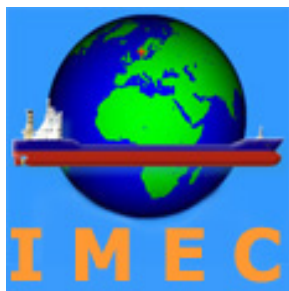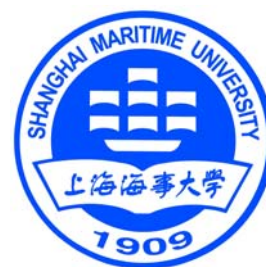# The International Maritime English Conference

IMLA-IMEC

20th IMEC
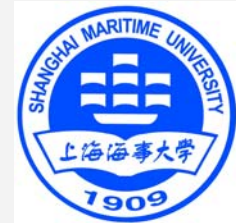
PROCEEDINGS

October 27 – October 30 , 2008

The International Maritime English Conference

IMLA-IMEC

IMEC-20

*"The Role of Maritime English -
Promoting Communication and Understanding Culture"*

at the

Shanghai Maritime University – Shanghai, P. R. China
October 27 – October 30 , 2008

**Organised by the
Shanghai Maritime University, P. R. China
International Maritime Lecturers' Association - IMLA
IMLA's Maritime English Subcommittee - IMEC**

Sponsored by Shanghai Maritime University
*in co-operation with the
Gdynia Maritime University, Gdynia - Poland
Marlins Co. UK
Shipping and Transport College Rotterdam - Netherlands
Rijeka University, Faculty of Maritime Studies, Croatia
Wismar University, Faculty of Maritime Studies, Germany
World Maritime University, Malmö, Sweden
Tokyo University of Marine Science and Technology,Tokyo - Japan*

About IMLA-IMEC

The IMLA International Maritime English Conference is a no-border forum: a round table for discussions on sea-related communication problems concerning a universally accepted language, that of Maritime English. Teachers and other parties from all over the world dedicated to mediating in the process of maritime language acquisition are invited to freely present their achievements, share experiences and exchange ideas.

The first **IMLA International Maritime English Conference** (formerly the *Workshop on Maritime English – WOME*) was held in Hamburg, Germany in 1981. Since then, eighteen international meetings have been held in Saint-Malo, France, 1983; La Spezia, Italy, 1985; Plymouth, UK, 1987; Cadiz, Spain, 1989; Lisbon, Portugal, 1991; Amsterdam, Netherlands, 1993; Gdynia, Poland, 1995; Malmö, Sweden, 1997; Shanghai, China, 1998, Rijeka, Croatia, 1999, Dalian, China, 2000, Varna, Bulgaria, 2001, Qingdao, China, 2002, Saint Petersburg, Russia 2003, Manila, The Philippines, 2004, Marseille, France, 2005 and Rotterdam, the Netherlands, 2007. Each event has confirmed the growing interest in and importance of this field since the development of technologies and the respective updates in requirements concerning safer shipping, along with the increasing number of multilingual and multicultural crews, which impose new criteria on communications at sea worldwide (see also the IMEC website: **www.IMLA-IMEC.com**).

Welcome to Shanghai Maritime University – Shanghai, China!

Prof. Gao Deyi
Chairman of IMLA

The IMEC Steering Group

Prof. Dr. Peter Trenkner	**Peter van Kluijven**
Chairman of IMEC / Hon. Member of IMLA	Shipping and Transport College
	Rotterdam - Netherlands
Prof. Clive W. Cole	**Prof. Dr. Boris Pritchard**
Vice Chairperson of IMEC	Chairman Papers and Activities Committee
Catherine Logie	**Maria Lozinska**
Marlins Language Training - UK	Gdynia Maritime University – Poland

----
The IMEC Local Organization Committee

Prof. JIN Yongxing
Chairman of LOC, vice president of SMU

Prof. SHI Chaojian	**Prof. XU Dazhen**
Dean of MMC,SMU	Dean of PBAC,SMU
Prof. YU Hongrong	**Prof. MAO Liqun**
Dean of IEC,SMU	Dean of CFL,SMU
Ass. Prof. HU Shenping	**Mr. GUO Junwu**
Member of LOC	Member of LOC
Ms. CAO Huina	**Ms. WANG Yinming**
Secretariat of LOC	Secretariat of LOC

E-mail: imec20@shmtu.edu.cn

Preface

IMEC is a sub-committee of the International Maritime Lecturers' Association (IMLA). The International Maritime English Conference is a no-border forum: a round table for discussions on sea-related communication problems concerning the universally adopted language, career tool that is Maritime English. At IMEC conferences teachers and other parties from all over the world dedicated to mediating in the process of maritime language acquisition are invited to freely present their achievements, share experiences and exchange ideas.

SMU is delighted to present you with the conference proceedings containing all the papers presented at IMEC-20. This is the second time an IMEC has been held in Shanghai, the first time being in 1998 under the name of WOME1A with participants from 13 nationalities. Ten years later IMEC-20 brings together practitioners, researchers and managers from 23 countries & regions including Canada, China, Croatia, Croatia, Denmark, Egypt, Germany, Italy, Japan, Myanmar, Netherlands, Norway, Philippines, Poland, Romania, Slovenia, Srilanka, Sweden, Taiwan of China, The Netherlands, Ukraine, United Kingdom, and Vietnam.

IMEC organizes annual conferences that offer a splendid opportunity for interested parties from all over the world to get together, discuss matters and exchange views.
These Proceedings contain 25 papers that cover institutional issues, learning and teaching issues, the evaluation, assessment and testing of Maritime English, cultural awareness and teaching ME, Maritime English vocabulary and terminology, research into various aspects of studying, learning and teaching ME. These Proceedings also contain details of 12 workshops that focus on the same themes. Each IMEC event has confirmed the growing interest in and importance of this field due to the development of technologies and the respective updates in the requirements concerning safer shipping, along with the increasing number of multilingual and multicultural crews, which impose new criteria on communications at sea worldwide.

We would like to thank all the members of the IMEC Steering Group and the IMEC Local Organization Committee for promoting the Conference. We are most grateful to all the authors and session chairs for contributing actively in this conference. We should also like to acknowledge the Conference Secretariat and student helpers for their effort in promoting and assisting in organizing this Conference.

IMEC-20 aims at The Role of Maritime English - Promoting Communication and Understanding Culture. Finally, we hope that you enjoy the Conference and your time in Shanghai. We look forward to meeting you again next one in the near future.

SMU IMEC20 LOC
IMEC Steering Group

CONTENTS

PREFACE

PART 1：PAPER

THEMEI：INSTITUTIONAL ISSUES

PART 2：WORKSHOP

INDEX OF AUTHORS

PART 1:PAPER

DEVELOPING TRAINING AND WATCHKEEPING STANDARDS THE MARITIME ENGLISH COMPETENCE YARDSTICK IN THE REVISED STCW CONTEXT

Clive Cole
World Maritime University
Box 500
201 24 Malmö
Sweden
Email: clive.cole@wmu.se
Fax : 0046 40 128442
Tel : 0046 40 356347

Peter Trenkner
Wismar University
Dept. of Maritime Studies
R.-Wagner-Str.
31 ,18119,Warnemünde
Germany
Email:peter.trenkner@hs-wismare
Fax : 0049 381 498 5802

Abstract

Assessing student performance accurately and meaningfully has always been one of the great predicaments of education. A result expressed as a number of marks out of a maximum total, or as a percentage, is simple to read but often lacks any true meaning when read by an outsider with little or no knowledge of the subject and/or the difficulties involved in achieving the result, and when read by the student if there is no additional feedback. This has become no less important when the IMO STCW 78 Convention as amended in 1995 is under review and global assessment goals are being required.

Reliably assessing competence is no easy task, especially on an international level, but the process can be facilitated by establishing credible "Yardsticks" against which student performance can be measured while at the same time providing goals for the tasks and requirements of the seaboard ranks. Thus a practicable and internationally accepted descriptive scale that clearly identifies the Maritime English communication performance required for the STCW Operational and Management Levels would be more than an academic exercise – it being meaningful for students, MET institutions, officers and not least for end-users (i.e. shipping company management) who have frequently asked for the creation of such a device.

This paper argues for the adoption of minimum skills levels for the shipboard ranks and promotes an internationally accepted proficiency scale that attempts to clearly describe levels of competence. The Yardstick presented is an attempt to provide a single standard instrument that gives benchmarks for training, testing and assisting candidates to attain the required STCW Operational and Management Levels and ensure that the entire maritime industry is operating from the same page. In this respect the authors suggest that it establishes an appropriate link between the legal requirements of the maritime authorities or administrations reflected in the STCW Convention on the one hand and the consequences regarding Maritime English

instruction at MET institutions taking into account the needs of the end-users in the shipping industry on the other.

Key words: Communication, Maritime English, Competence, Yardstick, Assessment, STCW.

1   Introduction

There was a time, until quite recently, when any paper involving Maritime English would begin with a definition of the term and a justification of its importance within the maritime industry, and consequently Maritime Education and Training. This is no longer the case, or at least it should not be. Today, more than ever before, we are all practiced communicators. Indeed communication, supported by an array of technical devices, is at the very heart of our modern existence allowing us to instantly access almost anywhere in the world. It may be a question of chickens and eggs but certainly communication and globalisation go hand in hand, as do the resulting increases in trade and the need for shipping to satisfy the demands. That competent (English) language skills not only facilitate but enhance our communication needs is surely indisputable.

Communication and the usefulness, often necessity, of a unifying working language is central to all of us working within the maritime industry, whether shore-based or at sea, whether employer or employee, whether new recruit or ancient mariner. As the Secretary-General of the IMO states, today more than ninety percent of global trade is carried by sea and this "has fostered an interdependency and inter-connectivity between peoples who would previously have considered themselves completely unconnected" (Mitropoulos 2005). Therefore, communicative competence is a prerequisite not only to facilitate international trade but also to ensure that it functions in a safe, secure and environmentally friendly manner. That there was a need for a working language, and that this would largely be English, was recognised by the initiatives of the IMO to develop the Standard Marine Navigational Vocabulary (SMNV), adopted in 1977 and amended in 1985, the Standard Marine Communication Phrases (IMO SMCP) adopted in November 2001 as resolution A.918(22) and numerous references in various conventions, including those listed in Annex 1 of this article. However, while IMO has clearly made considerable efforts to strengthen provisions concerning Maritime English requirements, this does not necessarily mean that the graduates of maritime academies are consistently well prepared and that the levels of competence attained during training match the (minimum) levels envisaged, but not precisely determined, by the international regulations where the STCW 1978 Convention as amended in 1995 (hereinafter referred to as the STCW Convention) is the leading light. The current article thus argues for the adoption of minimum skills levels for the shipboard ranks as described in a new Maritime English proficiency rating scale, the Yardstick, below. The authors consider the ideas introduced and the actions invited by this contribution to be in full accordance with the requirements of the IMO High-level Actions 2008-2009: Development of Training and Watchkeeping Standards (IMO 2008).

2   Background

According to Bloxham and Boyd (2007) "Student marking is inherently frail" and many "assessment procedures would struggle to stand up to legal challenges." Indeed, assessing student performance accurately and meaningfully has always been one of the great predicaments of education and training. A result expressed as a number of marks out of a maximum total, or as a percentage, is simple to read but often lacks any true meaning when

read by an outsider with little or no knowledge of the subject and/or the difficulties involved in achieving the result, and when read by the student if there is no additional feedback. This has become no less important when the STCW Convention is under review and global assessment goals are being required.

The creation of a practicable and handy Yardstick was first addressed within the Maritime English context at the German Association of Maritime English (GAME) Summer Seminar held in Gdynia, Poland in 1994 in a paper entitled "Bring on the bands" (Cole, 1994a). Here the author proposed supplementing assessment scores (marks and percentages) with banded descriptors that would be "accurate, easily understood and meaningful to both the individual student and to faculty members at large" and challenged the participants to draft appropriate Yardsticks for maritime purposes.

This was taken up in the same year at the Autumn Seminar of the German Association of Maritime English (GAME) held in Hamburg, Germany, where in a session entitled "Language performance assessment of (future) ship's officers and ratings" working groups were asked to consider two Yardstick proposals prepared by Palti and Katarzynska. As a result of the discussions Cole (1994b) compiled a "Yardstick of English language competence for ship's officers". This document, while often referred to in the literature, received no further attention, most likely due to the fact that in the mid to late nineties the development and application of the IMO Standard Maritime Communication Phrases dominated the activities at Maritime English workshops and conferences.

Nonetheless, what has become evident, as voiced at the time, is that a practicable and internationally accepted assessment measuring tool, namely a Yardstick that determines the Maritime English communication performance as set out in the STCW Convention Operational and Management Levels and in the SOLAS Convention, 2004, has great potential – it being meaningful for students, MET institutions, officers and not least for the end-users. In particular the personnel departments of the shipping companies which recruit their shipboard crews on a worldwide scale, frequently voice the need for a practicable instrument against which they could determine the Maritime English proficiency of an applicant for a deck or engineer officer position and assess whether s/he is suitably qualified to meet the communicative requirements of the position envisaged or whether a recurrent testing of an actively sailing officer is necessary – such an instrument may prevent shipping companies from making costly or even safety-endangering wrong choices.

This issue will gain even more importance since current technological and legal developments will allow reliable data to be accessed; for example, oral communications among the bridge team. Up until now such data, when available, has been largely drawn from anecdotal reports, observation reports and interviews which have differed widely (Trenkner, Nielsen, 1998). Nowadays, however, passenger ships and vessels of 3000 GT or more constructed on or after July 01, 2002 must carry Voyage Data Recorders (VDR), comparable to the "black boxes" in aviation which record VHF communications relating to ship operations and oral communications on the bridge that are then stored (SOLAS 1974 as revised, Chapter V). In this way the possibility for collecting reliable data has significantly improved and communication deficiencies may be revealed thus opening the door for interested parties to take appropriate action. It is worth noting that this has not been met with the utmost appreciation or unrestricted acceptance among active ships officers (Clements 1996). It is these parties who have voiced that they would appreciate having access to an instrument, viz a yardstick, against which recorded communications could be measured and checked according to the relevant requirements or prescribed Maritime English competence.

This matter was addressed during research for the IAMU PROFS Project, (Cole, Pritchard, Trenkner, 2007) leading the authors to recommend in their report that "issues concerning assessment … should be the topic of further research; in this respect standards should be

established". As a result, the 1994 Yardstick table has now been revisited and considerably revised by adding depth and more accurate content to the descriptions and identifying the minimum band levels expected of the various officer ranks. The table is presented below for consideration and hopefully for international recognition which the authors believe, would be best achieved by ensuring that it is included among the list of STCW Convention issues to be reviewed by the IMO STW Sub-Committee or in any other appropriate directive IMO document as, for instance, an annex to the IMO SMCP.

3   The Yardstick

The Yardstick, as presented in the table below, is an attempt to provide a standard that could be applied internationally. It was inspired by the "English Speaking Union Framework – performance scales for English language examinations" (1991) which proposed the Yardstick ladder as a tool for describing language performance in terms of quantity and quality where:

- quantity means the scale has a number of levels, or bands, corresponding to the rungs on a ladder, so that a learner's performance can be measured at a certain level on the scale, and
- quality refers to the accompanying descriptions which are intended to outline briefly and clearly the main features of the language performance to be expected at each of the levels.

When developing this Yardstick the authors deliberately did not include the identification of Maritime English communication requirements of the different shipboard rating ranks, i.e. the STCW Convention Support Levels, but restricted themselves to the personnel covered by the STCW Convention Operational and Management Levels educated and trained at higher MET institutions. The shipping industry, however, may wish to have a Yardstick available for shipboard rating ranks, too. In this case an appendix would need to be developed, together with the industry, as the Maritime English requirements set out in the STCW Convention (Part A, Chapter II, Table A-II/4 and A-III/4) regarding ratings are comparatively vague and need to be considered in the STCW Convention review. Furthermore, requirements concerning general English language proficiency have not been included explicitly as in the authors' understanding a certain command of general English is a basic prerequisite in this respect (c.f. IMO SMCP 2002).

YARDSTICK OF MARITIME ENGLISH COMPETENCE FOR SHIPS OFFICERS		
Band	*Definition*	*Descriptor*
9	**Expert User** (Senior Navigation Officers/ Senior Engineer Officers/Masters)	Has a full command of Maritime English as to safe navigation, technical ship operation, emergency management, cargo handling and administration; meets fully all the Maritime English requirements as laid down in the STCW Convention. Communicates fluently on radio complying with the Radio Regulations, is fully conversant with the IMO-SMCP and uses them flexibly when the addressee gives reason to apply them. Expert in the use of glossaries/dictionaries, and seldom needs aids when reading IMO and other documents or handling professional correspondence. Unhindered when leading meetings, even controversial ones, with other officers, crew, authorities, services and outsiders. Able to develop personal skills to include the instructions of others in the use of the English language on board.

		YARDSTICK OF MARITIME ENGLISH COMPETENCE FOR SHIPS OFFICERS
Band	*Definition*	*Descriptor*
8	**Very Good User** (Senior Navigation Officers/ Senior Engineer Officers/Masters)	A command of Maritime English approaching that of the expert user in safe navigation, technical ship operation, emergency management, cargo handling and some administrative tasks; meets fully the Maritime English requirements as laid down in the STCW Convention. Copes well even with demanding and complex language situations, whether in oral or printed/written form, with only rare uncertainties and minor lapses in accuracy, fluency, appropriateness and discourse which do not affect communication. Communicates fluently on radio complying with the Radio Regulations. Fully conversant with the IMO-SMCP. Gives clear and sufficient orders in all situations connected with job and rank. Able to develop personal skills to include the instruction of others in the use of the English language on board up to band 6.
7	**Good User** (Junior Navigation Officers/ Junior Engineer Officers)

Minimum required for certification as Chief Officer | Uses Maritime English effectively but may need to take special care in complex and difficult situations; meets the Maritime English requirements as laid down in the STCW Convention. Communicates well enough on radio complying with the Radio Regulations. A few lapses in accuracy, fluency, appropriateness and discourse and in conveying or comprehending the content of a message, but communication is effective, consistent and unmistakable. Conversant with the IMO-SMCP. Can give clear and succinct orders to ratings. Understands written and spoken instructions in how to use, maintain and repair equipment. Any lack in Maritime English skills does not hinder safe ship operations. Able to draft the messages, reports and letters required for ship business occasionally using dictionaries, glossaries and/or correspondence guidelines. |
| **6** | **Competent User** (Junior Navigation Officers/ Junior Engineer Officers)

Minimum required for certification as OOW/EOW | Uses Maritime English with confidence in moderately difficult situations; meets basically the Maritime English requirements as laid down in the STCW Convention. Noticeable lapses in accuracy, fluency, appropriateness and discourse that may lead to difficulties in complex situations. Communication is effective on most occasions. Can communicate on radio under the supervision of senior officers applying selected standard phrases and occasionally using manuals in order to comply with the Radio Regulations. Speaks, reads and writes Maritime English sufficiently well for ship operations. Is familiar with the IMO-SMCP. Competent use of language in giving and executing orders. Able to respond competently in emergencies. Able to comprehend nautical/engineering publications. Able to write up logbook without causing misunderstandings. |

| **YARDSTICK OF MARITIME ENGLISH COMPETENCE FOR SHIPS OFFICERS** |
Band	Definition	Descriptor
5	**Effective User** (Assistant Navigation Officers/Assistant Engineer Officers)	Uses the language independently and effectively in all familiar and moderately difficult situations. Can read and pronounce the IMO-SMCP applicable to the working sphere. Frequent lapses in accuracy, fluency, appropriateness and discourse, but usually succeeds in communicating. Basically abilities as at band 6 but permitted to act only under constant supervision. Effective use of Maritime English in giving and carrying out orders.
4	**Modest User**	Uses basic range of Maritime English, sufficient for familiar and non-pressure situations. Many lapses in accuracy, fluency, appropriateness and discourse that restrict continual communication so that frequent efforts and guidance are needed to ensure that the communicative intention is achieved. Renders the minimum level required to follow specialist instruction in Maritime English using the IMO-SMCP. Able to ask and answer basic questions referring to the vessel, its cargo, equipment and machinery. Can pass on distress/urgency and safety messages and ask for assistance in cases of emergency using the relevant IMO-SMCP.
3	**Limited User**	Can communicate using sentences and questions. Problems in accuracy, fluency, appropriateness and discourse so that communication frequently breaks down or is difficult to maintain. Understands and executes orders from the IMO-SMCP for basic shipboard needs such as general emergency drills, person over board, and standard wheel/engine orders. Can speak about basic duties on board.
2	**Intermittent User**	Uses a very limited range of Maritime English. Adequate for basic needs and simple situations. Able to verbalize and understand such items as names and ranks, ship's name and certain specifications of the vessel and/or its machinery. Can look up basic phrases from the IMO-SMCP but uses them inflexibly. Can ask for help and assist officers directing passengers in different situations, particularly in cases of drills or emergencies.
1	**Non User**	Uses a few words or phrases such as common greetings. Capacity limited to elementary listening and reading skills. Recognises notices and signs within the working sphere but has difficulty in interpreting the information into action. At the lowest level, recognises which language is being used. Should not be admitted as Navigation Officer Cadet/Engineer Officer Cadet without prior pre-sea Maritime English training.

It should be noted that the highest levels, 8 and 9, do not require officers to demonstrate native or native-like proficiency, but they do, nonetheless, determine the minimum safe operational levels of English language proficiency required by these ranks. Regarding the lowest levels 1 to 4, these could be deleted so that only those levels describing the minimum proficiency standards for officers remain. However, the authors have provided these levels primarily as a guide to MET staff and students so that institutional entry levels can be determined and individual progress can subsequently be monitored.

4   Testing

An adopted Yardstick logically needs to be accompanied by corresponding testing tools. Such tools may exist already, or need to be created to determine the communication performance of an examinee according to the descriptors corresponding to the different bands of the Yardstick. In both cases this will warrant significant international input and cooperation that could be undertaken by a body like the IMLA-IMEC, favourably in cooperation with IAMU. However, it is not the intention of this article to present ideas concerning assessment methods, nor comment on the various language proficiency tests currently in use within MET. Nonetheless, what is apparent to the authors from their research and experience is that the assessment methods currently employed worldwide are almost as numerous as there are institutions. This, together with the notable lack of lists of learning outcomes is not particularly supportive in satisfying the ambition of the IMO to ensure that ships are safe and secure and the oceans on which they ply are clean. Thus, there is a pressing need to harmonise the learning outcomes of Maritime English courses along with the results of tests and other forms of assessment. In this respect the Yardstick above provides the standard which curriculum designers, teachers, students and career professionals are able to work towards.

5   The Yardstick and The STCW Convention

As mentioned above, criticism may be heard concerning the lack of a detailed break-down of the relevant STCW Convention requirements in respect of the Maritime English competence to be expected from deck and engineer officers; essentially this suggests that the standards mentioned are not sufficiently detailed and precise enough to be applied either at sea or in the classroom. Generally, it may be said that this kind of criticism often results from a superficial study of the Convention. Those who are familiar with the lyrics and policy of drafting the STCW Convention know that the corresponding requirements are deliberately worded in a generalized manner to give each national administration the scope to apply them according to the specific conditions prevailing in their MET systems and to implement them creatively. Furthermore, the current version was the lowest common denominator practically attainable during many years of in-depth considerations at IMO as the conditions and pretexts in MET and pre-MET areas of IMO member states vary considerably and could hardly be placed under one umbrella.
With regard to Maritime English, the requirements laid down in the Convention are somewhat more detailed than probably observed at first glance: the STCW Convention actually sets out minimum standards regarding the knowledge and competence for deck and engineer officers in the field of Maritime English *expressis verbis* only in Tables A-II/1 and A-III/1(English Language), and in Table A-IV/2 pertaining to GMDSS radio operators; this has to be regarded as progress compared to the STCW Convention of 1978. However, there are more than a hundred rules, regulations, provisions, etc., in the STCW Convention (see

Annex 1) the enforcement of which tacitly requires a sound command of Maritime English otherwise the corresponding requirements will not be met.

To illustrate this, the following examples from Column 4 (Competence) of the corresponding tables in the STCW Convention are drawn upon.

TABLE A-II/1	
Competence	*Knowledge, Understanding, Proficiency*
Maintain a safe navigational watch.	• Thorough knowledge of the principles to be observed in keeping a navigational watch. • Thorough knowledge of effective bridge teamwork procedures.
Respond to emergencies.	• Precautions for the protection and safety of passengers in emergency situations. • Initial action to be taken following a collision or grounding. • Appreciation of the procedures to be followed for rescuing persons from the sea, assisting a ship in distress, responding to emergencies which arise in ports.
Prevent, control and fight fires on board.	• Evacuation emergency shutdown and isolation procedures are appropriate and implemented promptly. • Making reports and informing personnel on board are relevant to the nature of the emergency.
Monitor the loading, stowage, securing, care during the voyage and the unloading of cargoes.	• Ability to establish and maintain effective communication during loading and unloading.
Operate life-saving appliances.	• Ability to organize abandon ship drills.

TABLE A-III/2	
Competence	*Knowledge, Understanding, Proficiency*
Plan and schedule operations.	• Use internal communication systems.
Organize safe maintenance and repair procedures.	• Organizing and carrying out safe maintenance and repair procedures.
Maintain safety and security of the vessel, crew and passengers.	• Organizing of fire and abandon ship drills.
Develop emergency and damage control plans and handle	• Actions to be taken to protect and safeguard

emergency situations.	all persons on board.

It is obvious, that the realization of these requirements from a far longer list (see Annex I) is not manageable by the personnel concerned, i.e. the deck and engineer officers on shipboard, without an adequate command of Maritime English. Taking into account that almost 90% of the world's merchant vessels presently sail with multi-lingual or "mixed" crews, the following proposal may be justified with respect to the impact Maritime English proficiency has on the STCW Convention:

Whenever a provision in the Convention requires language communication for its realization within an international context, the preferred medium for the interchange of corresponding intelligence among the personnel concerned should be Maritime English in specified forms; for safety related verbal ship-to-ship, ship-to-shore and on board communications the IMO Standard Marine Communication Phrases (SMCP) should be applied wherever practicable.

