidate is based. Academies and universities contribute to the development of human resources, so the introduction of sophisticated computer and advanced equipment will definitely play an important role in the method of conducting the syllabus and educational aids. Consequently, these will create a highly educated, trained and disciplined seafarer, who will be familiar with new technologies and fully aware of the Maritime English language.

This paper focuses on an important aspect of using information systems in teaching maritime English courses by using a Self Studying concept. Through such systems, a quality controlled Maritime Education and Training (MET) process can be achieved. In addition, the increasing numbers of MET students in the College of Maritime Transport & Technology require an improvement in the assurance system to satisfy the market needs for English speaking high quality seafarers compatible with the informatics' era. The Arab Academy for Science, Technology and Maritime Transport, recognized the importance of these aspects and has taken major steps towards these important fields.

This paper provides a brief overview of the current situation of the maritime English education in the College of Maritime Transport and Technology.
A Quality Assured Information System is proposed; the system aims at automating the different running English courses educational processes that are carried out either in the college and it's branches or onboard the training ship with the aid of using RFID passive tags. The system considers the required educational modules and business flows within a proposed systems layout, a detailed automated process will be outlined in order to illustrate a generic concept of automation, and a list of the expected features and benefits will be provided.

1. Introduction

It was found that the use of information systems in MET (Maritime Education & Training) is limited, while the RFID technology in MET has not been adopted yet. Accordingly, this paper will provide an overview of implementing an integrated information system using different technology aspects including RFID in order to implement IT in English curricula in the Nautical Department at the College of Maritime Transport and Technology, which is an essential and crucially advantageous approach to be taken by the Arab Academy for Science,

Technology and Maritime Transport. This paper reflects some of the problems encountered at the Nautical Department as regards English education in addition to exposing the means by which IT implementation can facilitate in enhancing maritime English education. It also provides an overview of the nature of current maritime English education at the Arab Academy for Science, Technology and Maritime Transport and finally the recommended proceedings for the implementation of IT.

2. The Existing Problem

A major problem encountered at the Nautical Department is that more than 50% of students joining it manifest weakness as regards language proficiency. Poor language is a major obstacle encountered by English instructors as it becomes extremely challenging to fulfil the aims and objectives of the English courses while teaching students whose language is quite unsatisfactory.

Moreover, the increasing number of students could lead to a decline in the quality of the MET process, which will subsequently affect the students' level. The paper aims to find information system solutions to keep the quality of the educational process with the available number of lecturers especially in the Maritime English language.

3. Overview of MET in the College

The main objective of the College of Maritime Transport and Technology is to develop the skills and attitudes of the students to enable them to work as marine officers complying with the STCW 95 standards. The College of Maritime Transport and Technology is also responsible for the planning and execution of MET (Maritime Education and Training) both in College and in the sea training trips onboard the Training ship Aida IV and to keep the same standards all over the college branches.
The following figure shows the MET sequence in the College:

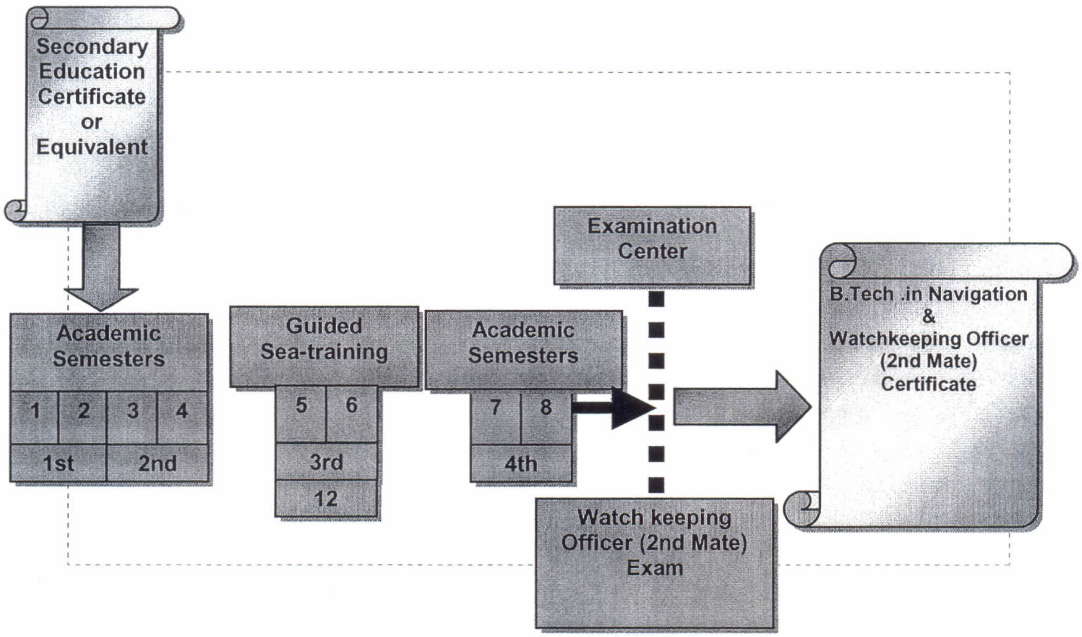

Figure (1)

3.1 Training onboard AIDA

The training program in each semester is 22 training weeks that are divided into training at port and at sea, the total duration of training at harbor is 10 weeks and 12 weeks at sea in training trips to the Mediterranean and red sea ports.

3.2 Current Maritime English Education at AASTMT

Four core English courses are taught at the College of Maritime Transport, namely ESP I, ESP II, ESP III and Technical Report Writing. The first three courses are offered to students at the Nautical Department in the first three semesters while the fourth course (Technical Report Writing and Presentation Skills) is a course students take in the seventh semester. These ESP (English for Specific Purposes) courses are tailored to fit the needs and requirements of students specializing in the maritime field. Thus, they provide them with the necessary stock of maritime lexis in addition to enabling them to master cardinal language functions and skills.

The first English course (ESP I) taken by students in the first semester aims at introducing students to nautical terminology through English language learning. It also aims at familiarizing students with basic academic skills required for their college studies. Furthermore, building learners' confidence in using the target language is considered a prerequisite for all subsequent ESP courses. On completing this course, students should be able to read, understand and analyze fairly short nautical-based texts. They should also be able to identify and produce a variety of semi-technical and technical words. In addition, the course should enable them to analyze and identify the main constituents of a paragraph and also write fairly short paragraphs on nautical topics. Furthermore, students should be able to identify and produce certain grammatical structures frequently used in nautical studies.

The second English course (ESP II) taught in the second semester strives to introduce students to basic maritime terms and collocations through processing authentic nautical texts. The aim is to help nautical students read in their specialized field of study in English, in addition to introducing basic nautical concepts. The course also helps improve the reading strategies and writing skills of nautical students. Thus, on the successful completion of this course, students should be able to improve and enhance their reading and writing skills through exposure to a variety of activities. They should also be able to read and comprehend their specialized texts.

The third English course (ESP III) offered in the third semester aims at enhancing students' abilities to comprehend written texts of maritime English of an advanced nature. It focuses on nautical terminology with the aim of helping students to gain lexical items in their field of specialization. It also introduces students to different grammatical structures of English and stresses their use communicatively and accurately. By the end of the course, students should be able to extract general and specific information from authentic texts of maritime English. They should also be able to derive and use different word-forms. In addition, students should be able to understand different grammatical structures effectively and also use them communicatively. Furthermore, they should be able to understand and use basic nautical terminology. Moreover, students should be able to paraphrase given nautical passages in addition to analyzing and writing paragraphs on nautical-related topics.

The fourth English course (Technical Report Writing and Presentation Skills) given in the seventh semester aims at enhancing students' writing in order to produce academic essays and reports related to their field of specialization. Students also develop the confidence of giving a

presentation on their report topic by being exposed to the major techniques and skills required to give effective presentations. Upon the successful completion of this course, students should be able to write academic paragraphs and essays and summarize nautical-related texts. They should also be able to use illustrations effectively in report writing. In addition, students should be able to make effective use of quotations and document information sources using MLA standards to avoid plagiarism. Furthermore, students should be able to give presentations on their report topics.