This intent, introduced at an appropriate place within the STCW Convention, for instance in Code Part A, Chapter I, Standards regarding general provisions, Section A, would dispose of the arguments regarding the allegedly imprecisely drafted Maritime English requirements in the Convention and would make any further reference to Maritime English superfluous. This would also be in line with the recommendation submitted by the EU Member States and the European Commission, IMO STW 39/7/11, Regulation I/14a – Communication on board (November 2007) relating to the forthcoming revision of the STCW95 which reads:

Effective communication

Each administration shall hold companies responsible for ensuring that there are at all times on board all ships adequate means in place for effective oral communication and communication between the ship and the shore based authorities in accordance with chapter V, regulation 14, paragraphs 3 and 4 of the SOLAS Convention, relating to safety and security, between all members of a ship's crew, especially with regard to the correct and timely reception and understanding of messages and instructions.

So far there are two internationally accepted legal foundations or dimensions upon which Maritime English instruction and research is established. First, the STCW Convention provides the essential contents of Maritime English instruction for navigational and marine engineering students, i.e. for future deck and engineering officers. Second, the SMCP, which being entirely in compliance with the Convention (Trenkner 2002) provides the language and the speech acts to be used in verbal safety- related communications.

A third dimension involving the communication competence expected to be rendered by students and officers, is not referred to in the STCW Convention and is inherent only to a certain extent in the SMCP. However, the Yardstick as proposed in this article, attempts to define this communication competence for the different groups of shipboard officer ranks at the STCW Convention Operational and Management Levels. It has been developed in a practicable manner and is thus a manageable instrument for both MET institutions and managers in shipping companies as well as crewing agents who need to determine the exact levels of Maritime English communication competence among their students and officers, and where necessary suggest any remedial action that needs to be taken.

6   Related Attempts to Provide Proficiency Rating Scales

In completing this article the authors have reviewed other attempts to provide proficiency rating scales for specific communication purposes of which the following, in the opinion of the authors, are relevant in the context of this article.

6.1 The International Civil Aviation Organization (ICAO)

The International Civil Aviation Organization, which like IMO is also a specialised agency of the UN System dealing with international transportation, has integrated a language proficiency rating scale into its Procedures for Air Navigation Services (Montreal 2006), consisting of six competence levels: Pre-elementary, Elementary, Pre-operational, Operational, Extended and Expert, and six language categories: Pronunciation, Structure, Vocabulary, Fluency, Comprehension and Interactions. An accompanying explanation of the Rating Scale gives additional information and provides descriptors for each category and competence level. ICAO has also developed (see Annex 2). Further, a language proficiency test that reflects a range of tasks undertaken in air traffic control, but with the specific focus on language use rather than operational procedures, has been designed specifically for student controllers by the European Organisation for the Safety of Air Navigation (Eurocontrol). Beyond that, an "ICAO proficiency test will be used to discover the true English language capabilities of pilots and air traffic controllers in the work environment" (ICAO 2007a). Here, the Operational Level (Level 4) has been identified as the minimum required proficiency level for radiotelephony communication. The intention was for this inclusion to become effective as of 05 March 2008, however, at this juncture 75% of ICAO's member states remained non-compliant. As result, a new deadline, March 2011, has been established, at which time pilots wishing to fly internationally must have met the requirements of at least the Operational Level (Level 4) demonstrated by taking the ICAO proficiency test; a test that has to be re-taken every third year.

Further, regarding the formal evaluation of language competence for benchmarking purposes ICAO states:

The establishment of the training programme required to bring existing staff to the appropriate level would require an accurate assessment of the level of language proficiency of existing staff. (ICAO 2007b).

In the opinion of the authors, these aspects should also be considered by the STCW Convention reviewers, although for pragmatic reasons the conclusions the aviator regulators have arrived at may not necessarily be the same.

6.2 The Common European Framework of Reference for Languages (CEFR)

The Common European Framework of Reference for Languages is a guideline used to describe the achievements of learners of foreign languages across Europe with the intention of providing a basis for the mutual recognition of language qualifications. In November 2001, a European Union Council Resolution recommended this Council of Europe instrument in setting up systems of validation of language competences.

Essentially the CEFR document comprehensively describes the competencies necessary for communication, the related knowledge and skills, and the situations and domains of communication. Learners are divided into three broad divisions which are further sub-divided into six levels:

    A   Basic User
     A1 Breakthrough   A2 Waystage
    B   Independent User
     B1 Threshold   B2 Vantage
    C   Proficient User
     C1 Effective Operational User   C2 Mastery

Accompanying each reference level are descriptors detailing the required competencies in the four language skills of listening, speaking, reading and writing. To ensure that the levels

are uniformly interpreted by all language professionals, a Language Policy Division develops illustrative material; DVDs showing oral performances, on-line examples of written performance, and CD-ROMs containing items and tasks for testing reading and listening comprehension skills.

The authors note the impressive achievements of the large body of international experts who produced the CEFR and the on-going complementary projects of the Language Policy Division. Certainly the scientific research and wide consultation undertaken, resulting in an extensive resource of information, is of great value and worth calling upon when the matter of a Maritime English Yardstick for language proficiency rating purposes is further discussed.

6.3   Two Additional Scales

Like the CEFR both the American Council on the Teaching of Foreign Languages (ACTFL) Proficiency Guidelines and the Canadian Language Benchmarks (CLB) also provide a means of rating the proficiency of foreign language speakers. The systems are similar in that they identify stages of proficiency, i.e. what individuals can and cannot do, rather than assessing achievements based on specific classroom instruction. Specifically, for each of the four language skills of Listening, Speaking, Reading and Writing, the ACTFL Guidelines distinguish four or five levels: Novice, Intermediate, Advanced, Superior (Distinguished), where each level is further sub-divided into Low, Mid and High, whereas the CLB consists of 12 benchmarks sub-divided into 3 parts: Basic, Intermediate, Advanced Proficiency; each benchmark then being described in terms of "can do" statements or "performance descriptors".

It is worth noting that all of these systems focus on the successful completion of communicative tasks, rather than on linguistic accuracy and are thus suitable for teachers employing the Communicative Language Teaching methods recommended in IMO Model Course 3.17, Maritime English.

7   Conclusion

Even without legal obligations it is self-evident that all those involved in ship operations should have the necessary language skills to successfully manage the communicative needs associated with specific duties and rank during any operational event. Since, in practice this is clearly not always the case, the legal tool of the IMO, the International Convention on Standards of Training, Certification and Watchkeeping 1978 as amended in 1995, emphasises directly and indirectly the importance of acquiring appropriate language proficiency and the need to assess an individual's (English) language skills, primarily in listening and speaking, for operational purposes. Consequently, MET institutions inevitably test their students who then present the resulting scores and grades to potential employers. However, a result expressed as a number of marks out of a maximum total lacks any true meaning, especially on the international level, when read by an outsider who has little or no idea of the intended learning outcomes of the course of instruction. An internationally accepted proficiency scale that clearly describes levels of competence would therefore aid employers in assessing whether a potential employee is up to the task in hand or not. The Yardstick presented in this article is an attempt to provide a single standard instrument that gives benchmarks for training, testing and assisting candidates to attain the required operation levels and ensure that the entire maritime industry is operating from the same page. Thus this Yardstick could be regarded as an appropriate link between the legal requirements of the maritime authorities or administrations reflected in the STCW

Convention on the one hand and the consequences regarding Maritime English instruction at MET institutions taking into account the needs of the end-users in the shipping industry on the other.

Finally, a decisive step towards ensuring that effective and reliable language communication takes place between ships, from ship to shore and on board would be the inclusion of the proposal presented in section 5 of this article in the revised STCW Convention, namely that Maritime English should be used in the international context to guarantee the requirements and spirit of the Convention are implemented wherever language communication is involved.

References

Bloxham, S., Boyd, P. (2007). *Developing effective assessment in higher education: a practical guide.* Milton Keynes: Open University Press.

Clements, M. E. (1996). *On Board Communication Problems Due to the Lack of a Common Language,* Master of Science dissertation (pp. 98-99). WMU, Malmö, Sweden.

Cole, C. (1994a). Bring on the bands – a student centred faculty friendly assessment. *Echo 28/*August.   pp 4-12. Warnemünde: German Association for Maritime English.

Cole, C. (Ed). (1994b). A Yardstick of English language competence for ship's officers. *Echo 29/*December. p11. Warnemünde: German Association for Maritime English.

Cole, C. W., Pritchard, B., & Trenkner, P. (2007). Maritime English instruction – ensuring instructors' competence. *IBÉRICA, Journal of the European Association of Languages for Specific Purposes* (pp 123-147). Spain: AELFE.

Cole, C. W., Trenkner, P. (2004). Whither Maritime English? – In retrospect and prospect. In *Proceedings of the International Maritime English Conference IMEC 16* (pp. 22-36). Manila: Maritime Academy of Asia and the Pacific.

International Civil Aviation Organization. (2006). *Procedures for Air Navigation Services, Rules of the Air and Air Traffic Services, Annex Aeronautical Telecommunications, as revised.* Montreal: ICAO

International Civil Aviation Organization. (2007a).
Retrieved January 06, 2008 from www.flightspeak.co.uk/gloss7htm

International Civil Aviation Organization. (2007b).
Retrieved January 06, 2008 from www.icao.int/en/trivia/peltrgFAQ.htm#24

International Maritime Organization. (1978). *Standard Marine Navigational Vocabulary (SMNV).* London: IMO.

International Maritime Organization. (2002). *Standard Marine Communication Phrases (SMCP).* London: IMO.

International Maritime Organization (2008). *Resolution A.989(25), 5.2.2.* London: IMO

Mitropoulos, E. (2005). *International Shipping – Carrier Of World Trade. A message from the Secretary-General of the International Maritime Organization.* Retrieved December 11, 2007 from www.IMO.org

Trenkner, P., Nielsen, D. (1998). *A Method for the Acquisition of Statistical Data on Maritime Communication Deficiencies.* Project under the Germany/Hong Kong Joint Research Scheme 1997/98. Hong Kong: Warnemuende.

Trenkner, P. (2002). The IMO-Standard Marine Communication Phrases and the Requirements of the STCW Convention 1978/95. In *Proceedings of the International ITUMF-JICA Seminar on Maritime English* (pp. 37-57). Istanbul Technical University, Turkey.

Yorke, M. (2007). *Grading Student Achievement in Higher Education: Signals and Shortcomings.* UK: Routledge.

ANNEX 1

Explicit and implicit requirements on Maritime English communication in the STCW Convention 1978 as amended in 1995

Part A

Chapter I, Table A-II/1

Specification of minimum standard of competence for officers in charge of a navigational watch on ships of 500 gt or more

Chapter III, Table A-III/1

Specification of minimum standard of competence for officers in charge of an engineering watch in a manned engine-room of designated duty engineers in a periodically unmanned engine-room

Chapter III, Table A-II/2

Specification of minimum standard of competence for chief engineer officers and second engineer officers on ships powered by main propulsion machinery of 3,000 kW propulsion power or more

Chapter IV, Table A-IV/2

Specification of minimum standards of competence for GMDSS radio operators

Chapter V, Section A-V/2

Mandatory minimum requirements for the training and qualification of masters, officers, ratings and other personnel on ro-ro passenger ships

Crowd management training (1/.2.1)

Safety training for personnel providing direct service to passengers in passenger spaces (3/.1 - .1.5)

Chapter VI, Table A-VI/1-4

Specification of minimum standard of competence on personal safety and social responsibilities

Table A-VI/3

Specification of minimum standards of competence in advanced fire fighting

Table A-VI/4-2

Specification of minimum standards of proficiency for persons in charge of medical care on board ship

Chapter VIII, Part 4: Watchkeeping in port

Part 4-1: Taking over the deck watch 98.9

Part 4-2: Taking over the engineering watch 100.8

Part B

Chapter II, Section B-II/1

Guidance regarding the certification of officers in charge of a navigational watch on ships of 500 gt or more

Assessment of abilities and skills in navigational watchkeeping (11.9)

Chapter IV, Section B-IV/2

Guidance regarding training and certification of GMDSS radio personnel

Training related to the general operator's certificate (items 33 – 36)

Chapter VI, Section B-VI/1

Guidance regarding familiarization and basic safety training and instruction for all seafarers (6 – 8)

Chapter VIII, Section B-VIII/2, Part 3-1
Guidance on keeping a navigational watch/Bridge Resource Management (5.9)

ANNEX 2

ICAO's aviation test format

- ☐ A proficiency test (ALPT) of *speaking and listening*
    - ■ Scored using ICAO's rating scale & holistic descriptors
    - ■ Tests language in a broader context beyond the use of ICAO phraseologies
    - ■ Designed to measure language proficiency in an aviation context
- ☐ Conducted by trained a test administrator or examiner
    - ■ Examiner presents several different scenarios & asks the candidate to respond as if s/he were part of the scenario ("role-play")
    - ■ Consists of up to 20 responses - takes about 20 minutes
- ☐ Assesses
    - ■ Listening comprehension
    - ■ Speaking ability
    - ■ Responses to different scenarios
- ☐ Candidates evaluated in 6 areas of verbal communication
    - ■ Pronunciation, Structure, Vocabulary, Fluency, Comprehension

ICAO has developed the following "Holistic Descriptors"
Proficient speakers shall:
a. communicate effectively in voice-only (telephone/radiotelephone) and in face-to-face situations;
b. communicate on common, concrete and work-related topics with accuracy and clarity;
c. use appropriate communicative strategies to exchange messages and to recognize and resolve misunderstandings (e.g. to check, confirm, or clarify information) in a general or work-related context;
d. handle successfully and with relative ease the linguistic challenges presented by a complication or unexpected turn of events that occurs within the context of a routine work situation or communicative task with which they are otherwise familiar; and
e. use a dialect or accent which is intelligible to the aeronautical community.

CULTURE MATTERS: HOW CHINESE CULTURE SHAPES AND INFLUENCES COMMUNICATION OF CHINESE SAEFARERS

Yingming Wang
Shanghai Maritime University
1550 Pudong Ave., Shanghai
ymwang@shmtu.edu.cn
+86-21-58855200-4566
+86-21-58853909

Chaojian Shi
Shanghai Maritime University
1550 Pudong Ave., Shanghai
cjshi@shmtu.edu
+86-21-58855200-2900
+86-21-58850828

Abstract

In the community of international shipping, with seafarers from various countries sailing on ships trading to all parts of the world, effective communication between those on board, between ship and shore is critically significant. IMO adopted English as an official language in attempt to address the problem of failure of communication through different languages. A number of countries and individuals thereafter devoted themselves to Maritime English teaching and learning, especially in non-English speaking countries including China. However, communication difficulties still often occur even among seafarers who have adequate knowledge of this official language, and that has gradually been identified to be due in main part to culture matters. Cultural barriers also commonly exist between Chinese seafarers and those from other nationals, giving rise to problems or embarrassment to their professional and personal aspects of life. Culture has intrinsical connection and profound influence to communication patterns of people within it. Chinese culture, being one of the world's longest and richest civilization, has played a vital role to all levels of Chinese seafarers' daily lives involving communication and behaviour style. This paper aims to shred some light on the interpretation and description of Chinese culture, and look into how it shapes and influences Chinese seafarers' communication. Cultural education in maritime context is forwarded in this paper to further arouse cultural awareness among seafarers in order to help cut down failures of communication through cultural barriers in the shipping area.

Key word：Culture matters, Chinese Culture ,Chinese Seafarers

1   Introduction

The need for effective communication at sea and ashore is especially obvious for ensuring safe, efficient and profitable ship operation. To address the problem of failure of communication through different languages, IMO agreed on a standard basis and adopted English as an official language for seafarers. It was anticipated that through constant practice this language was expected to become well accepted in the interchange of communication between seafarers and between ship and ashore, and it has been working so far since the implementation of the resolution throughout the world. However, communication difficulties still largely abound onboard, even among seafarers who have

acquired adequate knowledge of this official language. Culture barrier is gradually identified and acknowledged as a significant factor in cutting down effective communication onboard.

Communication difficulties arising from cultural barriers also commonly exist between Chinese seafarers and those from other nations and ethnic groups, giving rise to problems or embarrassments to their professional and personal aspects of life. Sometimes from the perceptions of other nationals, Chinese seafarers might behave in a surprising way if they are not given proper understanding. A Chinese captain may respond to an undetermined emergency by rushing to it and acting as a on-spot commander immediately after the danger is detected; while instead，an American captain is very likely to be staying still in his cabin, having personnel related onboard to investigate into the danger and carry out actions according to corresponding emergency plan. Chinese crew will appreciate the Chinese captain for his quick response and self-giving dedication, but from the eyes of American crew he is not a qualified captain because a captain shall be a strategic maker for major events instead of doing everything himself at every turn. A simple case it is, but you will find the extraordinarily differing values deeply rooted in seafarers of different cultural background.

In a number of previous studies on culture matters in maritime context, a series of surveys and researches on intercultural communication have been made, but few gave attention to specific type of culture. This paper aims to focus on Chinese culture and tries to look into how it shapes and influences communication pattern of Chinese seafarers. First a simplified intercultural communication model between seafarers is used to illustrate how cultural elements affect a communication and cause misunderstanding between intercultural communicators. Then using cultural dimensions theory the paper tries to interpret the underlying Chinese core values that greatly influence people's behaviour and communication. Based on the interpretation and description of this culture, in-depth analysis on communicative characteristics of Chinese seafarers is thus initiated, including differing communicative manifestation under different interpersonal and social circumstances. The idea of cultural education is further forwarded at the end of the paper to further arouse cultural awareness among seafarers in order to help cut down failures of communication through cultural barriers in the shipping area.

2   Intercultural Communication Model among Seafarers

Communication and culture are closely intertwined and inseparate from each other. People communicate the way they do because they are raised in a particular culture and learn its language, rules and norms. The cultural background of each seafarer is made up of a complex network of influences and elements from childhood, including religion, food and drink, health and hygiene, friends and relationships, family finance, education including languages and recreation, sports, arts and music. Intercultural problems onboard arise when seafarers from different backgrounds do not understand the intentions, attitudes, actions or "body language" of one another. When two seafarers meeting across cultures, for instance a Chinese seafarer and a Sweden seafarer, communicate with each other, what take places can be illustrated in a simplified way like this (Figure 1):
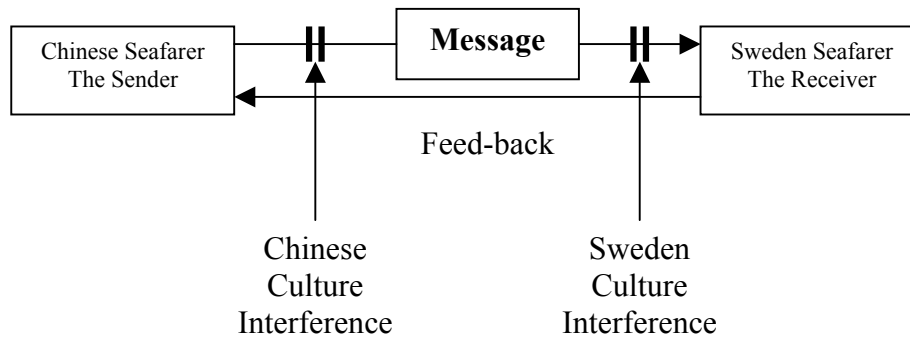
(Fig. 1 Intercultural Communication Model

Source: The Culture Gap by Anders Hovemyr)

When the sender of a memo, report or order comes from one culture and the receiver comes from another, transmission of a message is likely to be interfered by each other's native culture. Chances are the Chinese seafarer and Sweden seafarer often understand and interpret the message differently.

Intercultural communication often involves misunderstanding caused by misperception, misinterpretation, and misevaluation. There are a number of ways in which misunderstandings can occur. At best, problems are detected immediately and resolved by using different method of communication. At worst, misunderstanding is undetected for hours, days and even longer, and affects the efficiency of work and safety onboard. The problem areas and effects of misunderstanding are such as orders or instructions misunderstood, messages and information not received，lake of loyalty and respect, lack of teamwork, lack of social interaction, and so forth. Therefore, in order for effective and clear communication, it's been up to the agenda for all levels of maritime community to look into culture matters.

3   Connotation of Chinese Culture

3.1   Definition of Culture

The first thing needed to start a discussion of Chinese culture is the delineation of culture, to define what culture entails. Unfortunately, this is no easy task. Culture is a very imprecise term and there are numerous definitions in the field of general culture study. In anthropological sense, culture represents the habitual discourse of assumptions and norms that most people, through upbringing and socialization, adopt and share including the patterns of daily life, the do's and don'ts of personal behavior, and all the points of interaction between the individual and the society. Although it varies with different social groups, with different socio-economics background, different ethnic origins, sexes, ages, or different geological settings, there does exist a dominant or mainstream culture in a given society. Culture is defined as the system of shared ideas and meanings, explicit and implicit, which a people use to interpret the world and which serve to pattern their behaviours and communication.

3.2   Connotation of Chinese Culture

So what does Chinese culture entail? This concept of culture includes an understanding of the art, literature, and history of a society, but also less tangible aspects such as attitudes, prejudices, folklores, and so forth. In other words, unconscious or conscious, mental habits

are just as important as art and history in understanding what a culture is. Chinese culture may include: arts and crafts, script and calligraphy, folk custom, clothing, festivals, articles, literature, ancient relics, food and drink, performing arts, architecture, and even transportation. However, the most important culture heritage that impacts on Chinese people's communication pattern should be Confucianism and a series of its stretching core values.

Confucius is regarded as China's greatest teacher and his principles are considered the cornerstone of ethics in Chinese culture (Fung, 1948). Confucianism is the major system of thought in China, developed from Confucius and his disciples in the 5th to 4th centuries BC. His principles of good conduct, practical wisdom, propriety, etiquette, love within the family, righteousness loyalty to the state, and proper social relationships have all influenced China and even other Asian countries such as Korea, Japan, and Vietnam and have aroused interest from among Western scholars.

4   Interpretation and Description of Chinese Core Values

The traditional Chinese culture is described as a complex product of three different and often contradictory value systems: Confucianism, Taoism and Buddhism. A Chinese can follow all these three value systems at the same time while not caring too much about any of them. In the last few decades, the open-door policy has brought to the fore a new system of values linked to western concept and lifestyle which is also impacting the Chinese mindset. This section interprets and describes the most important Chinese values and cultural dimensions that affect people's thinking and living, including behaviour and communication pattern in contemporary China.

4.1   Guanxi

Guanxi, which means a network of personally defined reciprocal bonds (Redding, Norman and Schlander, 1993), is one of the most striking features of Chinese culture. The term comes from the Confucian roots of Chinese society, which emphasize hierarchy and the need to maintain harmony. Reciprocity is at the core of the Chinese art of managing guanxi. When one person offers a favour to another, the recipient must do an even bigger favour for him/her later. In continuing such a relationship, both people will benefit, and if the reciprocal relationship goes on and on, guanxi between them will be developed. Guanxi, in an uncertain, unsecured, and turbulent society, provides a significant means for getting such support as seeking better jobs, higher position and status, etc. Today, China's economic reform has fostered the principle of rewarding performance and enhancing open competition. The significance of guanxi is declining to some certain extent in an increasing opened Chinese society. But it is still widely practiced when information, goods and services cannot be acquired through open competition and transparent market channels. Guanxi influences frequency of communication, that is, the stronger the guanxi among certain group of people, the more frequent and direct is the communication.   Once strong guanxi is established between them, subsequent outcomes such as interpersonal trust, loyalty, and favouritism will be produced. Thus communication between them will be much easier because they are more willing to talk, give feedback and express ideas to each other.

4.2   Importance of Face

Face is a universal concern but seems to be particularly salient in Chinese culture. The Confucian moral notion of shame lays the philosophical foundation of the concept of face.

Without care for face and a sense of shame, China with its loose legal framework and lax enforcement would have been a disintegrated society. However, face also serves as an invisible knife to kill genuine feelings (Fang, 1999), often resulting in an indirect communication style. Social harmony is achieved through controlling feelings, appearing humble, avoiding conflict and even hiding competition. The expression of emotion is carefully controlled because of the risk of disrupting group harmony and hierarchies. Face is also a major reason behind misunderstanding in intercultural communication. Nowadays the traditional attitude of being modest, speaking about oneself with humility is challenged. One tends to manifest his or her singularity and opinions. Face saving has not vanished but is no longer an absolute priority. It can be concluded that face preservation and self-expression are not opposing each other but coexist in modern Chinese society.

4.3   Family and Group Orientation

Unlike individualist cultures in which the interest of the individual prevails over the interests of the group, Chinese culture stresses interdependent activities and suppressing individual aims for the group's welfare. Family is traditionally the basic unit of Chinese society. Relationships among people within a certain group is emphasised to a great extent. In China, the group and its accomplishments take precedence over anything else. There's a strong sense of group commitment, and it is the primary unit of reality and the ultimate standard of value. Chinese people do not deny individual, but hold that one's identity is determined by the groups one interacts with, and that one's identity is constituted essentially of relationships with others.

Today the family as a model for structuring relations is weakened by the economic surge. People take their own personal interest and their individual needs more and more into consideration and put them as their priorities. Today's young Chinese seafarers, especially those who were born after 1980's, tend to give priority to their personal preference in decision making rather than to family's or society's. The personal expression of feelings and opinions is much more accepted than before. However, the present situation cannot be understood as a shift from collectivism to individualism; the influence of the group and family still remains its importance in people's behaviour and communication pattern.

4.4   Respect for Age, Power and Hierarchy

China scores very high in the dimension of power distance according to Hofstede's research (Hofstede, 1980). It reveals the way the culture deals with inequalities and the extent to which power, prestige, and wealth are distributed within a culture. Inherited partly from ancient Confucian culture in which power and influence concentrated in the hands of a few rather than distributed throughout the population, Chinese culture nowadays still turns out to be high power distance.

In Chinese society, people are expected to display respect for those of higher status. Respect for age and hierarchy is a hallmark of traditional Chinese culture. Everyone has a defined position in the highly structured society. In the words of Confucius, 'Let the ruler be a ruler, the minister be minister, the father be a father, and the son be a son'. Age is revered because it is associated with wisdom. Chinese society tends to have certain contempt for immature enthusiasm; the young are taught early to hold their tongues while their elders are speaking. Children are expected to be obedient towards parents versus being treated more or less as equals.

4.5   Very High Long-Term Orientation

Confucius said, "He who does not think of the future is certain to have immediate worries." Michael H.Bond extended Hofstede's work to include a new dimension they labelled as Confucian work dynamism, now so called long-term orientation (Hofstede and Bond, 1988).

China and other Asian countries have an extraordinary long-term orientation. Values are: persistence which describes the determination to pursuit certain goals which is an essential for a certain group; ordering relationships by status and observing this order reflects the deep sense for harmony and stable relationships; thrift related to the availability of financial resources and saving money; having a sense of shame supports the view point to care for others and being loyal and emphasizing trustworthiness.

4.6 Slightly High Uncertainty Avoidance

Ancient China did not really feature in uncertainly avoidance, though there's such old saying goes as: Beforehand preparation leads to success; unpreparness results in failure. However, in contemporary China with a large population and exposure to globalization, Chinese people are challenged with more and more severe competitions from social and family expectations particularly in schoolings and jobs. Lifetime employment used to be somewhat common in China, and is still a goal for many people nowadays. They are thus characterized by a slightly higher level of anxiety and stress: People think of the uncertainty inherent in life as a continuous hazard that must be avoided; there is a strong need for planning, regulations, rituals, and ceremonies, which add structure to society and personal life.

However, the above discussion reflects an overall average of Chinese values, no one person should be expected to fit that average exactly (Faure, G. and Tony, F., 2008). Values, beliefs, behaviours as well as communication style change when cultures interact with each other and a noticeable process of transformation occurs. They are relatively stable, and they can change over the course of generations from contact with other cultures. China experienced changing cultural values resulting from internal political and economic change in the last few decades. Life in contemporary China has undergone significant cultural changes. Nonetheless, in terms of the intrinsical thinking process and communication style, modern Chinese society remains anchored to the classical approach.

5 Chinese Seafarers' Communication Characteristics

In a Chinese seafarers' investigation involving 126 shipmasters, 93 chief engineers and 90 chief officers, more than half of them are in nervous and passive conditions when communicating with foreign seafarers in formal working places. Even 88.7% and 90.7% agree with the impacts of the intrinsic Chinese culture and the typical characters of Chinese upon their communication (Jin, 2005). Given the previous in-depth analysis on Chinese core values, the fact that Chinese seafarers appear to be incommunicative and passive can find its roots in its native culture, like saving face and concerned others not lose face, seeking compromise in interpersonal relationships, and that they are raised up being expected to be non-aggressive, humble, deferential, polite, and tend to be reticent. They employ self-censoring and try to avoid direct confrontation. This section discusses the communication characteristics of Chinese seafarers and differing communicative manifestation under different interpersonal and social circumstances.

5.1 Implicit and High Context Communication

Effective communication makes it easier for seafarers to ask for help when it is needed, and to provide appropriate backup behaviour to each other. It supports the process of requesting help, information exchange, and providing backup assistance. Instead, lack of clear communication can obstruct requesting and providing effective backup behaviour. However, instead of focusing on expressing themselves directly and straightforwardly, Chinese seafarers generally prefer implicit and high context communication, especially when meeting intercultural conversations (Edward, 1976).

Collectivism-Individualism is the major dimension of cultural variability used to explain differences and similarities in communication across cultures. Collectivism is associated with indirect style of communication in contrary with direct style in an individualist culture. It is no difficulty to understand why Chinese seafarers tend to reveal intentions through inexplicit verbal communication. The wants, needs, and goals of the seafarers are not obvious in the spoken message. For example, very few of Chinese seafarers would challenge to ask their superiors for higher salary, although they believe they are so-well deserved for more pay. Besides, they tend to use words and phrases expressing probability, such as "maybe", "probably", "sometimes", "likely", and "I would say so, but I am not sure". They may even compromise communication for the sake of maintaining harmony, respecting the existing status hierarchy, and so forth. Therefore, Chinese seafarers may not express themselves freely and directly, which adds complexity and ambiguity to the messages they deliver.

5.2   Politeness Directed Communication

Politeness has been taken by Chinese seafarers as an important communication strategy whereby they achieve a variety of goals, such as promoting or maintaining harmonious interpersonal relations. Chinese politeness system includes all aspects of verbal and non-verbal communication. The way words are used and the intonations of speech are made according to a status hierarchy are part of this polite system. The self-effacing style a Chinese seafarer adopts emphasizes the importance of humbling himself via verbal restraints, hesitations, modest talk, and the use of self-depreciation concerning his effort or performance. For showing politeness and respect, Chinese seafarers would not show their real feelings if doing so would make other crew members feel bad, and consciously or unconsciously, they have less or avoid eye contact and keep greater personal distance with others.

5.3   Face Concern Communication

All human beings have three distinct face wants: (a) autonomy face (i.e. the want not to be imposed on), (b) fellowship face (i.e. the want to be included) and (c) competence face (i.e. the want that their abilities to be respected). It is almost the same with Chinese seafarers' face concern. In China, interdependent self construal leads to other- and mutual-face concerns, which results in avoiding, obliging, and integrating conflict styles. Generally, Chinese seafarers have an interdependent self-construal, and want to fit in with others, act appropriately, and value conformity and cooperation. Saving face is a critical concern that obstacles direct communication. When communicating with others, Chinese seafarers value other-face and mutual-face concerns. They are eager to appeal to other-face concerns in problematic situations in order to preserve relational harmony and to avoid public embarrassment. Face concern also makes them not to use specific names when they express negative feelings. For instance, they usually don't brave up to say no to others for some job they are reluctant to do simply for the sake of saving mutual face.

5.4 Communication With Focus On Insiders

Despite the fact Chinese seafarers feature in implicit and high-context communication style, direct verbal communication behaviour do also exit widely among Chinese seafarers, and this to a great extent depends on communication taken in-group or out group. In-group are group of people with whom one has strong guanxi, about whose welfare one is concerned, with whom one is willing to cooperate without demanding equitable returns, and separating from whom leads to discomfort or even pain. (Triandis, 1994). On the contrary, an out-group is a group whose values, norms, and rules are viewed as inconsistent with those of the in-group and are not important to their members. Chinese people have sharp division of in-group and out-group. There're such general in-groups as work group, classmates, or family, and these major in-groups have much influence on one's communication.

Such in-group and out-group phenomenon are also found in intercultural maritime context. The environment onboard with quite limited members is more or less an isolated world, so seafarers who share common interests and same language are very likely to be gathering together as an in-group. Chinese seafarers tend to be particularistic and apply different value standards for members of their in-groups and out-groups. Seafarers with insider status often enjoy privileges and special treatment beyond an outsider's comprehension. They think they get along well with each other in a group, and are used to speak directly with in-group members. It's natural for them to tell their insiders directly their real thoughts, wants, needs, and desires. It is therefore not difficult to conceive the reasons why Chinese seafarers are often apt to stick together as a group under multi-national circumstances instead of being grouped into other nationals. As to the influence on verbal communication, they do speak differently to an insider and an outsider.

5.5 High Relative Power and Low Relative Power Communication

In-group and out-group displays the transverse relations of the main bodies in a communication, then high relative power and low relative power provide the longitudinal perspective for exploring communication features among Chinese seafarers. As previously discussed, Chinese culture features in high power distance. In a hierarchy within a masculine society, the communication style can be authoritarian and impersonal in their communication style. Hierarchy is by and large prevailing onboard, notwithstanding a ship with pure Chinese or mixed up with other nationals. In communication involving power distance, Chinese seafarers tend to be cautious with words usage and often speak in an indirect way. Leadership is the most effective way to increase frequency of communication and to help Chinese crew members to communicate with each other more efficiently and clearly. However, they do respond differently to different relative power distances. When under unequal or high relative power, Chinese seafarers of higher power often have the right to make direct speech, while those of lower power respond to their superiors' power by listening, taking orders and deferring to their superiors' decisions. When it comes to the communicators of equal or low relative power such as seafarers of same ratings, directness and clearness is a better way under this relationship. Seafarers of same ratings often share information openly and effectively in contrary to those of bigger hierarchal gaps.

6 Cultural Education

It is essential for seafarers of all nationals including Chinese to be capable of communicating appropriately and effectively, appreciating cultural variation, and resolving conflicting views from the basis of a perspective broader than any single particular worldview. In addition to acquiring proficiency in language, it helps seafarers to move away

from cultural rigidity and ethnocentrism, and lean towards greater openness and understanding of fundamental socio-cultural norms of other human beings (Au, 1998). The cultural education can be organized either by integrating into Maritime English learning courses or by initiating short-term cross-cultural training program, period of which is expected to be varied depending on their practical needs. However, the following key points are suggested to be involved.

1) Teaching the seafarers skills for acquiring cross-cultural knowledge

In culture education, it's important to teach both knowledge and skills. Seafarers can be guided in acquiring skills about where and how to find new cultural knowledge and how to integrate it with what they already know. Especially they need to know how to ask other people about their cultural beliefs, values, and behaviour in an appropriate manner. They also need the ability to acquire, interpret, and compare knowledge of the other crew members' cultures independently. Moreover, they need the skills of understanding how misunderstanding arise, and how they might be resolved in intercultural communication.

2) Promoting Intercultural Sensitivity

Since native culture is so easily to be ignored, many people don't have enough awareness of why they behave and communicate they way they do. Seafarers shall achieve crucial awareness of their own values as well as those of others. Meanwhile they need to be encouraged to be more open towards, curious about, and tolerant of other people's beliefs, values, and behaviours.

3) Organizing interaction activities

Sometimes, even seafarers of different cultures on a same vessel have little conversations. In a training course, they are required to be exposed to each other and be guided to be more self-confident, resilient, and risk-taking in social interactions with seafarers of other nationals. Although interaction ability can develop on its own, educational instruction and intervention can make the process more efficient.

4) Cross-cultural Reflection

Culture education may involve a workshop for the seafarers to share, compare, and broaden their cross-cultural understandings. In workshop guidance, analysis, discussions, especially reflections, can help raise their cross-cultural awareness. In complex and diverse intercultural communicative contexts, becoming aware of social boundaries is a turning point for successful cross-cultural transition.

7   Conclusion

Culture is a key matter because culture really matters. Without adequate awareness of culture, misunderstandings and communicative gaps will continue to perplex individuals, and potentially interfere with efficiency and safety onboard. This paper initiates the discussion of a specific type of culture in a maritime context, that is, the Chinese culture which permeates widely and profoundly into Chinese seafarers' communicative pattern. Though the impact of China's modernization during the last few decades on the modification of Chinese values is salient, as to the thinking and communication process, Chinese seafarers remain anchored to the classical and traditional approach. The Chinese core values have been interpreted and described in a way to look into how they had shaped and influenced Chinese seafarers' communication and behaviour characteristics. Understanding Chinese culture, on the one hand, will help seafarers of other nationals to narrow the cultural gap when interacting with Chinese seafarers whose number in the international labour market keeps growing. On the other hand, Chinese seafarers are also expected to reflect on their native culture, for drawing cultural comparison will propel their intercultural adaption. Cultural education for strengthening of cultural competence is a key

issue for the empowerment of the seafarers and facilitates their active and constructive participation on professional and social processes.

Like Chinese seafarers' communication, any other communication type can all find its roots in a certain culture. Therefore, to promote acute cross-cultural awareness and precise cross-cultural understanding among seafarers, culture matters in maritime context asks for a lot more attention from administrative authorities, shipping companies, education and training institutions as well as individuals onboard. Further research and experimental work are expected to be conducted among those sectors to approach better solutions for this global issue.

References

Au, K. H. (1998) "Social Constructivism and the School Literacy Learning of Students of Diverse Background" Journal of Literacy Research, Vol.3, pp.296-319

Edward. T .Hall (1976) Beyond Culture, Garden City, N.Y.: Anchor Press, 1976

Fung, Y. (1960) A Short History of Chinese Philosophy, The Macmillan Company,.

Faure, G. and Tony, F. (2008) Changing Chinese Values: Keeping Up with Paradoxes,International Business Review 17, pp.194-207

Fang, T (1999) Chinese Business Negotiating Style. Thousand Oaks, CA: Sage

Hofstede, G. (1980) Culture's Consequences: International Differences in work-related values. Thousand Oaks, CA: Sage.

Hofstede, G and Bond, M.(1988) 'The Confucius Connection: From Cultural Roots to Economic Growth', Organizational Dynamics

Jin, Y. (2005) 'A Deep Investigation Into The Chinese Seafarers' Difficulties in Employing English', Proceedings of the 17th International Maritime English Association.

Redding, G., Norman, A., and Schelander, A (1993) The Nature of Individual Attention to the Organization: A Review of East Asia Variations. In M.D., Dunette, & L.M., Hough (Eds.), Handbook of Industrial and Organizational Psychology, Vol.4 pp.647-688, Palo Alto, CA: Consulting Psychology Press

Triandis, H. C. (1994) Culture and Social Behaviour, New York: McGraw-Hill

TRAINING OF TEACHER TRAINERS

Shereene Gunasekera
Lecturer, Language Centre
CINEC Maritime campus
Millennium Drive , Malambe, SriLanka.
Email:shereene@cinec.edu
Tel. +94(011)2413500
fax: +94(011)24313505

Abstract

The experience I have gained at CINEC Maritime Campus Malambe Srilanka in training Trainers in many fields on teaching techniques and presentation skills have paved the way for me to present a paper at the IMEC- 20 conference in Shanghai,P.R.China.

The purpose of "Train the Trainer' is to teach trainers to train others in their area of expertise. It is applicable to any trainer be it engineering, navigation, information technology, port authority officials etc. As a trainer it is his/her job to ensure that trainees have the knowledge, ability and confidence to tackle the subject at hand. Superior communication skills are an essential pre-requisite to successful training. When one understands the science behind learning and develop interactive skill-set, subject matters become interesting.The trainers who undergo this training programme will be able to conceptualize, design and present effective and efficient training interventions that lead to improved human performance.

The programme consists of the following –

Prepare, organize and structure a presentation/lecture

- *Overcome stage fright, deal with stress and anxiety*

- *Identify non-verbal communication-*

- *Prepare instructional media, facilities and equipment*

- *Speak clearly and identify the barriers to effective communication*

- *Hook the audience and to establish rapport*

- *Evaluate and analyse presentation skills*

An intensive and personalized training in delivering lessons, training techniques/ methods and styles are designed to offer maximum practical benefits. Although this is very short training programme and not a full course of teacher training, participants will grasp the principles quickly and learn to apply them with confidence. Through analysis and evaluations of their course presentations, the participants will carry back an enormous wealth of knowledge.

Key words: instructional media, effective communication, audience analysis, body
language, presentation, debriefing

1   Introduction

Training is of vital importance in the maritime industry to students and as well as to trainers.
It has become a big and vitally important business in itself. It is estimated that millions in
different industries participate in training courses annually. The term "training" emphasizes
– the development of a skill and learning for a definite purpose. Maritime trainers need
training so that they can perform better on the job in order to produce competent trainers for
the maritime industry. Roger James once defined "Training is a way of helping people to do
things that they could not do before they were trained." Teaching comes from two different
areas- Research and Clinical experience. The majority of what is known about teaching
comes from clinical experiences passed on from teacher to teacher. Research often agrees
with and supports clinical experiences. A pleasant physical environment makes the task of
teaching and learning more enjoyable. There is no magic formula to motivation. Repeatedly,
studies point to the single most important characteristic of a good teacher is ENTHUSIASM.
If the trainer enjoys what he/she does the students automatically are motivated to the lesson.
The effective teacher should be considerate in effective planning before presenting;
therefore Training of trainers is of vital importance to trainers of today.
Keeping up to date with teaching through research, training and practice is a lifelong job for
every teacher.
What I hear, I forget, what I see, I remember, what I do, I understand –Confucius, 451 B.C
(IMO 6.09 model course 2001).
This little motto from many years ago is as relevant today as it was then.

2   Prepare Instructional Media, Facilities and Equipment

Using visuals is one way of adding excitement to your presentation." The more exciting and
intense the activity, the more learning occurs." There are many visuals used today and a few
are discussed below.

Prepare transparencies –

Look at the two examples below

When you prepare transparencies you should consider. Most important is your audience whose4 attention you should get. Therefore, do not try to pack too much information on one single transparency. It will become difficult to read and loose the impact it should have when giving a presentation. Keep your messages as simple as possible. It's proven that short statements are better understood than long ones your computer has many fonts, you do not need to use all for them on one page, because that confuses the listener. Use the transparencies to get the attention of your audience – not to loose it – by using illustrations.	**Design for your learner…..** √ **One idea, one transparency** √ **Max. 6 lines, 6** words each √ **Readable print: big** and bold √ **Words and images** √**Colour where** appropriate **…… get their attention**

Fig.1. preparing transparency

Remember not to clutter the transparencies, and apply the 6x6 rule, as shown above Presenting techniques are-

- The rule of 6 – (as explained above)
- Revealing –
With this technique, you uncover one part of the transparency after the other. You direct the learner's attention to the point being presented, and prevent them from being distracted; moving a piece of paper down is the easiest way of revealing.
- Overlays -
Good overlays are very attractive. They consist of several transparencies, each having some of the information. Together they add up to a complete picture. Overlays allow presenting complex concepts step-by step. When using overlays, think of your learners and slow down. Learners need time to digest and to copy complex concepts. Prepare a handout to aid in copying.
- Silhouette –
Put small and relatively thin objects on the OHP. On the screen, the learners will see its shape. If the object has sharp edges, put a transparency underneath to avoid scratching the surface of the OHP. During the presentation avoid walking in front of the screen. Maintain eye contact. Read from the transparency and not from the screen. Use a pencil or a pen to point out items of discussion. This helps trainees to focus on the lesson

2.1   The White Board

The white board is probably the oldest and most commonly used. For many years, it has been the basic technique of instruction. Still in today's world of television and computers, it is number one among the teaching devices used in the classroom and workshop. To help them use the board effectively, follow these hints and tips.

- Prepare a layout on a sheet of paper with the same proportion as the board

- Draw complicated figures before class.

- Write briefly and to the point

- Space words and lines evenly

- Write large and legible letters (minimum 3cm. height)

- Do not talk, while writing

- Give learners time to copy

- Allow learners to write on the board

The whiteboard is a valuable ally in conveying information to our students. Do not forget the quality of the use of the white board is reflected in the note books of the learners.

2.2   Use of Flip Charts

A flip chart is a quick and effective way to add visual impact to any training. They can be used to

- Provide an outline of the topic

- Capture the results of group discussions

- Show key points of your presentation

- Show diagrams, charts and graphs

Remember –

- Use markers with chisel tips (6-8mm)

- Write block letters or slant letters.

- Write letters that are about 2-4 cm. high.

- Be consistent with the angle, size and style of letters

- Use colour combinations of

Red+ black or blue, blue+ black, green+ black

Use red for underlining, bullets, and arrows and to emphasize

DO NOT USE MORE THAN THREE COLOURS ON ONE CHART.

Types of flip charts –

Pre-prepared flip charts –

The instructor prepares the flip chart prior to the presentation. This method works best for complicated drawings or charts.

Learner prepared flip charts –

Trainees can prepare flip charts for discussions. (reporting from group works, field trips etc)

"Make- as –you- go" flip chart –

The instructor writes on the chart during the instruction

The flip chart is a versatile and portable instructional media. Used creatively, flip charts add impact to any presentation.

2.3   Prepare Wall Charts

Wall charts are simple forms of media containing pictures, words and diagrams. These charts can be displayed on a wall- thus the name wall chart. The purpose of a wall chart is to, instruct, inform and gain the attention of the learner
Wall charts can be prepared ahead of time and are independent from electricity and special equipment. They are easy to make, store and involve students in their preparation..
Plan how the space in the whole chart will be utilized, Planning helps avoid overcrowding and poorly balanced charts.

  Look at the difference between chart 1 and chart 2

Chart 1   Chart 2

```
┌─────────────────────────────┐    ┌─────────────────────────────┐
│ PRONOUNS                    │    │ PRONOUNS                    │
│                             │    │                             │
│ Subject    → I, You, He,    │    │ Subject  → I, You, He, She, │
│            She, It,         │    │              It They        │
│ They                        │    │ Object   → me, you, him,    │
│                             │    │              her them       │
│                             │    │ ---------                   │
│ Object         → me, you,   │    │                             │
│            him, her         │    │                             │
└─────────────────────────────┘    └─────────────────────────────┘
```

            1.   2.

Fig.2: e.g. of wall charts

A simple and easy to read style is best. Emphasize important words with capitals, underlining, and using boldface letters or by the careful selection of colour. More than three or four colours are not very effective. Limit to two styles of letters on one chart. Letters should be a minimum of 2cm tall. Make headlines distinct using larger size letters. Try to follow the rule of six. A carefully prepared wall chart is a handy medium of instruction. It is reusable, requires simple materials and easy to use. With a little practice and creativity, an instructor can prepare wall charts that improve instruction.

2.4 Prepare Hand Outs

Hand outs are instructional material given to learners for their study and reference. Handouts supplement the oral and visual instruction.

Hand outs should be developed when -

- appropriate text books/ resources are not available

- learners find it difficult in learning and performing

- the available information is complicated or too detailed.

When preparing handouts –

- Be clear about the objective

- Provide a clear title

- Use clear and simple language

- Illustrate the words with sketches, illustrations and appropriate diagrams for greater clarity

- Revise your handouts regularly

If the test scores of your learners are low or if your learners are having a difficulty learning a skill or subject – think handout

2.5 Power Point

Power point presentations are very effective in bringing out the reality of what is spoken, as pictures, video clips, photographs could be inserted. Great for using multiple applications

like flowcharts, text, spreadsheets, sound, moving pictures, good for small and large audiences.

Best practices -:

- - 6x6 / 7x7 rule   (bullet points)
- - 32 points for titles
- - 28 points for sub titles
- - 24 points for main text
- • Title each screen
- • Use sans serif whenever possible
- • Avoid distracting background pictures colours and effects
- • Errors look big on screens so edit visually
- • Stick to one font with readable fonts –smallest should be not less than 24pt.
- • All slides must be simple, stand alone
- • Avoid dark fonts on dark back grounds or light fonts on light backgrounds.

Microsoft power point has now become a ubiquitous tool for making presentations. Used effectively it can do wonders as it enables more vibrant slides because of the free use of colour, clip-art and different font styles.(Kushner 2000)

3   Prepare, Organize and Structure A Presentation/ Lecture

Much of the success of any lecture depends on, how well you organize the material, puts the ideas together, schedule and check facilities and plan out the parts of the lecture. The speech should be structured around a purpose, and this structure must include an opening, body and conclusion. A good speech immediately engages the audience's attention and then moves forward towards a significant conclusion. This development of the speech structure is supported by relevant examples and illustrations, facts and figures delivered with such smoothness that they blend into framework of the speech to present the audience with a unified whole. (kushner2000). Appropriateness of language refers to the choice of words that relate to the purpose of the speech and to the particular audience. Language should promote clear understanding of thoughts and should fit the occasion precisely. The trainer should use a check list to avoid last minute confusion. Now let's take a closer look at the structure of the presentation. And here I would like to discuss about a method which is simple for all trainers and which could ease the tension and the hassle in preparing the lecture /presentation. If the trainer is accomplished, the talk will be stimulating, thought provoking and absorbing. If the trainer is weak, the consequence will be lack of attention, distraction and low retention, Planning a lesson to teach a skill is quite a bit different from simply "getting ready for a lecture." The process is so different that a special procedure is used to make the task of planning easier. (David 2007)

3.1 The Concept Behind This Process Is Quite Simple.
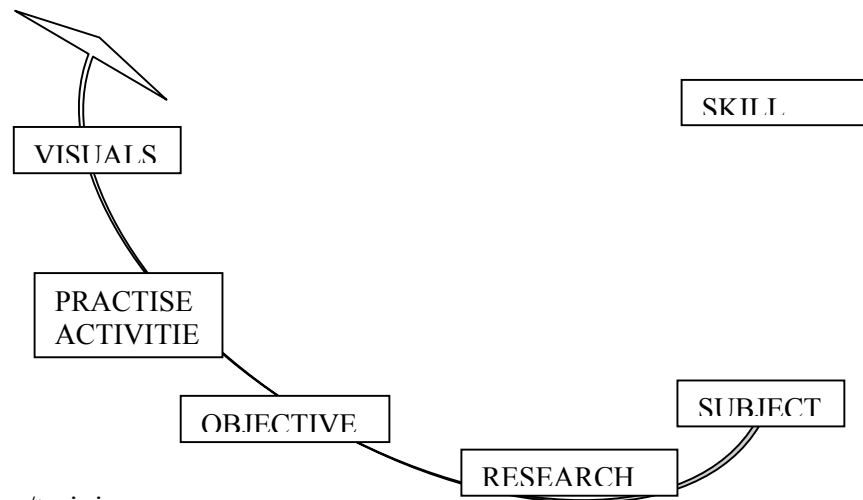
Figure 3: design a lesson/training

As explained above you, first identify the subject/skill you are going to teach, then research and collect the data, skim the data and take in the must know, write the objective include some practice activities and enhance your lesson with visuals, now you are ready to present your lesson. Isn't this a less hassle?

3.2 Let's Look At Another Structure of A Presentation
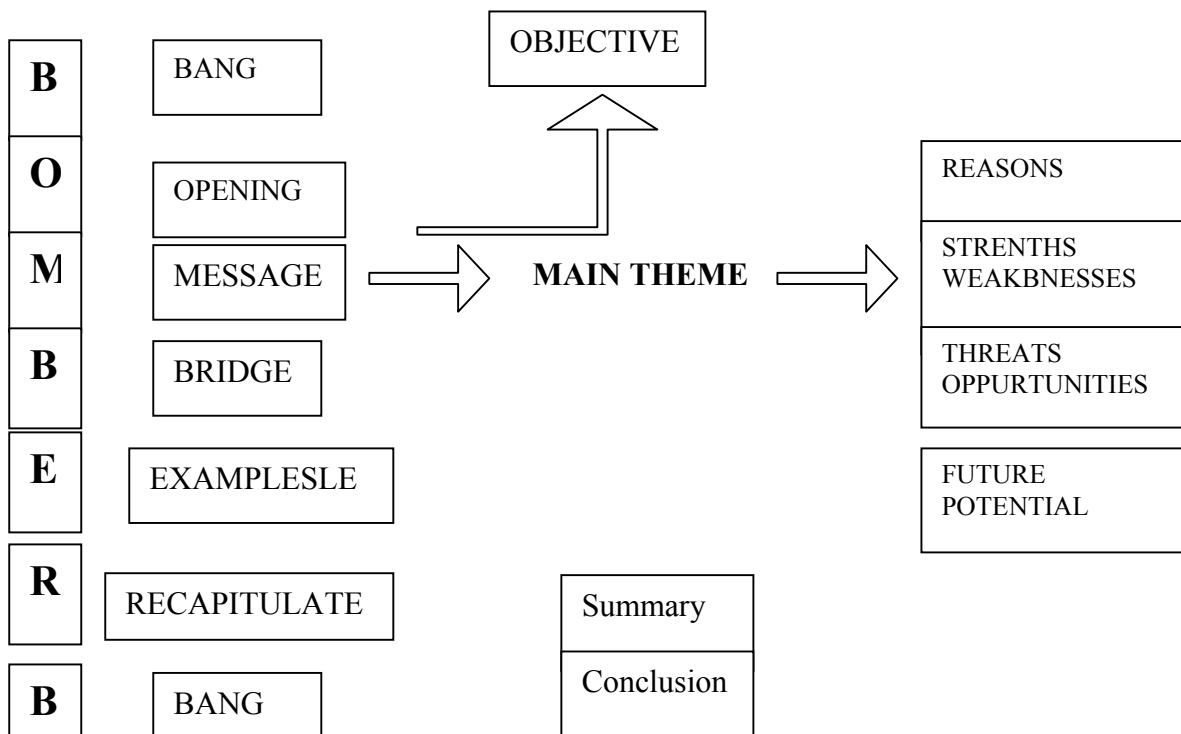
Figure 4: basic construction of a lecture/presentation

Always start with a bang to hook attention and introduce the topic then state the objective before the main body of the presentation. Message is to be developed with key points and

bridge it with examples. Recapitulate the memory on what has been said,. and end with a bang.