3.3 How the Implementation of IT can Serve to Enhance Maritime English Education

A number of factors which clearly reflect the significance of IT implementation should be considered. One of these is the fact that the contact hours students are exposed to in each English course is 45. Thus, they attend a three-hour session per week for 15 weeks, which is the duration of one semester. The implementation of IT which would enable students to gain access to the syllabi they are covering would allow students additional exposure to the language, thereby enhancing their proficiency and making up for the limited weekly duration of English sessions. For materials and drills on all four language skills (reading, speaking, listening and writing) would easily be accessible for students at any time.

The availability of materials and varied tasks on English courses electronically would inevitably serve to add to the efficiency of ESP courses taught at the Nautical Department. Furthermore, additional exposure to English courses through IT by using the RFID based Self Studying program would doubtlessly serve to fulfil and meet course aims and objectives and in creating proficient English-speaking marine cadets capable of employing maritime English with full mastery.

Another consideration by which IT can prove to be useful in relation to the time factor and number of hours taught per week is the possibility of administering computer-based exams. This would allow for more useful time in sessions since paper-based classroom exams tend to be time-consuming and somewhat cumbersome. Computer-based exams would also allow students to sit for exams at their pace, thereby giving more room for flexibility.

Furthermore, the use of multimedia packages would serve to give English courses a more lively aspect which regular sessions conducted using limited resources (board, chalk and markers) cannot fully achieve. Thus, IT can serve to complement the somewhat theoretical nature of sessions by providing additional practical weight.

In addition, since the average number of students per class is 30, it can sometimes be quite difficult for English lecturers to give individual attention and thoroughly monitor students' abilities. In relation to this feature, RFID based Self Studying program can serve to bridge this potential gap by providing interactive programmes that communicatively and informatively pinpoint students' weaknesses and perhaps offer suggestions on means of overcoming them.

4. Maritime Education and Training Automation

The utilization of technology is considered to be the main factor for achieving quality of service, efficiency, and cost-effectiveness throughout the training process. The automation process moves through different layers; starting from laying the proper infrastructure, then applying the required applications and systems to be used by different types of users

(lecturers, students, administration staff). The following figure illustrates the roadmap to be followed in order to reach the full automation that could meet all challenges.

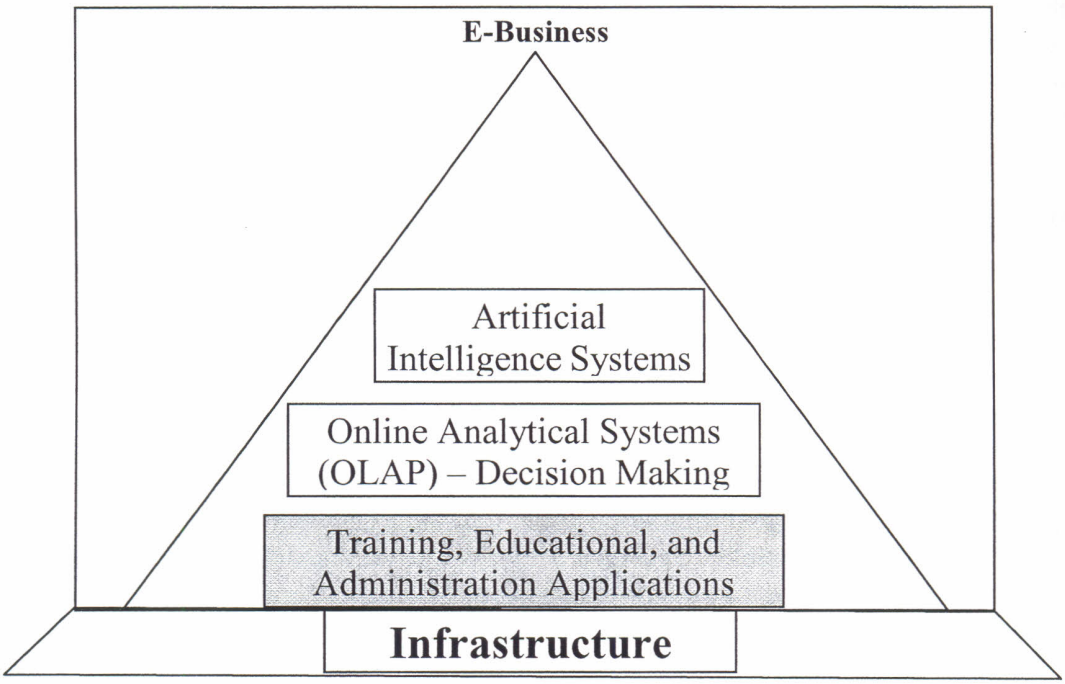

Figure (2)

4.1 System Components

This section provides a description of each component, which contributes to build the whole system. It's worth mentioning that not all components should exist at once, a bottom-up approach should be used to traverse the above-shown roadmap according to the availability of resources as well as budget.