4   Overcome Stage Fright, Deal With Stress and Anxiety

What is Panic –?

Outline your	**P**	urpose	and now	**F**	ine tuning
Analyse your	**A**	udience	you can	**O**	utcome orient
Identify the	**N**	eed	overcome	**C**	hunking
Collate your	**I**	nformation	panic and	**U**	nlimited view points
Prepare your	**C**	ommunication	focus	**S**	uccess assurance
			on the		
			presentation		

A certain amount of stage fright is useful. It is nature's way of preparing us to meet unusual challenges in our environment. The most important is to know your audience; the audience should be the central focus of the presentation. If you really want to relate to your audience members, you have to see the world from their point of view and let them know that you can see it their way. How do you do this? The following graph explains the criteria needed to analyse an audience.

4.1   Audience Analysis

Make sure that the audience knows what they are going to get out of your presentation
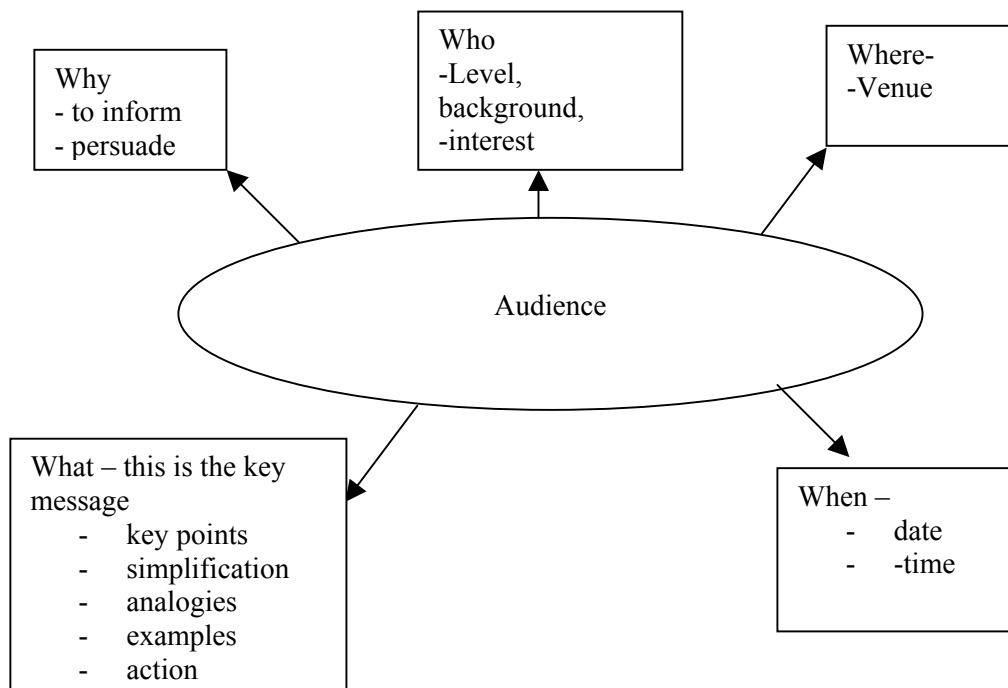
Fig. 5   Audience analysis

5 Identify Non-verbal Communication – positive and Negative Body Language

Body language refers to the messages you send through gestures, mannerisms and expressions. We already use it everyday and most of the meanings are obvious. A smile indicates happiness. A frown means disapproval. Leaning forward means active engagement in the discussion. Although we speak with our voice we communicate with our whole body. It has considerable significance in receiving and understanding the message.

5.1 Facial Expressions

If the eyes are the windows to the soul, then the face is the front of the house. How you make your face appear says a lot about your message. The single most important facial expression is the smile. This should be a natural relaxed smile not a nervous giggle. Simply smiling at an audience can create instant rapport. Use your face to accentuate key points. Act out what you're saying. Are you incredulous about a statistic you've just cited? Raise your eyebrows in disbelief. Are you briefing the audience on a strategy that you disagree with? Frown. (Kushner 2000)

5.2 Posture

The way in which you stand can also provide a very clear indication of the way you are feeling. You must look authoritative without appearing militaristic.

Posture Do's and Don'ts

The following tips can help you maintain perfect posture:

- Do stand up straight with your feet slightly   apart and your arms ready to gesture

- Do lean slightly toward the audience – indicates you're actively engaged with the audience

- Don't sway back and forth – Unless you're talking about how to use a metronome or discussing the finer points of seasickness,, otherwise it is distracting.

- Don't stand with your arms folded across your chest   or behind your back – It's a tad limiting on your ability to gesture

- Don't bury your hands in your pockets – people will wonder what you are doing down there.

5.3 Gestures

Gestures should be used appropriately to emphasize and support points.

Follow these simple guidelines –

- Do vary your gestures – Avoid a pattern and let the audience keep guessing and watching.

- Do make bold gestures – Your gestures should communicate confidence and authority. Bring you hands up not below the waist.

5.4   Eye Contact

The eyes are the most conspicuous channel of communication.

- Do look at individuals – look at a variety of individuals. Remember, you want to be a search light, not a laser beam.

- Don't let notes ruin your eye contact – avoid looking at the notes continuously and ignoring the audience

5.5   Image -: Dressing To Impress

It is often said that first impressions are lasting impressions and that you never get a second chance to create a first impression. When participants attend a course they generally have formed some opinion of what they expect to see. Your appearance will form an integral part of this expectation.

- Do dress conservatively – wear formal clothes and corporate colours

- Do wear comfortable shoes – shoes should not be a bother

- Don't wear distracting jewelry – distraction is defined as when your jewelry is bigger than you are

- Don't keep bulky stuff in your pockets – you do not want the audience to wonder what's in your pockets. (Kushner2000)

    Verbal
Non verbal

- "I see"
- nodding

- 'Ah, ah

- constant eye contact

- "That's interesting!'
- Leaning forward

- "Really?'
- stepping aside

  - 'Go on'
- shaking the head

- 'Tell me more about that'
- raise eyebrows

6   Speak Clearly and Identify The Barriers to Effective Communication

It is strange that with all the advances in training systems and computer technology, it is still the verbal presentation that forms the backbone of much of today's training.

Use a conversational language. This is simple and could be understood. Vocabulary used should suit the topic and avoid jargon with a mixed audience. Avoid long sentences as you will be speaking and not reading. Use active voice to make your sentences more forceful and powerful.

6.1 Variation of Voice

Voice is the sound that carries the message. It should be flexible, moving from one pitch level to another for emphasis, and should have a variety of rate and volume. A good voice can be clearly heard and the words easily understood.

- Projection – speak louder than usual; throw your voice to back of the room.
- Articulation - don't swallow words, beware of verbal 'tics'
- Modulation - vary tone and pitch, be dramatic, confident and/ or triumphant
- Pronunciation - watch accents; check difficult words, beware of malapropisms
- Enunciation - emphasize vowel sounds, accentuate syllables
- Repetition - repeat key phrases with different vocal emphasis
- Speed - use delivery speed to manipulate the audience, fast delivery to excite and stimulate, slow delivery to emphasize, awe, dramatize and control

6.2 Filler Words

Filler words should be avoided to maintain the smooth flow of the presentation/ lecture. Filler words (er.er.er.er, mmmmmm, ok.ok ok, alright alright etc.) are an interruption and also can indicate a memory lapse. So get rid of this wimp talk, show some leadership.

'Signposting' can help you avoid filler words. They indicate the different sections of your presentation (just like titles and section headings guide a reader through a written report) Here are some examples –

- If you can now look at table 4, you will see…………..
- I want to begin by…………..
- First of all…………………….
- What can we learn from all these…………………
- First is the monetary policy of…………………..
- Let me summarize the main points of………………… (Kushner 2000)

Make sure that your audience knows exactly where you are in a presentation/lecture.

7   Hook The Audience and Establish Rapport

One of the essential ingredients for training success is the ability to develop rapport or understanding with those being trained. You need to get your audience involved – you hook them. It is often a good idea to do this by asking questions, the questions that you are going to answer in your presentation. (David Leigh 2007)

7.1 Rhetorical Questions

A rhetorical question refers to a question that the speaker asks for effect. The audience isn't expected to answer. Rhetorical questions are designed to focus attention on the subject of the question. They are often used as introductions, conclusions or transitions. (Can you imagine a world without speech?)

7.2 A Quotation

An inspirational quotation related to the subject is an effective way to begin a lesson/lecture. Here's an example –

Eg. 'Talking and eloquence are not the same, to speak and to speak well, are two things'

- Ben Jonson

7.3 Anecdote

A short amusing or interesting story, usually a true story.. This should be relevant to the topic you are going to speak on, and very short.

7.4 A Declarative Statement

An astonishing statement could give an exciting beginning to your lesson. If the lesson is going to be on "Marine pollution'

"Within the next 20 years, the beauty of our coastlines and beaches will be lost"

7.5 Presentation Quotes and Quotations

"It takes one hour of preparation for each minute of presentation time"

- Wayne Burgraff

"A theme is a memory aid; it helps you through the presentation just as it also provides the thread of continuity for your audience."

- Dave Carey

"There are always three speeches, for everyone you actually gave. The one you practiced, the one you gave, and the one you wish you gave."

- Dale Carnegie"

"The audience only pays attention as long as you know where you are going."

- Philip Crosby   (Kushner 2000)

7.6   Using Humour

Humour is a powerful communication tool. It can gain attention, cerate rapport and make a presentation more memorable if it's used appropriately. If it's not used appropriately, it can sink a presentation. Avoid too many jokes as the speech could sound a nonsense speech. Avoid offensive humour. Use humour to hook the audience, in the body once and at the end if necessary.
- A speech is like a love affair. Any fool can start one; but to end it requires considerable skill – Lord Mancroft. Some trainers have the knowledge but when it comes to delivery or imparting knowledge they lack the relevant skills and with the above criteria one could definitely improve Achieving excellence in interpersonal communication is a complex process made up of several basic skills. A message will be believed if the verbal, vocal and visual elements of the communication are consistent. A lively and expressive voice reinforced by a relaxed and natural body language can help the speaker deliver a message that will be believed.

8   Use of Oral Questions

A class without a dialogue is a boring class. To initiate a discussion, to provoke critical thinking, to check which message has reached the trainee the instructor asks questions. Oral questioning is an effective and often used teaching technique. Applied properly, it contributes fundamentally to the learning process. Socrates (469-399) a Greek philosopher used this method for one purpose to make people think sharply. (IMO 6.09 2001)

8.1   Types of Questions

The two most common types are

Closed –

Closed questions are restrictive, may be only a 'yes' or 'no' or one very short answer is required.

E.g. Can you weld?

Open –

Open questions need comprehensive answers and cannot be answered promptly, the answers could vary. They are thought provoking and challenging

What is Brain storming?

Closed questions can be used to begin a lesson and open questions at the end of the lesson to ascertain whether the students have understood what has been taught.

8.2   Formulating Questions

- Prepare open questions ahead of time
- Use simple language and vocabulary
- Formulate questions at different knowledge levels

If trainees do not answer our questions, something is probably wrong with our questions or with our teaching. So be clear, about your questions, develop them ahead of time use good techniques when asking the question and then respond to the answer appropriately.

9   Conduct A Debriefing

According to Kolb (1984) "Learning is the process whereby knowledge is created through the transformation of experience". In other words, we learn by seeing and doing things which we think about afterwards. In training today there is an increasing emphasis on experiential learning (learning based on experience) such as role play, dramas, simulations, games, case studies, projects, presentations, work experience and discovery learning, all allow the learner to become actively involved in the teaching-learning process and the trainer to use the activities for evaluation.
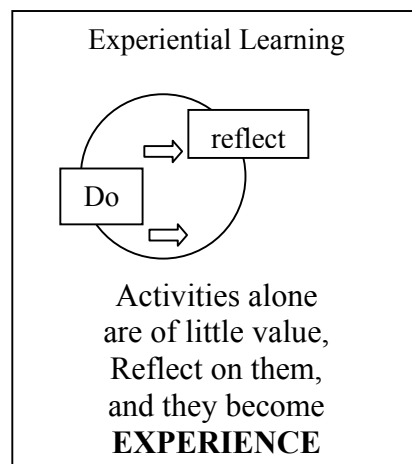
Fig. 6   Debriefing

9.1   A Properly Planned Debriefing Takes on the Following Three Phases

Phase 1 – Facts – Ask the participants – what happened, areas they did well, where they went wrong and why? Agree on what happened based on the facts.

Phase 11 – Feelings – Ask the participants – how they felt, analyse cause of behaviour, decide what can be done to improve the situation

Phase 111 – Future –Ask the participants how they could improve in future. Learners should be encouraged to develop their own plans to incorporate the new information into their work, in the future.

Your job is to help the trainee learn to master new skills. This learning requires a careful plan of demonstration, practice and evaluation. For the learning to be efficient the practice must be carefully guided and feedback provided which will _help_ the learner _develop_ the skill.(David 2007, IMO 6.09- 2001)

9.2   Evaluate and Analyse Presentation Skills

An effective way to analyse presentation skills is to video record the presentations and play back for the participants to see for themselves "Seeing is believing" and tell them the areas

to correct on. Always acknowledge the areas they did well first and then brief on the areas to be corrected. A good evaluation will include the following criteria –

- Preparation   - Excellent, satisfactory, inadequate

- Manner   - confident, enthusiastic, satisfactory, tense, nervous

- Appearance   - appropriate, neat, satisfactory, should improve

- Gestures   - natural, evocative, satisfactory, artificial or distracting

- Body movements - Purposeful, smooth, satisfactory, awkward, random. Distracting

- Eye contact   - Established, visual bonds, satisfactory, should improve

- Facial Expressions - Animated, friendly, sincere, satisfactory, artificial, unfriendly

- Organization   - logical flow of ideas, satisfactory, should improve

10   Conclusion

Change has now become a fact of life in all businesses, and training is no exception to the rule. In the continuous effort to ensure the efficiency in imparting knowledge to seafarers we come to conclude that all maritime lecturers, trainers need to be trained on instructional skills. In doing so instructors are able to be confident and competent in the delivery, preparation of lessons and evaluation. Consequently the seafarers who take up their careers on board ships too are able to carry out their job functions efficiently. The role played by International maritime organization in identifying the teacher training need and providing the I.M.O. model course 6.09 and International Maritime English conference(I.M.E.C) which paves the way for maritime English lecturers to gather under one roof to discuss the relevant issues are a great inspiration to all maritime English lecturers and trainers world wide. I believe that although this is a condensed programme, the practical advice and assistance given will prove particularly useful to all those who are engaged in training and development.

References

1. International Maritime Organization Publication   model course 6.09 (*Training course for Instructors) revised edition 2001 London:IMO(Question and answer techniquesP3132,,Visual aids 33,41-43,Evaluation P62-65*)
2. The group Trainer's Hand book – David Leigh 2007(*Methods P.35-37, Questions and responses P.63-74, Building rapport 83, Using your voice 89-95, non verbal communication P.105-112, Visual Support p, 125 – 143*)
3. Public Speaking for dummies – Dr. Malcolm Kushner 2000 (*Relating to your audience P.71,73,74,75,81 Organizing your speech P85-94, how to use quotations 103-104,Transition mission – 154,155, Visual Aids P175-202, non verbal communication P243-251, How to handle the audience P265-270, how to handle questions P281,282,292-294, Making your point with humour P 315-317,325-326,*
4. www.kushnergroup.com
5. www.refdesk.com
6. www.lycos.com/picturethis
7. www.DavidBrooksTexas.com

Acknowledgement –

Author CV

Shereene Gunasekera is the Manager Language Centre and also a lecturer/ trainer in English Language. She serves on the academic faculty of **CINEC Maritime Campus**, Malambe SriLanka. She has a wide experience of 10 years in training seafarers in English Language (Support, Operational and Management Levels) and Effective Communication. Her specialized areas include teaching Effective Communication, Public Speaking, Conversational English, and English as a second Language and English for specific purposes. A Licentiate holder of Trinity College London U.K. in Teaching Effective Communication and an Associate of The London Academy of Music and Dramatic Art U.K. in Public Speaking, having qualified for the Bronze and Gold Medal awards prior to the associate diploma. She has obtained the Gold Award in Teaching English as a second language from the New Era Academy U.K. and the Licentiate in Teaching English as a Foreign or a second Language from The Institute of *Western music and Speech Srilanka.*

She also serves as an examiner in Speech, Effective Communication and Spoken English for Colombo Academy of Language Skills and Dramatic Art., SriLanka. In contributing to the enhancement of Maritime English, she presented a paper on "Developing Communication Skills of cadet officers" at the 16th IMEC in October 2004 in Manila Phillipines. And extended her services to "Hands on Maritime English Training Programme conducted at Tokyo University Of Marine Science and Technology, faculty of Marine Technology, Tokyo Japan in 2006.

Shereene's belief is "**If there's a will there's a way**".

A STUDY ON THE ENGLISH LANGUAGE EDUCATION MODE

Weiping Wang
Associate professor
Zhejiang International Maritime College
268 Haitian Avenue Lincheng New District Zhoushan China
Wangweiping@zimc.cn
13957205215
0580-2095003

Abstract

This paper recognizes the importance of English teaching and learning in Maritime education, analyses the present situation in English education in vocational colleges in China, and puts forward some recommendations and is intended to find out a better Maritime English education mode.

Key words: English teaching existent problems   recommendations   education mode

1   Introduction

In recent years, with the increasingly close economic relationship between China and the world, the employment market has been extended beyond the nationwide.Under such a macro-background, to seek a labour force market overseas has become a target for the vocational colleges in China. The international labour market provides possibilities and opportunities for the vocational colleges and for the graduates.
At present, the Chinese seafarers only occupy 4% of the world shipping market. Compared with Philipino and Indian seafarers, Chinese seafarers are inferior in English (Yang, 2006), especially in listening and speaking, which has become the barrier for Chinese seafarers to enter the world shipping market. Therefore, to reform the English teaching and learning and to improve the students' English level has become a necessity for the college, the industry as well as the nation.

2   The Situation of The English Teaching and Learning In Vocational Colleges

English language teaching has been a focus in China. The concern that the English teaching costs a lot in terms of time, money and effort but seems to achieve much less than expected has been existent for a long history. There are criticisms about the stagnation of the syllabus and course materials, as well as the prevalence of test-orientated education. But as an English teacher for more than 20 years, I reflect upon my teaching experiences and conclude that some facts have great impacts on English teaching and learning which cannot be ignored. They are:

2.1   The Teaching Classes Are Large and Heterogeneous In Terms of Background, English Academic Levels, Motivation and Attitude To Learning.

With increasing emphasis being put on the importance of education in China more and more colleges expand the enrolment of students. And with educational budgets sometimes being insufficient, there appears such a crisis that most language classes are surprisingly large. Ideally, language classes should have no more than a dozen people or so: large enough to provide diversity and student interaction and small enough to give students plenty of opportunity to participate and to get individual attention. However, in reality classes of 50 to 75 are common in China. The largest class I once taught consisted of more than 100 students. If classes are large, they are almost invariably heterogeneous. However, little attention has been paid to how to deal with large heterogeneous classes.

2.2 The Fact That English Is A Foreign Language, Not A Second Language, In China Is Often Ignored.

So what are the differences between the foreign language and the second language? There is a fundamental difference in the language context. Second language learners usually have a natural language context, with numerous native speakers around. They have contacts with one another to a greater or lesser degree. They have native speakers to talk and listen to. Moreover, the language may be the official language with lots of advertisements, news and official documents providing the second language learners with a natural and authentic language environment. This seems to be the case, for example, in the Philippines. But foreign language learners do not have such a language context. They do not have such chances to converse or see the target language 'in action'. This is the case in China.

2.3 The Foreign Language Teaching Approaches and Methods Cannot Satisfy The Target of Fostering Communicative Competency In The New Era.

'Changes in language teaching methods throughout history have reflected recognition of changes in the kind of proficiency learners need, such as a move toward oral proficiency rather than reading comprehension as the goal of language study; they have also reflected changes in theories of the nature of language and of language learning.' (Richards & Rodgers, 2001, p3) The goal of learning English in China now is different from that 30 years ago. The requirements are in line with the above quotation. However, there are no fundamental changes in English teaching approaches and methods.

3 Recommendations

In order to identify the problems existent in English teaching, the author made a research in Zhejiang International Maritime College(ZIMC). Two questionnaires, one for the students and the other for the teachers of English, were administered and all the data were processed in the SPSS software. Some findings were interpreted from statistics and descriptions. The main problems identified are as follows:

  a. Regarding the teaching contents, listening and speaking practice seems not enough both from the teachers' and student respondents' views.
  b. Regarding the teaching methods, the teachers' responses seemed to show that they had no deep understanding about EFL teaching approaches. Responses from the student respondents suggested that not all the students were involved in the English lessons or students were not given even chances to practise English.
  c. The students are diversified in terms of their interests in English, academic learning abilities and their English levels.

d. The learning and teaching facilities in the college seemed not satisfactory to the majority of both teachers and student respondents. There are few after-class opportunities for practicing English on the campus.

e. The teacher's tasks are heavier than recommended, and the salary system which is relevant to working load may stimulate teachers willing to take more work than they can afford. This might result in descending in teaching quality.

In order to address the problems existent in English learning and teaching in the College, this author proposed that a plan for implementation should be made on the basis of the research, then piloting with a motivated team. Most importantly, training, resourcing, confirming and encouraging those who will have to make the new plan work should be done accordingly.

3.1 Streaming Into Smaller and Homogeneous Classes (SSH)

Addressing the first three problems, this author thinks the best way to solve the problems is to stream the normal classes into smaller ones according to the students' academic learning abilities and their English levels.

This idea is not new. The Chinese ancient educationist Kongzi put forward his view of 'teaching according to students'. It is also underpinned by the constructivist's theories. SSH emphsises defining different levels of requirements, conducting different levels of teaching, giving different levels of tutoring, and organizing different levels of testing and measurement on the basis of students' cognitive abilities, and their respective learning situations. Therefore, students' abilities can be developed fully from their respective 'zone of proximal development'.

3.2 Cooperative Learning

Cooperative learning is a relatively new and efficient approach especially for a large heterogeneous class. One of the facts that have great impacts on English learning and teaching is that the teaching classes are large and heterogeneous in terms of background, English academic levels, motivation and attitude to learning. Therefore, to solve this problem is a big challenge, and cooperative learning could be a useful attempt. The following methods were regarded as appropriate and practical in EFL teaching in ZIMC.

3.2.1 Circles of Learning

The typical description of this method is that students worked as a group to complete a single group product, shared ideas and helped each other with answers, and asked for help from each other before asking the teachers, and the teacher praised and rewarded the group on the basis of group performance (Johnson and Johnson 1979;Johnson,Johnson, and Skon 1979; Johnsonet.al. 1983; cited in Knight and Bohlmeyer).
Applied in EFL teaching, the specific steps for implementation could be as follows:
Give clear instructions about the objectives.
Divide the class into groups of no more than six by numbered heads and arrange the groups in circles to facilitate communication.
Assign different roles to group members, such as summarizer, to summarise the lesson or instructional materials; recorder, to write down group decisions or a group report; observer, to check for collaboration among group members; and reporter, to report the group's decisions or investigation results.
a. Give the task and explain briefly.

b. Structure positive goal interdependence, that is, a single product should be produced by the whole group. For example, to act out a story: one member acts as a scripter, to converse the story into a script; one member acts as a director, to direct the whole performance; one member acts as a narrator, and some play the roles. The whole performance depends on every member's effort.

c. Monitor students' behaviour continually for problems with the task or with collaborative efforts, and provide assistance if necessary.

d. Structure inter-group cooperation. For example, groups are assigned to search for information about different ships, say cargo ships, passenger ships, and ro-ro ships. After all the groups have given their presentations, questions, feedbacks and advice on improvement are encouraged between groups so that the group result can be improved with the help of other group members.

3.2.2 Group Investigation

This method emphasizes student self-regulation of learning activities. According to Knight and Bohlmeyer (1990), there are four dimensions of this method.

First, the class is divided into a number of groups, with each group studying a different aspect of a general topic. Second, the topics for study are multifaceted for a meaningful division of labour that promotes interdependence among group members. Third, there is multilateral communication among students who, in addition to simply gathering information, must plan, coordinate, evaluate, analyze, and integrate their work with other students. Fourth, the teacher must adopt an indirect style of classroom leadership, acting as a resource person, providing direction and clarification as needed, and creating a stimulating classroom environment.   (p6)

Group investigation is a highly structured method. The specific steps of implementation can be exemplified as follows:

The teacher gives a general topic area, and subtopics are identified through class discussion. Groups are formed on the basis of student interest in a particular subtopic. For example, the teacher gives the topic 'maritime accident and its influences', and students may be interested in different maritime accidents, such as fire, flooding, grounding, and collision.

a. After students are grouped and subtopics are decided, students will collaborate in planning how to carry out the investigation of their subtopic. The purpose of the investigation should be made clear to students. The teacher should help students focus on the what, the how and the why of the investigation. This will stimulate personal involvement and help students to perceive the relevance of learning.

b. The third step is for students to implement their plans. The teacher should prepare a wide variety of informational sources, and guide students how to search for sources or give useful websites. There should be frequent group discussions in order to get social facilitation, cognitive stimulation, and clarification of information.

c. Then students collaborate in analyzing and evaluating the information they have gathered, and summarised in the form of report with Powerpoint.

d. Groups present the summary of their investigation to the rest of the class so that the whole class get a broad view of the general topic. For example, if the group is investigating the fire accident, they may get an idea of other accidents by listening to other groups' presentations.

e. The last step is to evaluate the students' work. Students' feedbacks and questions about other groups should be taken into account.

Group investigation can stimulate social interaction, and enhance communication among students. This is very important in EFL learning. Besides, students select subtopics according to their own interest, they are thereby more motivated to learn.

However, every coin has its two sides. When applying this method, teachers should avoid the tendency of letting students be without any guidance, help, and intervention. This method does not mean that students learn totally by themselves.

3.3   Emphasis On ESP Teaching

ESP teaching is of great significance in EFL teaching in vocational colleges. Then what strategies should be adopted to enhance ESP teaching is the focal point. If it is supposed that we have completed needs analysis and have got theoretical models of EFL learning available, what should be the next step to do? Surely enough, the information available should be interpreted to design a good ESP course.   According to Hutchison and Waters (1996), course design entails the use of the theoretical and empirical information available to produce a syllabus, to select, adapt or write materials in accordance with the syllabus, to develop a methodology for teaching those materials and to establish evaluation procedures by which progress towards the specified goals will be measured.(p65)
So to design an effective course means the first to design the syllabus, write materials, develop teaching methodology and establish evaluation procedures, which will lead to successful ESP learning and teaching. This will also address some problems found in ZIMC through the research, such as students' dissatisfaction with the course book.

3.4   Resorting To Websites and Multi-media Facilities and Developing A Second English Classroom

Regarding the fourth problem, this author thinks the best solution is to develop a second English classroom with the aid of mordern techniques such as websites and multi-media facilities. "it is not enough for students to grasp a foreign language only by the input from and practice in the classroom and textbooks. Students must learn how to receive more language input after class and seek for more opportunities to use the language' (Hua Weifen, 2001). Therefore, it is evidently important for us to create a good language learning environment and provide more materials and resources for self-study, hence stimulating students' language learning desire. The afterclass activities could be : to establish English corners, English library, English listening and speaking training classrooms, English broadcast and Englsih television, etc.

4   Conclusion

In summary, English teaching and learning is a systematic job which cannot be improved at a sudden step. It needs various sides to make a common effrot to reach the same goal. This research is intended to find out a better English language education mode, which can, hopefully, share some ideas with my Maritime English teaching colleagues.

References

Hutchison, T. & Waters, A. (1996). *English for Specific Purposes A learning-centred approach*. Cambridge: Cambridge University Press.
Hua Weifen (2001), Independent learning centred – a new language learning environment, in *The foreign Language Circle*, vol.5, pp 41-45
Johnson, D. W. & Johnson, R. T. (1989), *Cooperation and competition : theory and research*, Edina, Minn.: Interaction Book Company

Johnson, D. W. & Johnson, R. T. (1994), *Cooperative learning in the classroom*, Alexandria, Va: Association for Supervision and Curriculum Development

Knight, G. P. and Bohlmeyer, E.M. (1990), Cooperative learning and achievement: methods for assessing causal mechanisms. In S. Sharan (ed.), *Cooperative Learning: Theory and Research*. USA: Praeger Publishers. pp 2-22.

Nunan, D, (1988), *The Learner-centred Curriculum*, Cambridge: Cambridge University Press

Richards J.C. & Rodgers T.S., (2001), *Approaches and Methods in Language Teaching*, Cambridge: Cambridge University Press

Vygotsky, L. (1986), *Thought and Language*, Cambridge, Mass: M.I.T Press

Vygotsky, L. (1978). *Mind in Society*. Cambridge, Mass.: Harvard University Press.

Yang, Y. M. (2006), On exploiting overseas labour market for the vocational college graduates. in *Higher Vocational Education*, (4), pp23-25.

The author's CV

Weiping Wang, female, an associate prefessor in Zhejiang International Maritime College, having been teaching Maritime English for more than twenty years. Since 2003, she was invited as an expert on Maritime English by China MSA testing centre to write and verify the maritime English competency test for seafarers. In the last two years, she wrote Maritime English Reading, published by Dalian Maritime University Press, which is the national planned textbook for maritime colleges in China; and Maritime English listening and speaking, published by the People's Communications Press, which is the course book for English listening and speaking competency test for Chinese seafarers; As the main researcher, the research project "The English Language Teaching and Learning Reform in Maritime colleges" was approved and awarded RMB30,000 dollars by Zhejiang Provincial Educational Department.

THE PRACTICE IMPLICATION OF CONSTRUCTIVISM IN MARITIME ENGLISH TEACHING AND LEARNING

Longchun Hu
Shanghai Maritime University
Pudong Avenue 1550, Shanghai
Email: hlch_1002@126.com
13816525745

Abstract

Constructivism theory is based on a subset of cognitive psychology and social psychology. Constructivism is considered to be related to the teaching and learning to a large extent. This paper will mainly deal with the practice implication of constructivism in maritime English teaching and learning.

Key word: constructivism, maritime English, implication

1   Introduction

The Maritime English has been becoming the barrier of Chinese seafarers going forwards the world and restricting the development of our higher navigation education and training. The existing mode of Maritime English teaching has not adapted to the requirements of modern shipping. Constructivism is a kind of new theory applied in Maritime English teaching and learning.

2   The Definition of Constructivism

As to the definitions, different persons have different explanations.
Constructivism is a philosophical position that views knowledge as the outcome of experience mediated by one's own prior knowledge and the experience of others.(Martin Ryder:http://carbon.cudenver.edu/~mryder/savage.html#def_constructivism).
Constructivism has roots in philosophy, psychology, sociology, and education (WesleyA.Hoover:http://www.sedl.org/pubs/sedletter/v09n03/practice.html).
Constructivism may be considered an epistemology (a philosophical framework or theory of learning), which argues humans construct meaning from current knowledge structures (From Wikipedia, the free encyclopedia), and so on.
In a word, the constructivist view involves two principles:
1) .Knowledge is actively constructed by the learner, not passively received from the environment.
2). Coming to know is a process of adaptation based on and constantly modified by a learner's experience of the world.
I think both principles play an important role in the maritime English education.

3   The Characteristics of Maritime English

Maritime English is a branch of Esp (English for specific purpose) and has its unique characteristics, which combines professional knowledge with English knowledge. For example, more professional phrases, and often passive voice used in the text, and more long and complicate sentences used in the context, etc. The course of Maritime English aims to provide awareness to trainees of their responsibilities to promote understanding and camaraderie on board vessel and contribute to maritime safety. Therefore, communication is the core of learning maritime English and the objective is that the trainees will communicate effectively using the English language in the maritime profession.

4   Constructivism Applied In Maritime English Teaching and Learning Provide The Excellent Environment For Learners

According to the first principle, Knowledge is actively constructed by the learner, not passively received from the environment. So environment means a lot in the maritime English teaching and learning. With the aid of the environment, the teacher stimulate the student to actively construct the knowledge. Jonassen (1994) proposed that there are eight characteristics that differentiate constructivist learning environments:

1) Constructivist learning environments provide multiple representations of reality.

2) Multiple representations avoid oversimplification and represent the complexity of the real world.

3) Constructivist learning environments emphasize knowledge construction inserted of knowledge reproduction.

4) Constructivist learning environments emphasize authentic tasks in a meaningful context rather than abstract instruction out of context.

5) Constructivist learning environments provide learning environments such as real-world settings or case-based learning instead of predetermined sequences of instruction.

6) Constructivist learning environments encourage thoughtful reflection on experience.

7) Constructivist learning environments "enable context- and content- dependent knowledge construction."

8) Constructivist learning environments support "collaborative construction of knowledge through social negotiation, not competition among learners for recognition."(http://viking.coe.uh.edu/~ichen/ebook/et-it/constr.htm)

The   creation of   good environment for the learners counts much in the maritime teaching and learning. For example, while teaching "the structure of ship", we can take the learners to come in the container ship/or others ship and teach the professional knowledge in English. Also We can set a model situation and practice English in classroom. In this way, can the learners better construct the knowledge actively.

4.1   Encourage Collaborative Learning and Improve the Learning Effect in Maritime English Teaching and Learning

Collaborative learning is a part of constructivism theory. Collabotative learning is an umbrella term for a variety of educational approaches involving joint intellectual effort by students, or students and teachers together. Usually students are working in a group of two or more, mutually searching for understanding, solutions or meanings, or creating a product. Collaborative learning activities vary widly, but most center on students' exploration or application on the course material, not simply the teachers' presentation or explication of it. (by   barbara   leigh   smith   and   jean   T.MacGregor: http://learningcommons.evergreen.edu/pdf/collab.pdf).   In   collaborative   classroom.   The teacher-cented orientation will disappear to some extent. Students are involved in the

discussion and active work on the maritime English material. Students are involved in learning, involved with other students. For example, while teaching "maritime English speaking", we can divide the students into several groups. Every student plays a different part in the speaking. They can be prepared for the topic after class including collecting relevant materials. Then in class, they can role play the play actively. Learning with involvement helps the students have a good command of maritime English and construct the knowledge effectively.

4.2 Set Up A Self-assessment System To Improve The Autonomous Learning Ability of The Learners In Maritime English Teaching and Learning

Autonomous Learning Theory as the new development of cognitive learning theory, is the growing Western popular learning theory. It uses a whole new way to interpret the education and teaching, and offers a new perspective for the recognizing of education.
Autonomous learning, often referred to as self-directed learning, involves the learners taking the initiative in recognizing learning requirements and undertaking activities to meet them. At one level it may involve providing the learners with "extension" work for them to do individually; on another level it may present the learners with an extended block of work in which they must formulate strategies to accomplish the task(s).
Research shows that people like to learn as follows:
- doing activities they want to do;
- being actively involved in tasks;
- getting good feedback;
- having opportunities to reflect on what has been learned;
- working at their own pace;
- having choice in where and when they work;
- working in company with others, especially people engaged in a similar process;
- having a feeling of being in control of the situation.
  (http://www.highlandschools-virtualib.org.uk/ltt/whole_learner/independent.htm)
  The importance of autonomous learning is obvious in the society because In a rapidly changing society, people need to be able to learn new skills for new jobs This is, more than ever before, going to be a life-long process Post-school education depends largely on the learners being able to work independently
- Business leaders say that they need employees who are self-motivated and resourceful
- IL strategies encourage the learners to engage in the learning process actively
- This can promote intrinsic motivation towards learning, rather than extrinsic, and to help the learners see the value in learning (See Toolkit section on Motivation)
- The attitudes fostered by IL are those needed in a healthy democratic society
- IL helps cater for the needs of individuals in a differentiated curriculum(http://www.highlandschools-virtualib.org.uk/ltt/whole_learner/independent.htm)Now it has become more fashionable to talk about the autonomous learning ability of the learners. For maritime English teaching and learning, it is also of great importance to improve the autonomous learning ability of the learners in the maritime English teaching and learning. The teachers can build a self-study platform where a lot of materials are saved and a series of quizzes and examinations at different levels are reserved. After the learners complete the quizzes and examinations at different levels, they can score themselves and check themselves. Meanwhile, they can find out their advantages and disadvantages in the process of maritime English learning. They can consult their teachers about the disadvantages of the learning. The teacher and the students can draft a new model

for the autonomous learning for the students. The students can ask the teacher some questions at any time. With the platform, students can improve their autonomous learning ability.

5   Conclusion

Constructivism is a new theory and related to philosophy, psychology, sociology, and education. While maritime English is of importance in Maritime field and contributes to marine safety. According to the constructivism theory, the teacher can encourage collaborative learning and set up a self-assessment system to improve the autonomous learning ability of the learners in maritime English teaching and learning. Constructivism applied in maritime English teaching and learning helps the learners and the teachers improve their constructive knowledge. It also helps the learners have a good master of maritime English and contributes to the marine field.

References

1. Confrey, J. (1990), Davis, Maher and Noddings (Eds.) Constructivist views on the teaching and learning of mathematics. JRME Monograph, Reston, Virginia, NCTM.
2. Baird, J.R. & Mitchell, I., Eds. (1986). Improving the quality of teaching and learning - an Australian case study. Melbourne: The Monash University Press.
3. http://www.sedl.org/pubs/sedletter/v09n03/practice.html.
4. http://carbon.cudenver.edu/~mryder/savage.html#def_constructivism.
5. http://viking.coe.uh.edu/~ichen/ebook/et-it/constr.htm.
6. http://learningcommons.evergreen.edu/pdf/collab.pdf.
7. 庞继贤，等。学习者自主：身份与自我[J]，外语与外语教学，2004（6.
8．庞继国。自主学习----学与教的理论和策略[M]。上海：上海外语教育出版社，2004.
9. 何克抗。建构主义——革新传统教学的理论基础（一）（二）（J).学科教育，1998。
10．伍惠丹.学习策略培训在海事英语教学中的应用[J].航海教育研究，2005（4）.

ENCLOSED TRANING INSTITUTE--- AN INNOVATION FOR IMPROVING MARITIME ENGLISH LEVEL OF CHINESE SEAFARERS

Guo Junwu   Chen Baozhong   Liu Nihui
Shanghai Maritime University
1550 Pudong Ave., Shanghai, China
E-mail: jwguo@mmc.shmtu.edu.cn
Tel：+86-021-58855200-2100

Abstract

Starting with a case illustrating the unsatisfactory maritime English level of Chinese seafarers at present, this paper analyzes some problems existing in the learning, teaching and training of maritime English in China and hereby proposes the building of a brand-new institute--- an enclosed training institute for maritime English learning.

Key words: Maritime English   learning   teaching   training

1   Introduction:

At 0300 hour on February 23rd, 2008, the fishing ship Fu Yuan Yu 628 under Chinese flag was drowned in Indonesian seawaters on account of heavy sea. Subsequently, five seafarers from the ship were saved by the seamen from Indonesian M.V. Palm Oil. Due to language differences, even if the seafarers survived endeavored to tell that they had encountered ship accident and there were still the other ten-odd seafarers remaining unsaved, they could only communicate with Indonesian seamen by gestures, which puzzled those foreign seamen and eventually brought about non-survival of the other seafarers left in the accident.

From this case, it can be safely concluded that this tragedy was totally attributable to the language barriers in communication. Nevertheless, this case is not an exception and similar cases can be found almost everywhere, in which language barriers in communication can endanger navigation safety and can even cause ship accidents. Therefore, how to improve the English skills, especially the speaking skill, of Chinese seafarers has become a general concern of our domestic shipping businesses.

2   Governmental Measures For Improving Maritime English Level

With a view to strengthening the English-speaking abilities of Chinese seamen, our governmental organizations concerned have exerted great efforts in both enhancing the difficulty level of national seamen examination and emphasizing the appraisal of English level for Chinese seamen. To take China Maritime Service Center (CMSC) as an example, in order to improve the appraisal of listening and speaking for navigation and engine English, CMSC arranged for the publishing of the first edition of two books, namely "Listening and Speaking for Navigation English" and "Listening and Speaking for Engine

English", in September, 2004 and organized the publishing of their second edition in August, 2006, after absorbing plenty of feedbacks from parties involved.

With China playing an increasingly important role in global shipping market and with numerous foreign shipping businesses entering Chinese market, the second edition of the two books mentioned above seemed a little bit out of date in 2008. Therefore, in order to keep up with the changes in international shipping market and quickly improve the English level, especially English speaking level, of Chinese seafarers, CMSC has arranged for English experts of majors concerned from maritime universities and colleges nationwide to write the third edition which will be more practical. The author is quite honored to participate in this work and is deeply impressed by what has been done by the relevant governmental organizations.

3   Problems for Learning, Teaching and Training of Maritime English

3.1   Problems For Learning of Maritime English

3.1.1   Students From Maritime Universities and Colleges Lacking Motivations and Initiative

Each year, to meet the national seamen examination, all maritime universities and colleges will appoint some teachers to help students to review for the exam. Being one of those teachers, the author was responsible for the teaching of Engine English in SMU last year but felt exhausted and even a little bit helpless at last.

To take students' attendance as an example, the required number should be 157, whereas, the actual one was only about 100. What's more, in all 18 simulated tests, there were always approximately 30 students absent in each test, with 20 students attending just a few and 12 ones attending none. The number of students who had attended all the tests was only 71, accounting for 45 percent of the total, which clearly demonstrated the problem of lacking motivation and initiative for the students.

Another case in point was in Question and Answer sessions. Whether in class or after class, only eight students with better performances had ever raised up questions, with the rest 149 students having asked none. Faced with various excuses from those students remaining silent, the author had no alternative but to stress the importance of learning engine English and even to cite some examples. But all those efforts were in vain.

All along, the author had spared no efforts in collecting lots of materials and persuading students to strive hard but eventually still found results in the exam unsatisfactory.

3.1.2   Seafarers From Maritime Training Organizations Ignoring Systematic Study

Forming a sharp contrast with students from colleges and universities, the seafarers have clearly understood the importance of the examination and therefore have great initiative in learning and are willing to exert all their efforts. But they have not grasped good study methods, especially systematic study--- the most important one. Once being a chief engineer on board, the author has participated in seamen examinations with different levels and subjects and consequently has acquired a clear picture of seafarers' study.

Like some students, seafarers only resort to rote learning---a study method quite similar to the prevailing one--- " achieving high scores by memory", which will bring about failure in exam if students have not memorized the answer to the question and even result in "High Scores with Low Capabilities". On the contrary, the author, instead of memorizing the answers in corpus, would systematically learn book knowledge at first and then carefully do

the exercises in the corpus without referring back and then review all relevant data questions before exams. By using this method, the author has got more than 90 points in each exam.

Therefore, if the seafarers with great initiative can adopt the systematic study method, they can both improve their scores and acquire abilities.

3.2 Problems For The Teaching of Maritime English

3.2.1 Lack of Flexibility and Vividness in Class Teaching

The traditional teaching approach is always teacher-centered with students or learners in a passive position. This will lead to low study interests of trainees and inactive atmosphere in class and makes teaching inflexible and boring, which will naturally result in bad teaching effects.

3.2.2 Neglect of Active Learning

Neglecting students' active role in learning, the traditional teacher-centered teaching approach only focuses on how to teach in stead of how to learn, which has given rise to numerous new teaching methods but has brought about no obvious improvement in teaching effects. Moreover, the teaching of maritime English has lagged behind and consequently has exerted seriously bad influence on the competitiveness of Chinese seafarers in the world labor market.

3.2.3 Focus On Patterns of English Instead of Communication in English

Whether in school teaching or in seafarers' training, we usually focus on English patterns and over-emphasize grammatical and syntax analysis but often overlook the functions of English, which will lead to rote learning.

3.3 Problems For Training of Maritime English

We can also find similar situation in maritime English training for seafarers. By paying much attention to the teaching of English patterns, we frequently ignore communicative function and active learning. Furthermore, there exist other problems, such as poor English level of seamen and mixture of seamen with same rank but different levels in the same class. It is also a tough issue that, after attending training for several times, high-rank seafarers still make little progress in English study.

4 Suggestions For Learning, Teaching and Training of Maritime English

For the purpose of tackling those problems and improving the English level of Chinese seafarers, reforms have to be made thoroughly in the listening and speaking assessment for maritime English.

In accordance with the plan of the Ministry of Communications (MOC) of the PRC, three assessment centers of Maritime Safety Administration (MSA) will be established in Dalian, Shanghai and Guangzhou. Therefore, the author proposes that an enclosed training institute for maritime English training should be set up in three centers respectively, which is to contribute greatly to improving the maritime English level of Chinese seafarers.

For all the students and seafarers who will attend the seamen exam held by MSA, they will be taught, trained and tested for one or two months in the enclosed teaching institute. Besides, to build up an environment for English communication, all trainees are required to communicate with each other only in English. Moreover, working as supervisors, teachers and examiners, qualified teachers or assessors can help trainees to overcome their fear of learning, to build up their faith and to arouse their interests in maritime English study, which will also lead to more harmonious relation between trainers and trainees.

What's more, in order to improve trainees' reading ability, more newspapers, magazines and books should be provided, if possible, in the enclosed training institute. Trainees can be further required to write short articles in maritime English so that they can enhance their writing ability.

In addition, seamen with same rank but varying levels can be divided into distinct classes in different enclosed areas, which will greatly facilitate their progressive learning in maritime English.

5   Conclusion

For the sake of enhancing our seafarers' abilities in maritime English, it is suggested that an enclosed training institute should be set up by government organizations concerned so as to improve training efficiency by providing an environment for English communication and by tightly linking teaching with learning and to sharpen the competitive edge of our seafarers in world shipping market.

References

1. Guo Ruilian, (1999) 'Assumes of improving English training and teaching of certificating shipman', *forum of English training and teaching, Vol 6*
2. Huang Zhi, (2003) "Suggestions of improving standard Marine English training and teaching", *Marine Technology, Vol 3*

ACTUALITY OF OUR COLLEGIAL MARITIME ENGLISH EDUCATION AND THE MEASURE OF BETTERMENT

Captain Li Fei
Shanghai Maritime University
E-mail: feili@mmc.shmtu.edu.cn
Tel: 86-21-58855200
Fax: 86-21-58853909

Abstract

As a captain, the author rewieved the great progress in maritime English education in China in present 30 years and described the status in quo and what we met unresolved in maritime English education, put forward what we have to do to make progress continuously.

Key words: maritime English, education, teaching materials, teacher, internatinal cooperation.

1   Introduction

Marine navigation is the most international career. The condition of interpreter on board the Chinese vessel was changed by popularization and improve of English education in China, many of our officers could contact with the out world directly by themselves. But, comparing with the officers of other countries, our English ability and skill are not so good to meet the practice, It was reported that two vessels collided together because of language barrier of the Chinese Captain. For the same reason, it is hard for our Chinese crew to work with the foreign crew together, so usually we could not provide seafarers to the foreign vessels individually but the Chinese crew work together. University.

Why our English language level is lower than many people of other countries?

For the European, they are most of developed countries and well educated, and their languages are of alphabet, it is easy to learn each other. Chinese language is much different from others, all the letters are square, there is no any relations to the alphabet language, so it hard to learn English. For the Asian, some of them are also developing countries, their education level is not higher than China, but some of them were annexed into the colonies, English language was popular in their countries, so the seaman of these countries can speak a fluent English. For example, India, Malaysia, Myanmr etc..

Than, another important reason is the deficiency our education. Many of students could pass EPT 4 or EPT 6 examination during their college study, but could not communicate fluently each other. The students of marine navigation need a good command of English on reading, speaking, listening and writing. We could do nothing to heighten the English level of students, but to improve education system and education method.

2   Status In Quo of Marine English Teaching and Learning

2.1   Ability of English Language Is Not Balanceable

Not only the students of navigation, but most of the other students of other profession and other university, their English abilities are not balanceable. For example, in Shanghai, the students study English from grade school to the end of university, over 10 years, their English writing is better than speaking, choice is better than writing in examination. That means their intercommunication is not good. Many of our students could not speak every day English fluently when they had finished their university study. But conversation is very important for mariners, they could not make misunderstanding while handling the vessel in and out of a port and prevent collision at sea, otherwise there would be the casualty.

Why our English level could not satisfy the requirement after so many years' study? It is because that, we lay emphasis on grammar, phrase, glossary, word-building in our English education, but not the listening, writing, and speaking. There are so many choices in the listening examination. It is said that some one had summarized many skills methods to cope with examination for the students to get a good marks in examination, but it is no use for the students to heighten their English language level by these skills and methods. It would cost a lot of time on English conversation and correct the writings, and it is difficult for conversation examination, so most of teachers are not willing to do it as well as students. Prevailing language education system could lay a solid foundation for the students, and it is easy for examination, but communion function of language is less considered. Subsequent result is, the development of language abilities is not balanceable, so after many year's study, the students could not speak fluently. One of foreign ship-owner told me that, they assigned one of our students working lonely on board the vessel with foreign crew, one year later, he could listen, speak and write a good English, there is no any language barrier in his working. That tell us that, our students had laid a solid foundation on their English language in the university, and language abilities could progress quickly in every respect once give them a suitable language circumstance.

2.2   Outfit of Marine English Language

The course of marine English was carried out by English teacher for a long time. Of course, English teacher should teach English, they could heighten reading and comprehending ability of students by analyzing sentences, summarizing grammar phenomena. At the stage of marine English study, the aim of English study is different. Marine English covers many spheres, geographic navigation, celestial navigation, navigation equipments, meteorology, cargo stowage, marine law and regulation, ship handling, marine communication and so on. There are so many vocabulary and terms in each of above-said courses, their theory and principle are different. It requires a long time to have a good command of them. For most of the English teacher have no so much time to study all of them. It dose not mean that the English teacher do not want to command it. When explain professional content, it is hard to arouse the interesting of students and gave them a heavy impression without professional knowledge, without cases, without incidents and all of them require a long time study and sea experiences.

But, many professional teacher could give students most of above-said knowledge for they had been laid a solid foundation on English, had now worked on board for a few years and experienced a lot at sea, so it is not hard for them to help the students reading professional materials.

From 1997, marine English (reading) began to be taken in hand from English teacher by of professional teacher. The students of our university get two first positions in flying examinations on professional English carried out by Ministry of communication in 1998 and 1999. That doses not means that English level of professional teacher is higher than English teacher, but all the contents examined are just the professional, professional teacher

can explain them clearer than English teacher. It shows that, it pushed our professional English education forward a bit to teach professional English by professional teacher themselves. But for many of our professional teacher are not trained for language teaching, they experienced in English circumstance no much time, their vocabulary, pronounciation, intonation and linguistic skills could not catch up English teacher. So they could not converse with students in English fluently, could not give students a ample, perfect language circumstance, so they could make much more progress in their professional English education..

2.3   Teaching Materials

The problem on the teaching materials is prominent than the other problem. We have no uniform professional English teaching materials. We also have no influential teaching material to be consulted. Most of the teaching materials of marine English prevailing published are for seafarers training and examining, not for our students under degree education. Time flies, shipping business developed greatly, new technology and standard are adopted, new international conventions fulfilled, all the seafarers are required to command a comprehensive, complicated knowledge. Marine English must follow the development. It is difficult to develop our Marine English without a set of good Teaching materials

Teaching materials are the important elements of navigation English study. It is impossible to learn English very well without a good teaching material. The quality of a teaching material relys on what contents are selected. Maritime navigation relates to great subjects, including seamanship, communications, aids to navigation, cargo stowage, meteorology, bill of lading, salvage, ship maneuvre, seamships, collision regulations etc.

3   What We Had Tried

We had done a lot to heighten the English level for the students of navigation department. For example, students were classed according to their English level and then training them accordingly, English teacher were appointed to the respective classes for their English training, even English teacher followed the students on board the training ship for maintaining practice, the foreign teachers were invited to deliver series of lectures to the students, some courses were given in English. Some effects obtained from above-mentioned measurement, but none of them are systematic, could not be adopted as a regular teaching method and kept for a long time.