4.1.1 Infrastructure

The infrastructure is considered the solid ground upon which all other components will operate. It's beyond the scope of this paper to go through the technical details of laying down the infrastructure, but it's a must to state the required characteristics as follows:

- Providing connectivity across different locations on the ship (LAN), wireless LAN could be more adequate for ship environment.
- The presence of a reliable connectivity with the main office (AAST for an example)
- This infrastructure should posses the proper security schemes required for maintaining privacy.

4.1.2 System Core Applications

The system core applications include the main applications for facilitating the training processes for students; also, it covers the various educational purposes. In addition, other required administration modules are considered in order to provide full automation. The following sub-sections provide highlights of the main features for those proposed modules as well as the required technologies to be adopted.

4.1.2.1 Technology Highlights

This section covers some of the technology aspects that are going to be used through the proposed system modules.

4.1.2.1.1 Radio Frequency Identification (RFID)

RFID consists of a reader and a tag, the tag is called a passive tag as it's a non-powered tiny unit, while the reader device transmits radio frequency to power on nearby tags. Tags can contain different amounts of information, which are sent to readers when a tag enters the frequency range of a reader.

4.1.2.1.2 E-business

E-business in its broad meaning is as simple as doing interaction across individuals and systems using the Internet. Those interactions could be summarized as follows:

- Online interaction between students and their respective lecturers
- Online interaction between individuals (students/lecturers) and the provided facilities and systems by the educational institute

4.1.2.2 Educational Modules and Training Aids

This section covers the foreseen developments in the educational process, which would lead to great enhancement to the process as well as achieve proper cost-effectiveness that would enable meeting future challenges.

4.1.2.2.1 Computer-Based/Distant Learning

Computer-based training as well as other distant learning concepts refer to learning and other supportive resources that are available through a computer, or generally on the network. The computer displays material in response to a learner's request. The computer prompts the learner for more information and presents appropriate material based on the learner's response. The material can be presented as text, graphics, animated graphics (that is, graphics that move), audio, video, or a combination of these, which could hardly be presented this way in traditional classrooms. Also, computer-based training provides a means of one-to-one interaction between the student and the presented materials.

4.1.2.2.2 Computer-Based Exams

One of the main facilities that need to be offered through the whole integrated systems is the ability to provide students with computer-based exams. This will lead to the following instant benefits:

- Better utilization of space as it's not required to have all students gathered in one place at the same time for taking an exam
- Quick and accurate means of publishing results
- According to the integration with other modules, marks and grades would be propagated to other sub-systems as administration modules, student evaluation, and online information portals for instant access to the published results.

One of the main challenges here is the authentication of the student on the computer to perform his exam, as well as making sure that no duplication occurs. The RFID technology (refer to section 2.2.1.1) provides an efficient means for student identification by providing each student with an ID card, the card contains a passive tag, which communicates with a

receiver, which is in turn connected to the computer designated for the exam. Hence, once the student reaches the computer and is logged on the system, the system will take from here.

4.1.2.2.3 Self-Study

This section is considered the main aspects of technological advancement in the proposed solution. The self-study concept would provide a lot of benefits by definition, the challenge is in providing the proper tools and environment for students to maximize information gain through the self-study process.