4   What We Have To Do

Prevailing shipping trend is that labor market needs a lot of seafarers from Southeast Asia, especially the high quality officers. China is a great country with a great population. A lot of affluent labours, arising from our opening policy and industrial configuration adjusting, are looking forwarding outlet. What we should do is to follow the trend and go aboard. That means that our seafarers should communicate face to face outside the world, namely, our seafarers should have a high English level. For this purpose, we should elevate the education level of our marine English. What we should do is as followings.

4.1   Promote Teachers' Professional English Level

First of all, we ought to establish a high quality team of marine English teachers if we want to offer the qualified seafarers to the shipping market. It is not available to offer a great deal of students, who command a proficient marine English, to the shipping world without competent professional teacher who command a proficient marine English. Marine labor market is moving eastward, the center of marine education would move eastward as well. It gives all of our marine university a opportunity to face the out world directly, to learn from the other qualified marine university and shipping company abroad and proffer services to the shipping business of the world, we should catch hold of this opportunity, otherwise, our marine education would be limited in our country forever.

To Promote teachers' level of marine English, it is economical way to arrange the English teacher and professional teacher work together assuming the marine English course. Professional teacher could learn English knowledge from English teacher, promoting the level of English, English teacher could learn professional knowledge from professional teacher, enriching their study direction. In our university, all of the English teacher should command a little nautical knowledge other than English, or they will have no predominance. Then, suitable English culture is necessary for the teacher of marine professional. A short intercourse abroad is better. On the basis of their nowadays English language, their English level would be promoted greatly if they can live in a pure English circumstance for one or half a year, they can use more English in their marine English lesson, providing students a good language circumstance.

The other way is to encourage professional teacher to work on board a foreign vessel to promote their professional ability and English ability in practice. Recently, much of the professional teacher are working in the university, the time working on board not more than 20% every five years because of no appropriate encourage measurement and convenient way to go on board for sea training. In fact, 20% on board working time is not enough for them. May shipping companies are not willing to accept these teachers because they have only the minimum sea experience.

4.2 Adjusting English Course

The process to command a language is the process of constant practice. It requires a great deal of practice to boost conversation skill. For that case, the teaching methods should be advanced and teaching hours adjusted.

Now, many of the students of navigation department could not speak and/or write a fluent tractate in English. They can get a good mark on selection in their exercises and examination, but could hardly translate an English essay into Chinese glibly, and vice versa.. Only a few students sometimes could construct a good sentence in their translation. Some of the students even could not write a good Chinese essay – application, report etc. So it is necessary to set up a translation course, so the students could learn some basal translation methods and skills, and develop their writing level.

4.3 Compiling New Teaching Materials

Teaching materials are elements of navigation English study. It is impossible to learn English very well without a good teaching material. The quality of the teaching material relies on what are selected in the it. Maritime navigation relates to many subjects or courses, including seamanship, geographical navigation, celestial navigation, aids to navigation, communication, meteorology, cargo stowage, bill of lading, chartering, varies international conventions (salvage, stowaway, solas, collision regulations), and so on. Which contents should be put in the teaching materials? What is the abstruse profundity of knowledge? We

have made some attempts on compiling new teaching materials. Meanwhile we are listening the feedback opinion from shipping companies.

5   Conclusion

I think, the problems we met with in Navigation English Education are probably the problem of our Northeast Asia contries. I present my experiences and ideas here to all the teachers who are embarking maritime English education as a reference. We are looking forwarding to the experiences and ideas on same subject from teacher or other contries as a reference to promote our the level on maritieme English education. we also expect more international cooperation on marine English training.

Author:Mr Li Fei(1956-), is the Captian and the associate professor in Shanghai Maritime University.
As a professional maritime navigation educator, the author spent about 1/3 times at sea to practise navigation theory. As a seaman, sverved Hongkong company, Taiwan company, Thai company, Greece company, India company and Bengal company, and visited over 30 contries around the word..
During stay in the university, participated in the compiling of the <An English-Chinese Maritime Dictionany> as one of the subedtors.

NEEDS ANALYSIS FOR THE TEACHING OF NAUTICAL ENGLISH

Xiao Yishan，Lecturer
Guangzhou Maritime College
The Navigation Department, Guangzhou Maritime College, 101 Hongshan Road 3, Huangpu District, Guangzhou, Guangdong Province, China
E-mail: xiaoyishan@126.com
Phone: 0-13533696096
Fax: 020-82385951

Abstract

In this paper, the author firstly gives a brief introduction on the theory of needs analysis in the teaching of ESP (English for Specific Purposes) course. Needs analysis is a set of procedures for specifying the parameters of a course of study. Such parameters include the criteria and rationale for grouping learners，the selection and sequencing of course content，methodology， and course length，intensity and duration (Nunan, 2001:45). In general terms needs analysis (also called needs assessment) refers to the activities involved in gathering information that will serve as the basis for developing a curriculum that will meet the learning needs of a particular group of students. Tom Hutchinson & Alan Waters (1989:53) propose that needs analysis should be the starting point for devising syllabuses, courses, materials and the kind of teaching and learning that take place. Needs analysis carried out in this paper for the teaching of Nautical English is grounded in Hutchinson and Waters' framework of needs analysis, which has been proved to be one of the most practical and effective approaches in ESP study. Data collection in this paper includes questionnaires (designed respectively for professional seafarers, Maritime English teachers, and students of Navigation major), consultation, informal meetings, interviews and discussions. The needs analysis that we have done in this paper is with the expectation to provide reference to the design of teaching syllabus, teaching materials, teaching methods and teaching facilities for Nautical English and to make some contributions to the development of Nautical English teaching.

Key words:　Needs Analysis, Learning Needs, NET (Nautical English Teaching), ESP (English for Specific Purpose),

1   Background of This Study

The English proficiency of seafarers (non-native English speaker) has been a great concern to the maritime community worldwide. Teachers of Maritime English and other parties in maritime world have never ceased seeking ways to improve the English proficiency non-native English seafarers. The International Maritime English Conference (IMEC), which is held once a year,　has revealed the latest development of Maritime English

teaching and provides teachers of Maritime English from different nations the chance to present their achievements in the teaching of Maritime English, covering such issues as syllabus, materials, and methodologies.

Influenced by the rapid development of Maritime English teaching worldwide and urged by the higher requirements of the international shipping market, survey and seminars on Maritime English teaching have been carried out in different areas of China. In 1998, a committee guiding the Maritime English Teaching (MET) in China's Maritime colleges was set up by the Science & Education Division of the Ministry of Communications. Following the guidance of the Committee, each maritime college is encouraged to make further study on their own Maritime English Teaching. Enlightened by the rapid development of Business English teaching under the guidance of ESP theories, we have a tentative study on Maritime English Teaching in the theoretical framework of ESP theories.

2   Theoretical Framework of This Study

According to the definition and classification of ESP put forward by Tom Hutchison and Alan Waters (1989:18-19), Peter Strevens (1988), Pauline Robinson (1991:2-4), and Tony Dudley-Evans & Maggie Jo St John (1998:4-5), Maritime English is a type of ESP. In this paper, we focus our study on the teaching of Nautical English, which is a subdivision of Maritime English. We follow the theory of needs analysis proposed by Tom Hutchison and Alan Waters to have an analysis of target needs and learning needs for the teaching of Nautical English. Questionnaires, interviews, meetings, discussions and consultations with parties concerned and reference to materials concerned will be utilized to great extent in the research.

3   The Necessity of Needs Analysis in ESP Study

3.1   The Important Role of Needs Analysis

Needs means what the learners need to know or be able to do in order to function effectively in future target situations. Needs analysis means investigating learners' needs (Chen Liping，2000:48). Needs analysis is a set of procedures for specifying the parameters of a course of study. Such parameters include the criteria and rationale for grouping learners，the selection and sequencing of course content，methodology， and course length，intensity and duration (Nunan, 2001:45). In general terms, needs analysis (also called needs assessment) refers to the activities involved in gathering information that will serve as the basis for developing a curriculum that will meet the learning needs of a particular group of students.

Experts of ESP elaborate the necessity of needs analysis in any ESP course in their writings. Tom Hutchinson & Alan Waters (1989:53) propose that needs analysis is one of the three main factors (the other two being language description and learning theories) affecting an ESP course design. What distinguish ESP from General English are not the existence of need as such but rather an awareness of the need and we should still maintain that any course should be based on an analysis of learner need. Needs analysis should be the starting point for devising syllabuses, courses, materials and the kind of teaching and learning that take place. Tony Dudley-Evans and Maggie Jo St John (1998:122) consider needs analysis as one of the key stages in ESP. It is the corner stone of ESP and leads to a very focused course. Brown (2001:35) believes that needs can serve as the basis for developing tests，

materials，teaching activities，and evaluation strategies，as well as for reevaluating the precision and accuracy of the original needs assessment.

The needs analysis theories reviewed above provide us a clear insight into the following research. However, up till now, few published papers have a needs analysis for the course of Maritime English. Hutchinson and Waters propose a framework for target needs analysis and another for learning needs analysis in the learning-centered approach, which proved to be the most practical and effective approaches in ESP study. Therefore, Needs criteria for Maritime English learners will be grounded in Hutchinson and Waters' framework of needs analysis.

Target Needs Analysis
--Why is Maritime English needed?
--How will Maritime English be used?
--What will the content areas be?
--With whom will the Maritime English learners use the English?
--Where will Maritime English be used?
--When will Maritime English be used?
Learning Needs Analysis
--Why are the learners taking the course?
--How do the learners learn?
--What recourses are available?
--Where should the Maritime English course take place?
--When should the Maritime English course take place?
Owing to the limited space in the Proceedings of the Conference, we will only present part of our study here, i.e. the target needs of Nautical English.

3.2   The Survey Respondents In The Analysis of Target Needs

Fifty professional seafarers (bridge officers) from China Ocean Shipping Corporation Guangzhou branch and Guangzhou Shipping Company. Fifty professional seafarers were mustered to one room and questionnaires were distributed to them and we gives explanation to each question and all the questionnaires were valid. Their experience at sea ranges from 4 to 25 years and their post on ship ranges from third officer to captain. They have worked on different types of ships such as container ship, oil tanker, bulk carrier and general cargo ship. Most of their voyages are oceangoing such as Europe, Southeast Asia and they have been to at least ten courtiers. Informal consultations with them are valuable to the research as well. The survey conducted in them is to find out the target needs in Maritime English Teaching, as they are the most direct users of Nautical English. One hundred copies of questionnaire were distributed to them. The questionnaires are particularly about the specific needs of the language communication situation and language skills (listening, speaking, reading, writing and translating) required in the occupation.

4   Target Needs Analysis for Nautical English Teaching

4.1   Why Is Nautical English Needed?

In the world of international transport and shipping, with seafarers from many countries sailing on ships trading to parts of the world, effective communication between those on board and between ship and shore is vitally important. However, Communication difficulties often occur in these areas due in part to cultural differences but also due to language 'barriers'. The chosen international language for achieving effective

communication on board and between ship and shore is the English language. The IMO has been working hard to adopt conventions, to be specific, the International Standard Convention for the Certification, Training and Watch keeping for Seafarers (STCW), which defines the requirements on the English proficiency of international seafarers. The legislation nowadays emphasizes the importance of the English language proficiency in relation to safety at sea. This is widely recognized at every level of the international shipping industry from legislative institutions to ship owners. In this way, whether the international conventions or domestic rules and regulations states the necessity of Maritime English in the job performance of the maritime industry.

On the other hand, according to the teaching syllabus of Nautical English, the aim of the course is to enable the learners to communicate effectively with other crew members of either own ship or other ships, coastal stations either about their onboard life related subjects or on their work related subjects. In maritime colleges or universities, Maritime English is a compulsory course as it is an indispensable requirement for future work.

In the survey on 50 professional bridge officers, most of them learn Nautical English in order to perform their job better, some for promotion, a small number of them for further study and several of them for examination purpose. The following bar chart (Figure 1) gives us a visual explanation. To sum up, it is obvious that Nautical English is needed for job performance and it is an indispensable factor to effective job performance in Navigation. Therefore, the course design of Nautical English should aim at improving learner's linguistic competence required in future work.

Figure 1 Searfarers' Purpose of Learning Nautical English
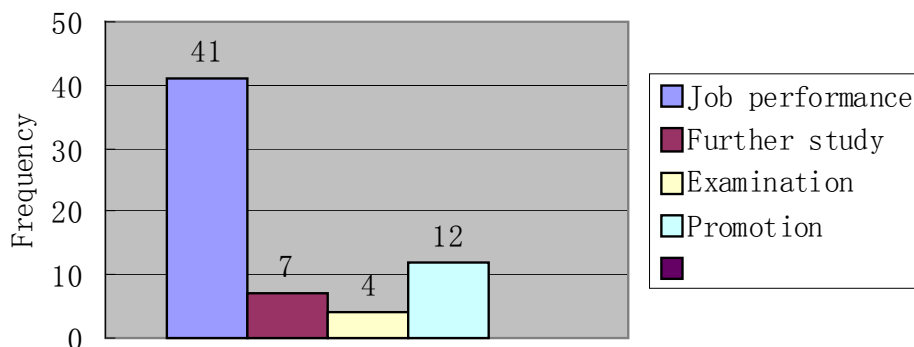
4.2 How Will Maritime English Be Used?

The questionnaires distributed to the 50 professional seafarers reveal that in occupational situation, speaking is the most important linguistic competence required, with listening coming the next, then reading, while translation and writing ranking the bottom (See Figure 2). Informal meetings and discussions with them also show that English listening and speaking competence are of vital importance to their daily job performance. Navigation is an occupation with high risk. There are always some unpredictable factors such as machinery, weather, human behavior, which might threaten the safety of life and property on board ship. The language in verbal communications must be precise, otherwise misunderstanding might rise. Because of this, most seafarers feel great pressure in work. To them, it seems that mastering English is much more difficult than conquering the sea.

Figure 2 Grading the Importance of Linguistic
Competence in Occupational Situation
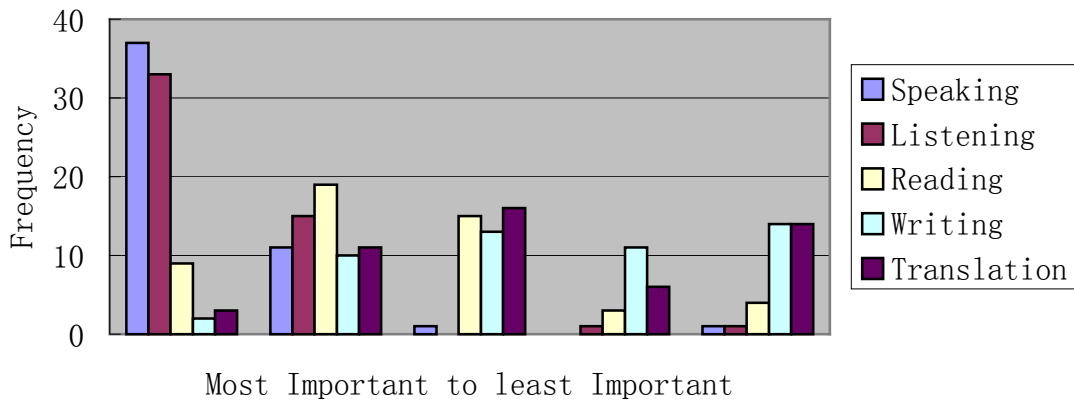
The discussion also shows the content of each linguistic competence required in the work. The types of listening and speaking discourse mainly include external communications such as communication with other ships, shore authorities by means of VHF, face-to-face communication with inspectors or surveyors in some inspections and making phone calls. On the other hand, on the ships with multinational crews, internal communication among crew in English is necessary both on daily life affaires and working affaires. The channels of communication are face-to-face, by walky-talkies, or through the ship's internal communication systems. The types of reading discourse mainly include reading some nautical publications, international conventions and regulations, navigational equipment instruction manuals, contracts or agreements, reports, statements, notices and telegraphs. Writing is mostly concerned with recording logbook, drafting contracts, correspondence, reports, declarations, statements, notices, telegraphs, applications, repair list, stores and provisions list. The analysis done above can be used as reference in the design of teaching syllabus for Nautical English.

4.3   What Will The Content Areas Be?

Before designing questionnaires for professional seafarers, we consulted some experienced seafarers and some subject teachers on the content areas of Nautical English in order to make sure that the content areas listed in the questionnaires are a complete one. The content areas in the study focus on navigation. Verbal communication content covers distress communications, emergency communications, safety communications, helicopter operations, communications with Vessel Traffic Service (VTS) and port control, communications with other ships in collision preventing, communications with shore authorities for port entry, berthing, pilot and tug arrangement, and cargo handling by means of VHF (very high frequency). Quarantine Inspection, Customs Inspection, Immigration Inspection, and Port State Control Inspection in the form of face-to-face communication. Further more, contact with shipping agents, cargo chandlers, shipyards or ship owners by telephone are part of seafarers' general affaires. Reading content mainly includes some nautical publications such as Weather reports, Admiralty Notices to Mariners, Legends and Cautionary Notes on Navigational Charts, Sailing Directions, Guide to Port Entry; some international conventions and regulations such as International Regulations for Preventing Collision at Sea, International On-board Pollution Prevention; some navigational equipment instruction manuals and contracts or agreements. The writing content covers drafting sea protest, sign some receipts, filling shipping documents and some application forms for port entry, port

clearance, cargo handling, fuel oil or fresh water replenishment and so on. The following table shows the frequency and percentage of the content area in job performance.

Content areas	Frequency	Percentage
Port State Control Inspections	48	96%
Communication with pilot station	47	94%
Contact with ship chandlers	32	64%
Contact with cargo owners	24	48%
Cargo handling (loading & unloading)	40	80%
Nautical publications	38	76%
Recording logbook	24	48%
Remarks on receipts	18	36%
Contracts and agreements	15	30%
Port entry and clearance formalities	18	36%
Joint inspections	29	58%
Communicate with port control	28	56%
Contact with charters	15	30%
Communicate with other ships	41	82%
Weather reports	35	70%
Ship repairing	20	40%
Shipping business correspondence	19	38%
Sea protest and accident reports	17	34%
Communicate with vessel traffic service	47	94%
Communicate with agent	38	76%
Communicate with	10	20%
Communicate with colleagues	14	28%
Daily conversation in foreign ports	38	76%
Equipment instruction manuals	35	70%
Shipping business documents	23	46%
Vessel's certificates and documents	21	42%
Conventions, regulations and rules	22	44%

Content Areas of Nautical English

The course of Nautical English aims at senior navigation majors who have learned some specialists knowledge encompassing ship's structures and equipments, navigation, ship-handling, shipping business, ship's safety management, collision preventing. The course then should focus on language input instead of subject-knowledge input. The content of language input needs to be related to the subject. In other words, the course should arm learners with the required linguistic competence to function well in the context of navigation. Brian Tomlinson (1998) argues that what is being taught should be perceived by learners as relevant and useful. Most teachers need to recognize the necessity to make the learner to be aware of the potential relevance and utility of the language and skills they are learning. He cites his experiments to show the positive effect on learning and recall of items that are of great significance to the learner. Nautical English materials must be able to convince the learner that the points being learned are relevant to the occupation and useful to assist them to acquire comprehensive linguistic competence that he needs or might need in future job performance.

4.4   Who Will The Nautical English Learners Use The English With?

In occupational situation, Nautical English is mostly used with the other seafarers on board foreign ships, personnel of foreign shore authorities such as maritime administration officers, pilots, customs officers, immigration officers, quarantine officers, ship surveyors, port control staff, quay stevedores, overseas shippers, cargo receivers, agents, ship chandlers, and ship owners, who might be experts or laymen of the maritime field. Figure 3 shows the Nautical English use targets. Among these language use targets, non-native English speakers occupy a larger percentage than native English speakers. Seafarers from different non-native English speaking countries have their own culture and language. And most of them speak English with accent, which makes the communication between non-native English speakers more difficult. Therefore, the developing of Nautical English teaching materials should encompass seafarers of different nationalities.

4.5   Where Will Nautical English Be Used?

In occupational situation, Nautical English will be used to the greatest extent on board ship, to be specific, on bridge, in engine room, on deck, in mess room, in cabins etc. Normally, the language is used when ship sailing abroad and on most occasions on VHF channels as the time vessels stay at sea is much longer than their stay in port. On the vessels with multinational crewmembers, Nautical English is needed among crewmembers either in work or in meetings to discuss subject area issues. On the other hand, Nautical English is used in ports where vessels get alongside for cargo loading and unloading, bunkering, and stores or provisions replenishment. Then the conversations with shore personnel can occur at the quayside, in the office of the port authority or supplier, which might be on telephone or face-to-face. In the design of Nautical English classroom activities, the above mentioned situation should be provided to create a better learning context.

Figure 4 Language Use Context
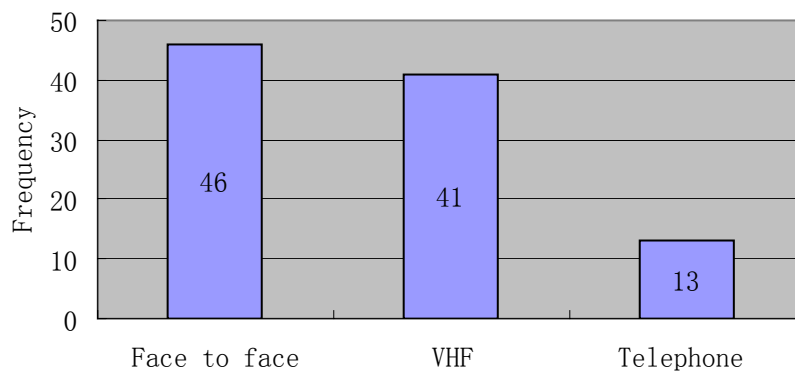
4.6   When Will Nautical English Be Used?

According to the survey among 50 seafarers 46% of them sometimes use English in work, 44% often use English, 10% use English everyday and none never use English. In occupational situation the frequency of using Nautical English mostly depends on the voyage of the vessel. If the voyage is only in own country, then Nautical English is seldom

or never used. However, if the voyage is an international one, then Nautical English is used frequently or even every day.

Figure 5 Frequency of Using English in Work
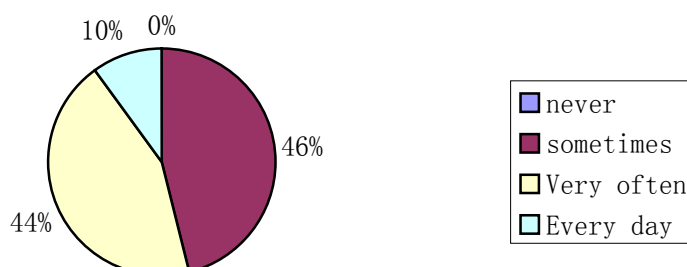
5   Conclusion of The Study

This study makes full use of the theory of needs analysis for Nautical English teaching. Our attempt is to analyse the target needs of Nautical English in order to provide reference to the design of teaching syllabus, teaching materials, teaching methods and teaching facilities for Nautical English and to make some contributions to the development of Nautical English teaching. The research we have done is a tentative one in the field of Maritime English. We try to ensure the authenticity of the data for needs analysis. However, owing to inadequate time and fund, we can only gather data from a limited number of professional seafarers. Their viewpoints might not represent the whole due to their personal background or working experience. Nevertheless, the analysis does help us with the design of Nautical English teaching. On the other hand, the research on needs analysis reveals that the course of Nautical English should be more occupation-oriented and the aim of the course is to improve learner's integrated linguistic competence required in future work.

References

(1) Brown, H. D. 2001. Teaching by Principles: An Interactive Approach to Language Pedagogy. [M]. Beijing: Foreign Language and Research Press.
(2) Chen, L.P. 2000. ESP Research. Shanghai Fudan University Press
(3) Cole, C (1999) "The impact of multi-cultural and multilingual crews on maritime communication-what is (y)our position?" PADECC &WOME- Proceedings, Rijeka-Opatija
(4) Cole, C,B. Pritchard, P. Trenkner (2002) "Content-based Instruction-A Challenge for the Learning and teaching of Maritime English". Proceedings of Workshop on Maritime English 2002
(5) Cunningsworth, A. (1995) Choosing your coursebook. [M] Oxford, MacMillan Heinemann, English Language Teaching.
(6) Dudley-Evans, T. & M. J. St John (1998) Developments in English for Specific Purpose. [M] Cambridge University Press.
(7) Halliday, A. and T. Cooke. 1982. An Ecological Approach to ESP. [M]Lancaster Practical Papers in English Language Education, 5 (Issues in ESP), University of Lancaster

(8) Hutchinson, T. & Waters, A. (1989). English for Specific Purpose: A Learning-centered Approach. [M]Cambridge: Cambridge University Press.

(9) Macdonough, J. and C. Shaw. 1993. Materials and Methods in ELT. [M] Blackwell

(10) Model Course 3.17: Maritime English. [M] International Maritime Organization, London, 2000

(11) Nunan, D. 2001. The Learner-Centered Curriculum-A Study in Second Language Teaching. [M]Shanghai: Shanghai Foreign Language Education Press

(12) Nunan, D. 2002. Research Methods in Language Learning.[M]. Shanghai: Shanghai Foreign Language Education Press

(13) Peter Trenkner, Maritime English: An attempt of an imperfect definition, Proceedings of Workshop on Maritime English 2000

(14) Pritchard, B.(1997) " Corpora for Maritime Dictionaries- a Communicative Approach", Proceedings of WOME 9-Workshop on Maritime English, IMLA, Malmo, 43-57

(15) Pritchard, B.(1998) Report on Current Approved Standards of Maritime English (Workpackage No. 8, Deliverable N.6, MARCOM (Maritime Communication Project, European Union (1996-1998); (elaborate: European Union –Transport Division)

(16) Robinson, P. (1991) ESP Today: A Practitioner's Guide. [M] Prentice Hall. London

(17) Richterich, R. and J. L. Chancerel. 1997. Identifying the Needs of Adult Learning a Foreign Language. [M]Oxford: Pergamon Press

SMOOTH OUT THE WAY OF ONLINE COMMUNICATION FOR FUTURE CHINESE UNIVERSITY GRADUATES

Yifei Fu

School of Foreign Languages, Liaoning Normal University, Dalian, China
850 Huanghe Road, Shahekou District, Dalian, Liaoning Province, China
86-13664249699
yff9699@gmail.com

Abstract

With the ascent of globalization, university graduates' online communication ability has become an obvious problem. As the Internet plays an increasingly important role in the global communication, the language of the Internet poses a new challenge to late- modern communicators. Enough attention should be paid in teaching so as to help students develop the ability and smooth out the way of online communication for future Chinese university graduates. This paper investigates students' online communication ability in China. A joint survey is made between students in Dalian Maritime University and Liaoning Normal University to find out the present status of students' online communication ability observed by the way they use the Internet and through their mastery of the basic internet-derived neologism. Both qualitative and quantitative research approaches were used in the study. The findings reveal a common problem that a small number of Chinese university students can make full use of the internet resources and communicate with natives online. All this indicates students' online communication ability is still limited and there is still much room to improve not only in language teaching, but also in clearing the way of online communication and cultivating students' online communication ability for future employment.

Key words: online communication ability, linguistic competence, the language of the Internet, digital context, online communication barrier

1   Introduction

As the world is going online, the Internet plays an increasingly important role in daily life and the global communication. It has not only changed people's way of communication, but also the language. As Crystal D.[1] states, any language at the centre of such an explosion of international activity would suddenly have found itself with a global status. Any medium of communication as revolutionary as the Internet is bound to have a profound effect on the language (Crystal D.)[2]. In the digital language context, communication falls consequently into two kinds: online and offline communication. Obviously, the two kinds of communication differ in many ways. Hence, traditional communication skills should accordingly be broadened to include online communication skill, which includes mechanical skill and linguistic competence. Students' mechanical skill is no longer a problem now. However, as far as their linguistic competence is concerned, there emerges a

problem of students' limited online communication ability. However the problem is getting more obvious as this ability has become increasingly important for university students in digital context. According to Northcote, M.[3] students' academic success is being increasingly determined by the ability to communicate and operate effectively in online learning environment. On the other hand, the future students' success in business, academia, employment and life is being equally determined by this ability. What is the status of Chinese students' online communication skills? What are the obstacles on their way of online communication? How can we smooth out the way for future graduates? The issues deserve debate. This paper is to investigate the present situation in Chinese universities, such as students' present online communication ability, their awareness of the importance of the ability, the   language on the Internet and the new barrier, resulted from their lack in this aspect of knowledge, on the way to improve their online communication skills. The purpose of survey is to find out the method to smooth out online communication barriers for future graduates.

2   Background

As Crystal D. [2] points out, ever increasingly everyday communication in work, school and interpersonal domain is Internet mediated. With the development of the Internet, there emerges the language change or the language on the Internet, within Internet situations such as emails, chat groups, World Wide Web pages. In other words, there emerges the language with its own characteristics, such as text messages, emoticons, abbreviations, SMS abbreviations, terminologies, free spelling, shorthand, Netspeak, in a word, the internet-derived neologism (Thorne, S.)[4]. Therefore, in electronic communication context, the basic computer or internet- related lexicon, including the useful terminologies, abbreviations, constitutes an additional new barrier on the way of communication for university students. Understanding and acquiring new genres communication are critical dimensions of the process of becoming a competent late-modern communicator (Crystal D.)[2]. However, such communicators should be cultivated with good linguistic competence and online communication ability. No doubt, more efforts should be made to ensure that students have the ability for future online communication. In the digital environment, it is vital for universities to focus on building up students' new online communication skills, empowering them to adapt to the change in the language and prepare them for the success in employment in the future. However few people have given enough attention to the new additional barrier resulted from the language change on the Internet. As a result, the necessity of cultivating students' online communication ability is somewhat, if not widely ignored. It is a fact that many have noted the linguistic changes emerging in online communication, few have studied the phenomena. The range of communication skills inherent in face to face teaching are well recognized and often specifically addressed as study skills within many courses, the unique skills relevant to online communication have been somewhat neglected (Northcote, M.) [3]. This seems to be a global problem. In tertiary education in China, it is no exception. Many Chinese university students are ignorant of the change in the digital context and lack this aspect of the knowledge, which adds difficulty to their online communication for Chinese university students. However, up till now, few courses concerning the language on the Internet are offered to learners in their present curriculum in Chinese universities. No special measures and countermeasures in dealing with the new change in the language are mentioned in the national syllabus (the teaching guideline for all universities in China). However, the ultimate goal of language teaching and learning, as indicated in the national syllabus, is to help language learners communicate accurately, appropriately and fluently in the target language, to minimize

communication barriers (Y.Wang)[5]. Should the online communication barrier be removed from the way of communication? Should a smoother way be paved for both future graduates from Maritime universities and other common universities in China? It is an issue, worthy of study.

3 Current Study

3.1 Methodology

3.1.1 Research Design

The survey was carried out in two universities, Dalian Maritime University and Liaoning Normal University, in the first semester of 2008. In the study, a questionnaire was designed and used on various aspects of present status of university students. It covers participants' information on the online communication skills reflected by the way they use the Internet, and through their command on the internet -derived lexicon in electronic communication, and suggestions for language teachers in universities. The aim is to address following 3 research questions:

1) Are Chinese students aware of the importance of the online communication ability? What is the real status of students' online communication skill in China?
2) Whether student's lack in the practice in online communication and in the basic internet-derived neologism accounts for their low online communication ability and forms an additional obstacle on their way of communication?
3) What is the significance for English language curriculum development?

In the questionnaire, there were forty multi-choice statements, 16 of which were a test on internet-related vocabulary, seven were about the online communication ability, seven were about their use of the online English resources and their knowledge of the Language of the Internet and six were about the students' present use of the Internet. The rest of the questions were about students' means to access the Internet.

3.1.2 Methodology

The survey was conducted respectively in two universities, Dalian Maritime University (DMU) and Liaoning Normal University (LNNU), in the first semester of 2008. Hard copies of the questionnaire were distributed to students in each university, *124* responses were received by the conductor. The quantitative data was analyzed manually by calculator. The results of survey were included in the findings of the research paper.

3.2 Participants

Of *124* participants, *60* were from Dalian Maritime University. They were all second year undergraduate students from two classes, in School of Electronic Information and Technology. *64* of them were from Liaoning Normal University. They were sophomores from the same class mixed up of students from all schools of the university, such as Chemistry, Mathematics, Physics, History, Education, Physical Education and so on.

3.3 Findings

3.3.1 The Importance of Online Communication Ability

3.3.1.1 The Present Awareness of The Online Communication Ability

Table 1
Students' awareness of online communication ability (shortened as OCA in the table).

Questions / Participants	Answers				
(1)Do you think OCA should include such abilities as info search and upload, online chat and email?	A	SA	D	SD	Total
Participants in DMU	42	12	6		60
Percentage	70%	20%	10%		100%
Participants in LNNU	51	12	1		64
Percentage	79.68%	18.75%	1.56%		100%
(2)Do you think OCA is as important as other study-skills?	A	SA	D	SD	Total
Participants in DMU	40	9	11		60
Percentage	66.7%	15%	18.3%		100%
Participants in LNNU	41	12	11		64
Percentage	64.06%	18.75%	17.18%		100%
(3)Do you believe students should be cultivated with OCA?	A	SA	D	SD	Total
Participants in DMU	39	18	2	1	60
Percentage	65%	30%	3.3%	1.7%	100%
Participants in LNNU	42	22			64
Percentage	65.6%	34.4%			100%

As shown from Table 1, most students believe online communication ability is important in daily life. When asked about its importance and what sub- skills that constituted online communication skill, nearly 98 % of participants in LNNU and 90% in DMU believed it was important and it should include such abilities as information search and upload, online chat and email and so on.

As to how important online communication skill is in their study, 83%of students in LNNU and 81.7% of students in DMU believed it was as important as other traditional study skills. This again indicates most students acknowledge that the online communication ability is as important as other study skills in listening, reading, speaking, writing and translating.

Also as shown from the table above, all the participants either in DMU or LNNU unanimously agreed that students should be cultivated with online communication ability to cope with life in the digital context. 95% of the students in DMU and 100% of the students in LNNU hold the same opinion.

3.3.1.2 Students' Awareness of The Importance of Online Communication Ability In The Future

Table 2
Students' awareness of the important of online communication ability

Questions / Participants	Answers				
Do you think OCA will become increasingly important with the further development of the Internet?	A	SA	D	SD	Total
Participants in DMU	46	8	5	1	60
Percentage	76.67%	13.33%	8.33%	1.66%	100%
Participants in LNNU	50	12	2		64
Percentage	78.12%	18.75%	3.12%		100%

A=Agree   SG=Strongly Agree   A=Agree   D=Disagree   SD=Strongly Disagree

Almost most participants, 90% in DMU and 96.87% LNNU believed in the tendency that the online communication ability would become increasingly important with the further development of the Internet. It indicates the undeniable tendency of the importance of the online communication ability in the future, which underlies the necessity for the change in the curriculum to enable students to meet the challenge in study, employment and life.

Table 3
Students' awareness of online communication ability and future employment

Questions / Participants	Answers		
Do you believe you'll benefit from OCA in future employment?	Yes	No	Total
Participants in DMU	50	10	60
Percentage	83.3%	16.7%	100%
Participants in LNNU	60	4	64
Percentage	93.75%	6.25%	100%

As shown from the table, most students realized online communication skill will be useful in future life. When asked whether they believe they would benefit from online communication ability in future employment, about 93% of students in LNNU agreed. In comparison, in DMU, 83.3% of the participants selected "Yes".

3.3.2   The Present Chinese Students' Online Communication Skills Revealed From Students' Use of The Internet

As the online linguistic competence partially consists of the knowledge of   the language of the internet, which includes the language of email, chat-groups and the language of the web, students' online communication skills can be effectively reflected via their language use in email and chat rooms. As text messaging, email, and online chat are the most important aspects of online communication, students' online communicative ability, therefore, can be sufficiently revealed via their language behavior in these aspects of communication. Due to the limitation of the paper, only two aspects relating to online communication ability are analyzed in the study.

Table 4
Online communication via Email

Questions / Participants	Answers				
(1)Have you ever written an email or a short message in English?	Yes, often	Yes, once or twice	No, not yet	No, never	Total
Participants in DMU	2	10	45	3	60
Percentage	3.3%	16.7%	75%	5%	100%
Participants in LNNU	4	10	42	8	64
Percentage	6.26%	15.62%	65.62%	12.5%	100%
(2)Have you ever chatted with English speaking people online	Yes, often	Yes, once or twice	No, never	No, I can't	Total
Participants in DMU		20	38	2	60
Percentage		33.33%	63.33%	3.33%	100%
Participants in LNNU		11	52	1	64
Percentage		17.18%	81.25%	1.56%	100%

When asked whether students had ever written an email or a short text message in English, 77% of students in LNNU and 80% in DMU replied they had not communicated via message in English. This indicates that Chinese students are weak in this aspect of online communication.

As it is shown in Table 4, 82.8 participants in LNNU and 66.6% in DMU had never communicated via text or voice chat with native speakers in chat rooms. This indicates as Netspeak or Cyberspeak includes free spelling and abbreviations and emoticons, they obviously hinder students' online communication with natives. As a result, only a few had ever participated in the group chat in English chat rooms with native speakers. It can be concluded that Chinese students are weak in this aspect of online communication, as well.

3.3.3 Students' Online Communication Ability Revealed by Their Weakness In the Basic Internet- derived Lexicon

Table 5
Students' mastery of basic internet- derived vocabulary

Question /Answer	DMU			LNNU		
Word/ phrase	Yes	NO	Total	Yes	No	Total
(1) Stand by	8	52	60	7	57	64
percentage	13.3%	86.7%	100%	11%	89%	100%
(2) Recycle Bin	14	46	60	10	54	64
percentage	23.3%	76.7%	100%	16%	84%	100%
(3) Crash	15	45	60	8	56	64
percentage	25%	75%	100%	12 %	88%	100%
(4) Antivirus software	9	51	60	4	60	64
percentage	15%	85%	100%	6%	94%	100%

As it can be seen from Table 8, students do not have a good command of the Internet or computer related vocabulary. Of the most basic word / phrase listed in the table, more than half students don't know how to say them in English. Among the words listed in the table, 94% of students in LNNU and 89 % in DMU did not know how to say *antivirus software* in

English, 88% of students in LNNU and 85% in DMU did not know how to express themselves if the computer crashed.

This indicates students have not yet mastered the computer –and- internet- related vocabulary. Most of the students' word power in this aspect needs to be strengthened, if they are to be developed with better communication ability in the electronic environment. Students' way of digital communication will be partially obstructed by their lack of this part of the basic lexicon, if the problem fails to be resolved.

Table 6
Students' awareness of the lexical barrier on their way of online communication

Questions / Participants	Answers		
Should students master the basic internet-derived lexicon? Do you believe lack in the neologism will form additional obstacle on the way of communication?	Yes	No	Total
Participants in DMU	57	3	60
Percentage	95%	5%	100
Participants in LNNU	60	4	64
Percentage	93.75%	6.25%	100%

As it can be observed from the table, most of students believed that their word power should be enhanced in this aspect. When asked whether students should master the basic internet-derived lexicon and whether they believed their way of communication with other global villagers will be hindered by their lack of the neologism, nearly 94 % students in LNNU and 95% of students in DMU believed so. This demonstrates that most students in China acknowledge that they are weak in this aspect. This is a new issue which should be re-considered in designing and modifying the curriculum in teaching.

4   Limitation of The Study

The limitation of this study exists in the following aspects. First, the number of participants in the study is not sufficient. Only 124 students from DMU and LNNU joined in the survey. Second, the scale of the study is not big enough to maximize its reliability. However, though only a small part of students joined in the survey, they can be viewed to represent the large population of Chinese university students. The common problem, as revealed from the study, is worthy of study in academia.

5   Conclusion

In the globalized digital context, it is required that students be developed with online communication skills. However, many Chinese students' linguistic competence is inadequate. As the Language on the Internet puts added hindrance on students' way of communication, it makes the situation even worse. Special efforts should be made to remove the obstacles and clear the way for future graduates.

It is an undeniable fact Chinese students have realized the Internet has a very powerful communicative power and it has provided them with a broader interface for communication and better chances to improve their English and communicate with each other, however, due to their linguistic incompetence, they don't endeavor to make full use of the internet resources, but instead, they stay away from online interactions and communication with other global villagers. Their low participation in this part of the interaction on the Internet and their limited command of the most basic computer and Internet related vocabulary indicates a common problem in China that Chinese students' online communication skills

are weaker than their offline communication skills. Special attention should be given to address the newly arisen problem.

To smooth the way for the future graduates, it is vital that teachers and educators be aware of the urgent and heavy task ahead that students' online communication ability be cultivated and enhanced in the electronic environment. It requires some changes be made in the curriculum in universities to introduce the language of the Internet and the related courses, so as to gear to students' need and enable them to embrace the new challenge in this digital world. Teachers should improve their awareness of the necessity to impart this part of knowledge in teaching, guide students to make better use of internet resources, such as how to browse the news online, how to read e-books, e-magazines, how to use online dictionaries and encyclopedias, online libraries, data base and encourage them to communicate with natives via such practice as email and online chat so as to gain real life online communication ability. It is the right time that joint efforts be made to smooth out the way for online communication, not only for graduates from maritime universities, but also for all graduates from common universities as well.

References

[1] Crystal, D. (2003) English as a Global Language, London: Cambridge University Press
[2] Crystal, D. (2001) Language and the Internet, London: Cambridge University Press
[3] Northcote, M. and Kendle, A. Communication skills for online students, Proceedings of the 10th Annual Teaching Learning Forum [online]. Available from: http://lsn.curtin.edu.au/tlf/tlf2001/northcote1.html 2001 [Accessed 17 July 2008]
[4] Thorne, S. (2003). Language Learning &Technology online [online]. Available from: http://llt.msu.edu/vol7num2/thorne/ [Accessed 2 August 2008]
[5] Y. Wang & Y. Fu (2007). Maritime English. Language Barriers in Maritime Communication and Countermeasures in Teaching, Proceedings of the 19th IMLA Papers on Maritime English, Rotterdam Netherlands, Shipping and Transport College, pp169-171

CV
Name: Yifei Fu
Qualifications: BA, English major, Liaoning Normal University
Occupation: English teacher
Professional title: Associate professor
Specialization: Applied Linguistics
Research done: Practical English for Computer and Internet Use
Interest: Applied linguistics, Language of the Internet, Lexicon
Institute: School of Foreign Languages, Liaoning Normal University, Dalian, P.R.China
Contact: 86-13664249699 (mobile)
Email: yff9699@gmail.com
Postal address: (116029) 850 Huanghe Road, Shahekou District, Dalian, Liaoning Province, China, School of Foreign Languages, Liaoning Normal University

AN ANALYSIS OF THE ENGLISH VERSIONS OF SPECIAL MARITIME PROCEDURE LAW OF THE PEOPLE'S REPUBLIC OF CHINA ON THE LEXICAL LEVEL

Longqing Hu
Shanghai University of Eletrical power
Yushan Road 1000, Shanghai
13371896150
lillyhu@163.com

Abstract

The promulgation of Special Maritime Procedure Law of the People's Republic of China on 1st, July, 2000 symbolizes that China's international maritime administration has officially been included in China's legal system, which reflects China's further opening-up of the shipping market. Thus, it is of vital importance to have a theoretical study on the English versions of the law.
Unlike literary works, the primary goal of the law translation is not to be appreciated, but to be abided by. In other words, legal English translation permits only one understanding derived from the original. Based on the theory above, the author made an analysis of the two English versions on the lexical level.

Key words: analysis, legal translation, lexical level

1   Introduction

Special Maritime Procedure Law of the People's Republic of China was adopted at the 13th meeting of the Standing Committee of the Ninth National People's Congress of the People's Republic of China on 25th December 1999, and came into force as of 1st, July, 2000.In December, 2000, the People's Communication Publishing House published the English version of *Special Maritime Procedure Law of the People's Republic of China,* translated by the Fourth Civil Division of the Supreme People's Court of the P.R.C. (hereinafter referred to as v1). In January, 2003, the China Legal Publishing House published another English version of the Law (hereinafter referred to as v2). Legal English is a type of legal language, a peripheral subject with an overlap of linguistics and law. Like English for science and technology, medical English, commercial English, financial English, advertising English and so on, legal English belongs to ESP (English for Specific Purposes), which in turn falls into the category of applied linguistics. It is based on the general English with its own features. The features of law English on lexical levels are as follows.

1. 1   Lexical Features

Use of Archaic Words:

The language of the law often retains numerous.

Old and Middle English words, for example:

Here words: hereafter, herein, hereof, heretofore, and herewith
There words: thereabout, thereafter, thereat, thereby, therefore, therefore, therein, thereon, thereto, theretofore, thereupon, and therewith
Where words, especially *whereas* used in recitals, and *whereby*
Witness, in the sense of testimony by signature, oath, etc., as in "In witness whereof, I have set my hand, etc."

Use of Legal Terms

Legal terms belongs to legal terminology. For example, "tort（侵权）", "burden of proof(举证责任)" , "plaintiff(原告)", "defendant(被告)", "libel(诽谤罪)", etc.

Use of Formal Words

Formal language is another trait of the legal lexicon. Formal words are set apart from the words of street or locker room. The style has been described as solemn, mystical, or dignified. For example, approximately for around, commence or initiate for begin, desist for stop, employ for use, expedite for hasten, necessitate for require, present for give, prior for earlier, request for ask, and terminate for end, etc.

Use of Coupled Synonyms

In keeping with the fashion of the fifteenth century, coupled synonyms found their way into legal English, some of which are bilingual such as *fit and proper* (old English + French) and *maintenance and upkeep* (French + English). Doubling thus became a habit.
Many lawyers have great love for coupled synonyms, or at least, near synonyms such as rest, residue and remainder; give, devise, and bequeath; due and owing; full faith and credit; mind and memory; null and void; possession, custody and control; save and except; and so forth.

Use of Common Words with Professional Meanings

There are many words that have a legal meaning different from their ordinary significance. In other words, a great deal of legal vocabulary looks like those used in ordinary language, but has quite a distinct meaning. For example:

	Ordinary Meaning	Legal Meaning
avoid	避免	撤消
consideration	考虑	对折
brief	简洁的	诉讼案件摘要
continuance	延续	诉讼延期
instrument	仪器	法律文件
case	箱子	案例
prayer	祷告	诉讼
sentence	句子	法庭判决
service	服务	传票送达

2 Lexical Features In The Two Versions

2.1 Use of Archaic Words

2.2.1 Here-, There-, and Where-

Legal English has long been characterized by an archaic trait: constructions of the type *hereunder*, *therein*, and *wherewith*. These words were common in medieval English. Rather than saying *under it* or *under that*, a speaker of Middle English could say *hereunder* or *there under*. And instead of using *with what* or *with which* in questions, Middle English speakers would generally say *wherewith*. Maritime laws and regulations are abundant in such structures:

Both versions are full of such words:

The territorial jurisdiction of the maritime actions listed <u>hereunder</u> shall be determined as follows: (Article 6-2, v2)

Where a person who is under an obligation to accept legal documents refuses to acknowledge the receipt <u>thereof</u>, the server shall … （Article 81,v1）

2.1.1 Use of Formal Words

In order to show the authority of law, legal English is far from being colloquial and informal. Big and formal words are preferred for the solemnity of legal documents. Both versions use formal words in most cases:

> 海事请求保全执行后，有关海事纠纷未<u>进入</u>诉讼或者仲裁程序的，当事人就该海事请求，可以向采取海事请求保全的海事法院或者其他有管辖权的海事法院提起诉讼，但当事人之间订有诉讼管辖协议或者仲裁协议的除外。
>
> （第十九条）

Where legal proceedings or arbitral proceedings are not <u>commenced</u> in respect of a maritime dispute after… (v1/v2)

(*commence* instead of *begin* or *start*)

> 海事请求人提交拍卖船舶申请后，又申请<u>终止</u>拍卖的，是否准许由海事法院裁定。海事法院裁定<u>终止</u>拍卖船舶的，为准备拍卖船舶所发生的费用由海事请求人承担。
>
> （第三十一条）

Where a maritime claimant, having filed an application for auction of a ship, applies for <u>termination</u> of the auction, the maritime court shall make an order to approve or disapprove the application. If the maritime court makes an order to <u>terminate</u> the auction of the ship, the expenses incurred in preparation for auction of the ship shall be borne by the maritime claimant.

(v1)

Where a maritime claimant, having filed an application for auction of a ship, applies for <u>termination</u> of the auction, the maritime court has discretion to allow or disallow the <u>termination</u> by order. If the maritime court <u>terminates</u> the auction of the ship by order, the expenses incurred in preparation for auction of the ship shall be borne by the maritime claimant. (v2)

(termination or terminate instead of end)

2.1.2   Use of Idiomatic Expressions

The two versions have borrowed some idiomatic expressions from international maritime laws and regulations. The following are some examples.

According to Black's Law Dictionary, subject to means "liable, subordinate, subservient, inferior, obedient to; governed or affected by; provided that; provided; answerable."

Maritime laws and regulations use this phrase frequently. For instance:

This convention is <u>subject to</u> ratification, acceptance or approval by the signatory States.

<div align="right">(Hamburg Rules, Art.28 Para.2)</div>

Here are examples from the two versions:

当事人在起诉前申请海事请求保全，应当向被保全的财产所在地海事法院提出。

<div align="right">（第十三条）</div>

Any party who wishes to apply for preservation of a maritime claim before instituting an action shall file the application with the maritime court at the place of the property subject to preservation is located.　　　　　　　　　　　　　　　（v1）

A party who applies for preservation of maritime claims before instituting an action shall file an application with the maritime court of the place where the property subject to preservation.　　　　　　　　　　　　　　　（v2）

Borne by means paid by in legal English. Here is an example:

General average sacrifices and expenses shall be borne by the different contributing interests on the basis hereinafter provided.

(The York-Antwerp Rules 1974, Rule B)

Both of the versions use the phrase:

海事请求人提交拍卖船舶申请后，又申请终止拍卖的，是否准许由海事法院裁定。海事法院裁定终止拍卖船舶的，为准备拍卖船舶所发生的费用由海事请求人承担。

<div align="right">(第三十一条)</div>

… If the maritime court terminates the auction of the ship by order, the expenses incurred in preparation for auction of the ship shall be borne by the maritime claimant. (v1)

… If the maritime court makes an order to terminate the auction of the ship, the expenses incurred in preparation for auction of the ship shall be borne by the maritime claimant.

3   Conclusion

Legal English has its distinctive features in style, lexicon and syntax, which may cause more difficulties in translation. This thesis mainly focuses on lexical features and makes comments on the two versions in this respect.

In general, both of the two versions are successful in abiding by the features of legal English.

References

Mellinkoff, David, the Language of the Law. Little, Brown and Company, 1963

Peter M. Tiersma, Legal Language. The university of Chicago Press, 1999

Susan Sarcevic, New Approach to Legal Translation, Kluwer Law International, 1997

季益广：《法律英语的文体特点与英译技巧》，《中国翻译》，1998/5

李剑波：《论法律英语的词汇特征》，《中国翻译》，2003/5

孙懿华，周广然：《法律语言学》，中国政法大学出版社，1998

吴伟平：《语言与法律》，上海外语教育出版社，2002

王建：《影响法律英语翻译的因素》，《中国翻译》，2003/1

许余龙：《对比语言学》，上海外语教育出版社，2003

DEVELOPING SEAFARERS' ENGLISH PHONETIC COMPETENCE TEACHING ENGLISH FROM VERBAL COMMUNICATION PERSPECTIVE

Yanqiu Wang & Lingui Yang
School of Foreign Languages, Dalian Maritime University
1 Linghai Road, Dalian, Liaoning Province, China
wangyqyq@gmail.com
86-411-84729646
86-411-84729647

Abstract

In verbal communication speakers' phonetic competence plays a decisive role as it decides whether the communication is successful or not. However, development of would-be seafarers' phonetic competence at the university stage is an aspect that has been ignored considering that they have been exposed to English for so long. For all this, their phonetic competence is far from adequate in understanding spoken English and accurately expressing themselves in verbal communication. According to a survey on cross-cultural communication barriers in maritime communication, English pronunciation is a major barrier in maritime communication and mispronounced expressions in maritime English will result in misunderstanding and even failure in communication.

This study is to find ways to improve navigation and marine engineering majors' phonetic competence. In the study students were invited to give a course expectation and course evaluation and interviewed. In this way students' needs are known and analyzed. The findings in the study shed light on the teaching of phonetics. What has been found in the study has been applied in the curriculum design and teaching approaches. This paper is to demonstrate the findings of the study; teaching contents, approaches, material selection, students' feedback after the phonetic course and the outcomes of the course. It can be concluded that for seafarers to be adequately competent in English pronunciation contributes to self-confidence in speaking English, better listening comprehension ability, better verbal expression, higher efficiency in communication, and most important of all, greater accuracy in verbal communication.