The RFID technology (refer to section 2.2.1.1), which was adopted earlier as a means of identification for performing computer-based exams (section 2.2.2.2) – could provide us with very innovative tools for providing well-planned, efficient, and effective self-study tours for the students overboard. The basic concept adopted in this solution is the ability to identify different equipment and devices overboard by attaching passive tags within those objects. The following scenario provides the concept in more depth:

- The student (going through the self-study tour) is equipped with a handheld device, which in turn is integrated with an RFID reader.
- The handheld device runs a multimedia educational software including different materials (text, images, audio, and video).
- Different educational locations and equipment overboard are attached with different passive tags, where each tag identifies their respective location.
- As the student passes by an equipment (attached to a passive tag) to learn about, the integrated RFID reader within the student's handheld detects the nearby passive tag and is able to identify the object.
- Upon object identification, the installed software on the handheld starts to display information about that object, this information could include rich presentation media like audio or video. In addition, instructions might be displayed to the student for practical training that might be required to be conducted by the student.
- Further advances could be applied to this solution, for example, the software might start to react according to the path traversed by the students (i.e. the sequence of equipments and locations the student has interacted with).
- The all above features are using Maritime English with the support of instant Arabic Language translation.

4.1.2.3 Administration Modules

This section expounds the proposed administration modules that should be used by administrators as well as lecturers in order to maintain students' information and activities. These sets of integrated modules as well as their integration with other educational modules would lead to dramatic reduction in time. Subsequently, this will lead to more efficiency and cost-effectiveness.

4.1.2.3.1 Attendance Module

The attendance module could be perceived as the traditional attendance module, which is implemented in several businesses. Due to the wide adoption of RFID technology (refer to section 2.2.2.1) and as RFID was stated earlier as a means of identity to the student, the attendance module could be extended to the attendance of the students in the lectures.

Students will be logged upon arrival/departure to and from the ship via the RFID readers equipped overboard. In addition, upon the attendance of their registered courses, their attendance is logged within the central database. Accordingly, the time and effort needed for tracking students' absence and disciplinary behavior has almost disappeared. Also, a superseded level of accuracy could be achieved by adopting this solution.

4.1.2.3.2 Registration Module

The registration module could be considered as the main module for registering students and their respective courses. This module is also considered the one which requires a reliable connectivity with the head office (AAST). This connection doesn't necessarily have to be an online connection; a batch processing could be adopted. The registration module is responsible for performing and controlling different activities that could be summarized as follows:

- The module is responsible for scheduling the lectures as well as resolving any conflicts that may arise in the scheduling process, thus providing a full lectures plan.
- This module will generate a detailed weekly timetable showing the subject of the lecture, the location of the lecture and the name of the assigned teacher.
- The entry of students' marks upon completion of written and oral exams
- The module automatically gives access for each lecturer to the educational materials that will be required by him for performing the course.

4.1.2.3.3 Student Evaluation Module

This module is considered the main repository for the other modules, the objective of this module is to provide a single point where lecturers can evaluate and asses their students. All the evaluations performed are based on information gathered from other modules as follows:

- The manually entered grades in the registration module
- Automatically generated results from the computer-based exams
- The logged behavior and achievements of students through the computer-based training as well as the self-study tours feedback
- The percentage of absence and lectures' attendance logged for each student through the attendance module

Advanced business intelligence techniques (OLAP, Data Mining, Artificial Intelligence) are to be applied within these modules in order to facilitate the decision-making process as well as leveraging the quality of the educational process.

4.2 System Architecture

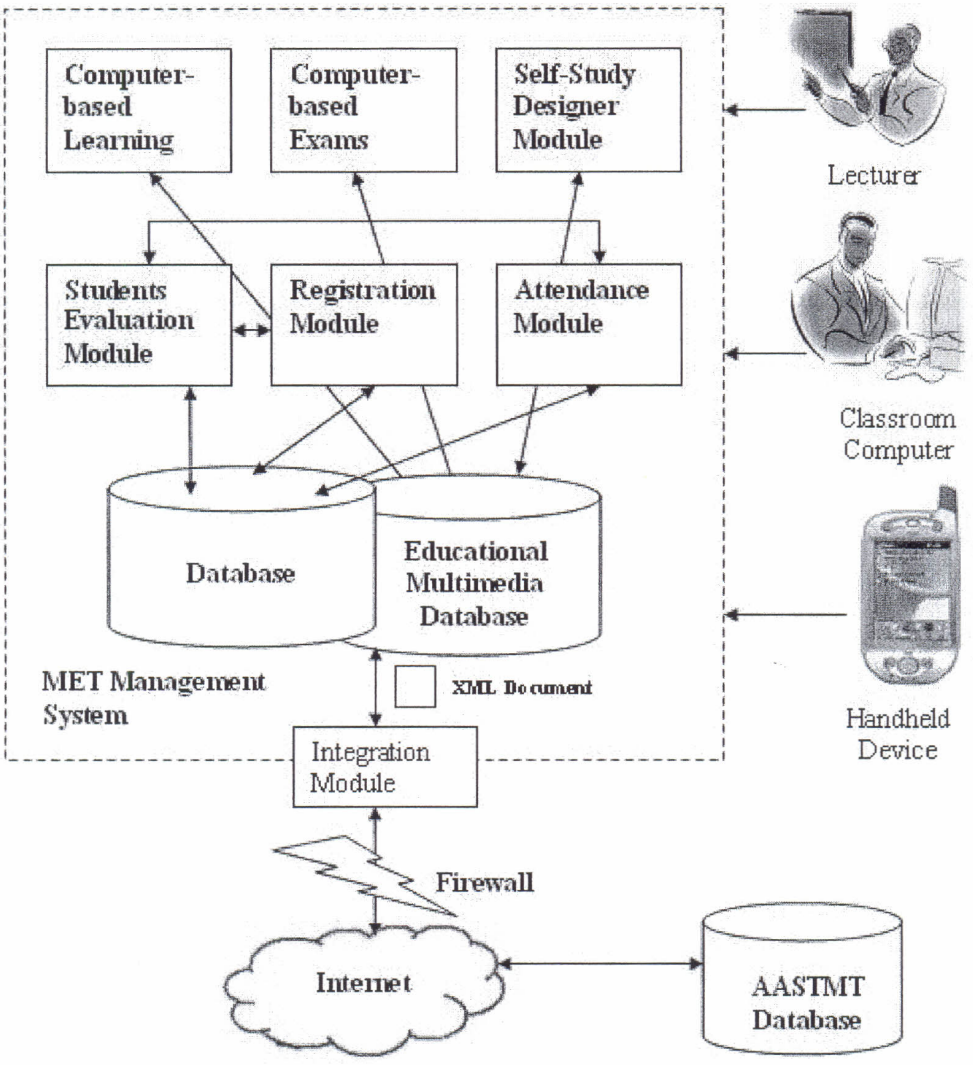

Figure (3)

The above-shown diagram illustrates the architecture of the proposed components to provide full automation for the educational process containing all the educational materials in English language supported with Arabic language translation as well as the administration process in the College of Maritime Transport and Technology. The following highlights could be observed throughout the architecture:

- A central database is used for maintaining data consistency and providing the proper integration across modules.
- A central multimedia database is used for maintaining all educational materials that are used within the computer-based training and exams, as well as providing the source materials to be synchronized to handhelds, which are used in self-study tours.
- An Internet based connection is maintained to be used to replicate data between the College branches or AIDA central databases and the others found in AASTMT.

- The connection could be used asynchronously for batch processing mode, i.e. on daily basis.
- It could be noted that there's an integration module that's responsible for maintaining the integration process across the College branches and AAST, which uses the Internet as the transmission media, while it uses the XML technology as the container for the replicated data.
- Lecturers and students access the system from classroom computers for educational purposes as well as from other places for administration purposes.

5. Recommended Proceedings for the Implementation of IT in English Courses

The availability of the Self Studying concept with the aid of the RFID with the aid of an electronic maritime dictionary offline and online is one of the major needs that would serve to assist students in dealing with maritime English courses with ease. The use of CALL (Computer Aided Language Learning) in maritime English courses is another essential need which would give a lively aspect to them, since the use of animation and sound effects in CALL activities will give a vivid and appealing aspect to maritime English courses.

Since VHF and VTS communication methods are essential for marine cadets, the availability of situations that reflect ship to ship communication, ship to shore communication and internal communication between officers electronically through multimedia will serve to provide simulation of situations on board ship which nautical students need to master. The availability of these situations through IT will assist students to engage in role-play activities reflecting real situations they will be involved in on ships.

The accessibility of IMO phrases or standard maritime communication phrases (SMCP) electronically is another essential need whereby IT can prove to be of utmost aid. For students' need to listen to and read these phrases through computers would help improve their pronunciation and listening skills. These phrases are among the major and indispensable requirements for creating marine cadets who can manifest competence in communicating in maritime English context.

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