Key words: Phonetics, phonetic competence, maritime communication, accuracy, verbal communication

1   Introduction

The aim of language learning is to communicate with the target language. Among the three constituents of language, speech sounds, grammar and vocabulary, the speech sounds come foremost. Therefore the learner's pronunciation of the target language is the basic and most important. It is even more so with would–be seafarers' as they have to communicate in English almost all the time when working on board. They have to be quite competent in

expressing themselves verbally and understanding spoken English. However, the phonetic competence is generally ignored at the university stage as it is taken for granted that the student has studied English for more than nine years, some even more than 12 years when they enter the university. A study was done to investigate into the learners' needs and the part phonetic competence played in maritime communication. The study is to address three questions in language learning and teaching:

2) What problems exist in the learning of English pronunciation?
3) What has caused the problems?
4) What difficulties do the students have in verbal communication?
5) What should be done to improve learners' phonetic competence?

The paper will present background of the study, study methodology, the findings in the study, curriculum design and teaching contents and teaching strategies of basic English phonetics course, outcome and learners' feedback of the course.

2   Background of The Study

2.1   Data From A Survey

In a previous study[1,] involving 112 seafarers, maritime educators and shore staff from nine nationalities, of intercultural communication barriers between seafarers' with different cultural backgrounds, 74.3% of the participants believed that misunderstanding in maritime communication resulted from incorrect pronunciation. Both Chinese and Australian participants regarded pronunciation as a big problem in maritime communication. Some of them pointed out that some simple commands during pilotage operation can be misunderstood, the Australian accent can be a problem for many foreign masters and it was important to understand Australian accent and mainly language barriers were caused from understanding the English pronunciation. One Australian master wrote, "As a ship master in days past, trying to understand instructions given by VHF or radio from shore facilities (eg: VTS) was very difficult due to pronunciation and grammar differences. The problem for foreign crews coming to our country must be at least as great." Another one wrote, "Mainly language barriers are caused from understanding the English pronunciation." Another Australian seaman pointed out, "Australians often fail to appreciate that, as English is not the language of first choice, it is important to simplify the spoken English and slow down the pace at which words are spoken. Correct and slow pronunciation often allows the recipient the time to understand each, or most, of the words spoken.

Participants other than Chinese presented their difficulties when communicating with Chinese seafarers from their perspective, which include difficulty for Chinese seafarers to uunderstand Australian accent, language barriers in understanding Chinese seafarers' English pronunciation, accent and pronunciation differences, and pronunciation of numbers. They pointed out that the biggest problem with Chinese seafarer had been their difficulty in understanding the English language and for them to speak English was very difficult. One participant wrote, "The greatest difficulty with Chinese seafarers seems to be their inability to pronounce English." "Bad pronunciation of English, i.e., they know the correct words but cannot pronounce it."

2.2   Influence of Chinese Dialects

Owing to China's vast territory, there are at least eight to ten dialect zones in China and within each dialect there are sub-dialects. For certain speech sounds there at least two or several allophones, which result in mispronunciation in English. For instance, in some Chinese dialects the phoneme / n / can also be pronounced as / l / and vice versa; likewise

the phoneme / r / can be pronounced as / l / while in English "night, light, right" mean different things. It is found that people from certain parts of China don't pronounce bilabial sounds such as / m / and / b /.   All these have greatly affected the learners' competence in verbal communication.

2.3   Phonetic Competence of Navigation and Marine Engineering Majors

Although they have studied English for more than six or nine years before entering the university, navigation and marine engineering majors in Dalian Maritime University are still relatively incompetent as far as verbal communication is concerned. Some of them have not had any training in phonetics. They don't know how to pronounce words and speak English correctly. What they have learned is "mute" English, which they can only read, memorize word spelling and its meaning without the ability to pronounce it. When they read a sentence or a passage, they just try to match the written form of words and the senses they make, thus interpreting the sentence. Therefore they are more competent in reading and understanding written English, but quite incompetent in expressing themselves in spoken English and understanding it, not to mention communicating with people in English. Thus they avoid talking to people in English and withdraw from any classroom activity when it comes to speaking English. When they are called on and have to speak, they stammer, sweat, feel nervous, anxious and tongue-tied and then speak incorrect, broken English. How can they communicate accurately and efficiently in maritime English through radio or VHF once they work on board?

2.4   Chinese Students' Difficulties In Learning English Phonetics

The biggest difficulty hindering Chinese students from speaking English correctly lies in
a. speech sounds unique in English. They are consonants: [ʒ][θ][ð][z] [tr][dr][ŋ] and diphthongs [ɔi][au][iə][ɛə][uə]. Most of the monophthongs present little or no difficulty at all.
b. sound-alteration in connected speech such as liaison, loss of plosion, deletion and assimilation;
c. prosody such as stress, rhythm and intonation.
d. negative affects of Chinese and Chinese dialects.
These are the aspects calling for attention in instruction.

2.5   Need Analysis

Data acquired from course expectation, involving 105 students, indicates that they are aware of their incompetence in English phonetics. 56.1% expect to improve their pronunciation and pronounce English words correctly. 54.2% wish to improve their spoken English and speak English fluently. 37.1% wish to improve their ability to understand spoken English. 10% wish to know methods and skills to pronounce English correctly and master rules of word spelling respectively. Others want to learn skills to read aloud correctly and speak English beautifully and melodiously, to master knowledge of sound-alteration in connected speech, rhythm, intonation and segmentation of sense group. Some of the participants wish to cultivate their interest in learning English through the phonetic course.

3   Study Methodology

In the study findings from a questionnaire[1]were applied, course expectation and course evaluation were done and interviews were conducted in order to find out the existing problems in would-be mariners and other non-English-major learners. The questionnaire was from a previous study. Course expectation was done at the beginning of the phonetic course for three consecutive semesters. Course evaluation was done at the end of three consecutive semesters. Interviews were done during the course. In this way qualitative and quantitative data were both obtained. Data from the questionnaire were added to this paper. Data from course expectation and course evaluation were sorted out manually and qualitative data were obtained and applied in this paper.

4   Curriculum Design and Teaching Strategies

4.1.1   Curriculum Design, Teaching Contents and Material Selection

4.1.2   Curriculum Design

Basics of English Phonetics is an elementary English course for non-English majors, mainly navigation and marine engineering majors and students from other disciplines as well. The course is designed to cater to the students' needs. Its purpose is to assist students in correcting incorrect English pronunciation, mastering the elements affecting sound recognition and oral expression, ways of reading and speaking English correctly and fluently and understand spoken English with facility as they are non-English majors. Thirty-six classroom hours are allotted to the course. It is a course of practical nature, so it is conducted by way of plenty of practice and exercises.

4.1.3   Teaching Contents

The teaching contents cover introduction of speech organs, phonetic alphabets and their production, knowledge of syllables, combination of sounds into syllables or put two or more phonemes together to read out the syllable, which is very difficult for Chinese students, phonetic rules and word formation; sound-alteration in connected speech such as liaison, deletion, assimilation, etc and basics in prosody such as stress, rhythm, intonation and the meaning it carries.
The focus of teaching is on practice through demonstration, imitation and reading aloud rather than on theory.

4.1.4   Material Selection

The teaching materials for practice mainly come from commonly used maritime English words, phrases and sentences to facilitate maritime communication and English proverbs, adages and famous saying to arouse students' interest in English. Materials are also selected from sources such as passages from English textbooks, news from TV and radio broadcasting, stories, dialogues from films and plays, and English songs.

4.2   Teaching Strategies

4.2.1   Concept Formation

In the phonetic course a systematic introduction of phonetic alphabets and their production is made. For the teaching phonetic alphabets we have had the following steps:

a. Introduce the manner of articulation of each phoneme by way of speech organ illustrations so that the students will know which organs are involved in producing certain sounds.
b. The teacher serves as an example to show students how the sound is produced.
c. The students imitate the teacher and learn to pronounce the sounds and practice until they form a concept of the pronunciation of the sounds.
d. Practice the sound in words, phrases and sentences.
e. Listen to materials to recognize the phonemes learned.

4.2.2 Training and Practice

4.2.2.1 Practice and Perception of Phonemes

Knowing the pronunciation of phonemes is one thing and correctly pronouncing and understanding them is quite another. Therefore plenty of practice is necessary. In practicing certain phonemes, words with the phoneme in different position, different combination and different sequence are selected because if it is recognized in this way, it means that the student has mastered the perception of the phoneme and the student can learn about the possible sound alteration when it integrates with other phonemes. In this practice "minimal pairs" are used to make the students learn about difference between different phonemes.

Training in phonetic proficiency includes production of the phonemes and their perception. Firstly, it is done through reading aloud, from single words, phrases, sentences, paragraphs to discourses. In this process the students read the practice materials aloud over and over again until they are very skilled at pronouncing them, even without thinking about how to read them. It is believed that in developing phonetic competence reading aloud is very important, especially for Chinese students in that fluent oral expression is based on reading aloud fluently. Students are also asked to read aloud a recording while looking at the text at the same time. The advantages of this practice is that in this way they can learn to read English with correct stress, liaison, loss of plosion, assimilation, deletion and insertion in connected speech without even knowing it. With the passage of time and repetitive practice, the stress patterns, rhythm patterns, intonation are acquired naturally and internalized in the mind, learners' can apply the knowledge in their own speech naturally. What's more, as they read while looking at the written form of words and hear the sound signal, a natural connection between the sound signals of words and words meanings are formed and they can respond to sound signals rapidly and understand spoken English well when they hear English spoken.

Secondly, phonetic proficiency in listening comprehension is done through perception training by way of dictation. Speaking English and understanding spoken English are reverse process in verbal communication. So perception of phonemes is also important, sometimes even more important in verbal communication. Dictation practice is done at the same time as reading aloud is done. To develop students' perception of sounds, sensitivity to sounds, rapid sound recognition, recordings of authentic materials such news from radio and TV broadcasting, listening materials from course books are used for students to write down the original sentences and paragraphs. They are required to write down the exact words they hear. For distinguishing different phonemes, "minimal pairs" are also used. Students are asked to write down pairs of words read by the teachers. In this way, students' phonetic empathy and hearing are much improved. Also their ability to spell English words is improved as well.

Thirdly, practice is done both in and out of class. It is required that students do reading aloud out of class as well.

4.2.2.2   Comparison Between Chinese and English

Both visually and acoustically Chinese and English are entirely different languages in that Chinese is a pictographic language in which the written form of a word or character is made up of strokes while English is a language of alphabetical writing, whose written words are composed of letters.   They are quite far apart as far as pronunciation, spelling, word formation, stress, rhythm and intonation, etc. are concerned. On the one hand, in Chinese, there is no linkage between the pronunciation of a word and its written form whereas in English the pronunciation and spelling of a word are closed related. On the other hand, a single Chinese character is usually formed by one syllable, but a single English word may be composed of more than one syllable with stressed and unstressed syllables distributed within it. Stress patterns and rhythm patterns are different as well. All these resulted in the difficulty to speak and understand English and remember English words. Very few students without training in reading aloud can speak English fluently. They are incompetent in speak English fluently and understanding connected speech. In teaching phonetics comparisons are made in the following aspects:

a.   similarities and differences in speech sounds
b.   differences in stress patterns and rhythm patterns
c.   similarities and differences in intonation and the meanings they signify

Comparisons between the similarities and differences between Chinese and English are needed in teaching. Students must know the similarities and differences of the two phonetic systems. In teaching the phonetic alphabets, both Chinese alphabets and English alphabets are shown to students and they are asked to point out the similar and corresponding ones in the two systems and different ones and those that are unique in both systems.   For the similar or corresponding ones, we tell the students shades of difference between them and special attention is given to those unique in English.

Comparison between Chinese Phonetic Alphabets and English Phonetic Alphabets[2]

Consonants

Chinese	English	Chinese	English	Chinese	English	Chinese	English
b	[b]	g	[ ]	s	[s]		[r]
p	[p]	k	[k]	zh	[d]		[ ]
m	[m]	h	[h]	ch	[t]		[ ]
f	[f]	j		sh	[ ]		[z]
d	[d]	q		r	[ ]		[ ]
t	[t]	x		y	[j]		[ ]
n	[n]	z	[dz]	w	[w]		[ ]
l	[l]	c	[ts]		[v]		

Vowels

Chinese	English	Chinese	English	Chinese	English	Chinese	English
a	[ ]	e	[ ][:]	u	[u] [u:]		[i]
o		i	[i:]	ü			[e]
ai	[ai]	ing		uai			[ ]
ei	[ei]	ia		ui（uei）			[ ]
ao		iao		uan			[ ]
ou	[u]	ian		uang			[ ]
an		iang		un（uen）			[ ]
en		ie		ueng			[ ]
in		iong		üe			[ ]
ang		iou		üan			[ ]
eng		ua		ün			[ ]
ong		uo		ng	[ŋ]		

Chinese and English have quite different stress patterns and rhythm pattern resulting in difficulties in reading English for Chinese students. Chinese has the evenly-distributed "syllable-timed rhythm"[3] patterns in which a single character or word is made up of only one syllable, almost every word is stressed except those few that are in weak forms and there is equal time between each word whereas in English there is the "stress-timed rhythm"[3] patterns in which words are composed of one or more than one syllables, there are alternately stressed and unstressed syllables in a sentence and the rhythm is regulated by the stressed syllables with unstressed ones in between. Influenced by Chinese, students are not used to reading unstressed syllables in English. They tend to equally stress every syllable in an English word and every word in a sentence. A lot of practice is needed in making students accustomed to English stress patterns and rhythm patters by imitation. To ease learning, the stress patterns of English words are made into the following categories and shown to students:

●+•； •+●； ●+•+•； •+●+•

First words with different stress patterns are picked out randomly and presented to the students and they are asked to identify stress patterns of words and then read the words by beating time on the desk with their hands. This practice goes from words to phrases and then to sentences.

As for intonation, Chinese students are not used to speak English with the rising intonation. Most of the time they speak English with a flat intonation which doesn't show any emotion and don't convey the correct meaning. We pick out different types of sentences with typical intonation such as declarative and imperative sentences; general questions, special questions, tag questions, alternative questions, etc. and ask the students to determine the intonation of sentences and the meaning it carries. Then authentic English materials are demonstrated for them to listen to and compare their determination with the correct one. In this way students can detect their own problems and then conscious self-correction will follow. Here plenty of practice in imitation and reading aloud are needed as practice makes perfect. At this point audio and video materials like radio and TV broadcasting, dialogues in films, plays and animated pictures are used.

5   Outcome and Conclusion

Test results show that students' pronunciation has been improved much and better correctness has been achieved. Students with good attendance have had adequate practice and they can pronounce most or all the phonetic alphabets correctly or almost correctly. They could read words with phonetic alphabets or without them. In the course evaluation done by 101 students for three consecutive semesters students offered both confirmation of the value of the course and suggestions for improvement. Most of them believed that they had learned systematic knowledge of English phonetics although very basic. Their pronunciation had been much improved and corrected. With better pronunciation they dare to open their mouth to speak and could speak English with much more confidence and courage. One wrote, "I never dare to speak English before as I knew my pronunciation was very poor and I didn't know how to speak English, so I was afraid of being laughed at." Another one wrote, "I learned mute English before and now I want to speak English." They also felt their listening comprehension ability has been much improved as well. They can understand what they could not understand before they took the course.

Their suggestions were that the class should be much smaller; there should be less vocabulary of navigation and marine engineering as there were students from other disciplines, and more audio-visual material should be used to make the class more interesting.

It can be concluded that it is necessary and feasible to offer basic phonetic course to Chinese non-English learners' at tertiary level, especially navigation and marine engineering majors because in their future work verbal communication in English is very important and better phonetic competence can give them confidence, better initiative and interest in learning spoken English and thus equip them with better verbal communication competence.

References

1. Wang, Y. (2007) Language Barriers in Maritime Communication and Countermeasures In Teaching, Proceedings of IMEC-19, Rotterdam, the Netherlands, Shipping and Transport College Rotterdam, pp169
2. Comparison Table of Chinese Phonetic Alphabets and International Phonetic Signs. Available from: http://xh.5156edu.com/page/18228.html
3. On English Rhythm Training. Available from:http://wy.yuloo.com/wenzhang/2008-02-20/72865.html

Curriculum Vitae

Yan Qiu Wang, Associate Professor, BA from Harbin Normal University and postgraduate in Applied Linguistics and Science English from Dalian Maritime University, is an English teacher at Dalian Maritime University. Duties include teaching English, phonetics, intense listening course to non-English-major undergraduates and postgraduates. Her research interst is in cross-cultural communication in the maritime context, phonetics and applied linguistics.
Email: wangyqyq@newmail.dlmu.edu.cn
             wangyqyq@gmail.com
Phone: 86-411-84729646
Fax: 86-411-84729647
Mobile: 86-13019463066

WHAT AN ENGLISH TEACHER CAN DO TO IMPROVE DECK CADETS' MARITIME ENGLISH COMMUNICATION ABILITY--- A CASE STUDY

Kuo Yihsiang, Associate Professor
Foreign Language Teaching and Research Center
National Taiwan Ocean University
 # 2, Bei-Ning Rd., Keelung, Taiwan
E-mail: yskuo@mail.ntou.edu.tw; annakuo168@gmail.com
TEL: 886-4-22477056

Abstract

This paper is aimed at sharing how and what this writer did in the past year to assist some deck cadets studying at National Taiwan Ocean University (NTOU) in improving their maritime English (ME) communication ability. It first explains why this writer, who always regards students' needs as her first priority decided to participate in ME teaching in 2007. Then it elaborates on how she substantially enriched her ME knowledge in the past year. Afterwards, it shortly describes how ME was taught at National Taiwan Ocean University (NTOU), where this writer (recipient of NTOU's 2007 Excellence in Teaching Award) teaches. Finally, it demonstrates how she designed and conducted a "successful" ME Conversation course in the 2008 spring semester at NTOU to help some deck cadets enhance their ME communication ability by first sharing the results of student online post-course evaluation of her ME Conversation course and then explaining the content and process of her course design including: (a) pre-course needs analysis, (b) materials development and teaching activities, (c) ongoing needs analysis, and (d) modification of curriculum and instruction. Hopefully, this study will be beneficial for ME teachers in their future teaching and stimulate some constructive suggestions or viewpoints useful for ME instruction.

Key words: maritime English, maritime English communication ability, maritime English conversation, Standard Marine Communication Phrases

1 Introduction

This paper is aimed at sharing how and what I, an experienced English teacher with fifteen years of teaching English as a foreign language (TEFL) at college or university level in Taiwan, did in the past year to assist some deck cadets in improving their maritime English (ME) communication ability. I was encouraged in 2007 by the Chancellor of National Taiwan Ocean University (NTOU), where I worked as a full time EFL teacher in my third year, to participate in ME teaching in order to significantly improve NTOU marine majors' ME English proficiency shortly after I won the NTOU's 2007 Teaching Excellence Award. As soon as I was encouraged to participate in ME instruction, several questions came into

my mind, such as, (a) How could I become a qualified ME teacher? (b) How much nautical knowledge and practical experience would I need to possess in order to become a qualified ME teacher? (c) How long would it take me to become a qualified ME teacher? and (d) Would becoming a qualified ME teacher have negative effects on my EFL teaching and research because much time might be allocated to the activities related to ME learning and teaching? Even though having these questions with uncertain answers in my mind, I decided one week later to participate in ME instruction because I always regard fulfilling students' needs as my first priority in my career and I would like to stick with my first priority as well as respond to the NTOU Chancellor's urging.

The following paper will (a) share how I enriched my ME knowledge in the past year, (b) elaborate on how I came up with the idea of offering the ME Conversation course in the 2008 spring semester at NTOU, (c) explain how I designed and conducted a "successful" ME Conversation course to help some deck cadets enhance their ME communication ability in terms of pre-course needs analysis, materials development and teaching activities, ongoing needs analysis, and modification of curriculum and instruction. Hopefully, this paper will be beneficial for ME teachers in their future teaching and stimulate some constructive suggestions or viewpoints useful for ME instruction.

2   How I Enriched My ME Knowledge In The Past Year

Cole, et al. (2006) provided many useful and feasible measures for general English teachers to become qualified ME teachers. I used four of them to enrich my nautical and ME knowledge: (a) attending (intensive) ME teachers' training programs, (b) consulting with nautical teachers, (c) attending nautical courses, and (d) attending the International Maritime English Conference. This section will report how I used these four measures to enrich my nautical and ME knowledge.

2.1   By Attending The Intensive ME Program, "Maritime English－Upgrading Teaching Competences," Offered by World Maritime University In Malmo, Sweden

While I was thinking about how I could substantially enrich my ME and nautical knowledge, I got an opportunity to attend an intensive two-week maritime English program, titled "Maritime English－Upgrading Teaching Competences," offered by World Maritime University in Malmo, Sweden in September 2007. In this program, I was an attentive, highly-motivated student who was eager to gather knowledge or information regarding ME teaching. My earnest and urgent desire and behavior to obtain maritime knowledge verified Cole's (2007) findings that (a) English teachers are often eager to gather maritime knowledge and experience and (b) language teachers are often highly motivated. Through this 90-hour intensive program, I learned basic ideas about the content and goals of ME teaching, obtained multiple resources for ME materials development, and reviewed some language teaching methods considered more appropriate for ME teaching.

2.2   By Consulting With The Nautical Teachers

After returning from Sweden, I knew I still needed to study hard to obtain more nautical knowledge to become a competent or qualified ME teacher because many ESP researchers (Cole, et al., 2006; Fiorito, 2005; Gorjian, 2008) claimed that qualified or competent ESP teachers for EFL learners needed to possess not only (a) knowledge of teaching methods or theories, (b) sufficient English linguistic knowledge, but also (c) adequate subject knowledge, and (d) some practical experience. I first studied only a limited amount of the

substantial ME materials that I brought back from WMU due to my teaching responsibilities in the hopes of increasing my limited nautical knowledge with the ultimate goal of fully understanding the ME materials. However, I followed the suggestions of Cole, et al. (2006) by consulting with a friendly novice NTOU nautical teacher who had received his PhD degree in Marine Technology in 2006 from the United Kingdom and was recruited to be a full time teacher at NTOU's Merchant Marine Department as of August 2007 at NTOU. I found his explanations to be very helpful and his guidance assisted me in quickly grasping some confusing nautical concepts.

2.3   By Auditing A Nautical Teacher's ME Course

Due to this helpful experience of consulting with the novice nautical teacher, I decided to audit his ME class offered in the spring semester of 2008 because I believed that I could more effectively and efficiently obtain additional nautical or ME knowledge from listening to his instructions than from studying on my own. Fortunately, my earnest and strong aspirations for (a) obtaining nautical knowledge and (b) helping the deck cadets to improve their ME communication ability won the nautical instructor's permission for me to audit his ME class.

After auditing the nautical teacher's ME class for one semester, I did feel that I gained additional nautical knowledge from listening to his classroom instruction and became more confident and competent in ME learning and teaching (but felt still unqualified or incompetent to teach a ME class). I believed that I would not probably have obtained so much nautical knowledge if I had studied it on my own without attending the nautical teacher's ME class. Furthermore, compared with the novice nautical teacher, I felt that I would not probably be as good as he in terms of ME instruction even before I obtained sufficient nautical knowledge.

2.4   By Attending The International Maritime English Conference (IMEC)

Many ME practitioners and researchers (Cole, et al., 2006; Zykova, 2007) indicated that attending IMEC was very helpful for becoming qualified ME teachers. As soon as I learned of the existence of IMEC in September 2007 from attending the intensive ME program, "Maritime English－Upgrading Teaching Competences" offered by WMU in Sweden, I decided to attend the IMEC-20 held in October 2008 to substantiate my ME teaching and learning repertoire.

3   How I Came Up With The Idea of Offering A ME Conversation Course

This section will describe (a) how I came up with the idea of offering the ME Conversation course in the 2008 spring semester at NTOU, and (b) how this idea was supported by my auditing of the nautical teacher's ME class.

3.1   Origin of The Idea of Offering The Maritime English Conversation Course

After attending the intensive ME program offered by WMU in Sweden, I estimated it would probably take me more than two years (Cole, et al., 2006) to obtain adequate nautical knowledge and practical experience to become a qualified ME teacher. However, I desired to offer some courses to help deck cadets effectively improve their ME proficiency before I became a fully qualified or competent ME teacher. Thus, I conducted a preliminary needs

analysis to identify students' needs related to ME learning and then assessed what courses I was competent or qualified to offer in order to fulfill their needs related to ME learning. I interviewed several junior Merchant Marine majors who took one academic year of Freshman English from me and took a ME course in the second semester of their sophomore year. The main questions I addressed in the interviews were:

(a) What materials were used for your ME class?

(b) How did the nautical instructor present or teach the materials to you?

(c) Is one semester of a ME course adequate for you to obtain sufficient ME knowledge for your future shipboard jobs?

(d) What do you think an EFL teacher like Dr. Kuo can help you in your ME learning?

Based on results of several individual interviews with the junior Merchant Marine majors, four characteristics of the ME instruction they received were determined: (a) the ME curriculum and instruction was teacher- centered, (b) the teaching method was mainly Grammar Translation in L1 to efficiently instill or explain content knowledge to students, (c) the course primarily focused on reading skill without allowing time for oral communication skills, and (d) teacher-talk occupied more than 80% of the class time while less than 20% of the class time was devoted to allowing students to occasionally ask questions in L1 or to take turns reading out loud an English sentence from an English text. These characteristics of the nautical teacher's ME course were comparable with the findings of some ESP studies (Cole, 2007; Gorjian, 2008; Torres & Perea Barbera, 2002).

Additionally, six out of seven students thought one semester of ME instruction was insufficient for them to obtain sufficient ME knowledge for their future shipboard jobs. Some of them even felt that one semester of instructional time did not seem enough to allow the nautical teacher to present or teach all the important ME materials, let alone to have time for students to practice or apply what was taught to them because only one fifth of the textbook was utilized to teach them. This might also explain why their nautical teacher could only focus on the ME reading skill and had no time to practice ME oral communication skills.

Finally, all the interviewees suggested that EFL teachers with limited nautical knowledge could help them to enhance their oral ME communication ability. Based on (a) the results of the preliminary needs analysis, (b) my earnest commitment to improving marine majors' ME, and (c) my teaching competency at that time, the decision to offer a ME Conversation course in the following semester (i.e., spring semester of 2008) was made.

3.2 Reassurance of The Necessity of Offering The Maritime English Conversation Course Obtained From Auditing The Nautical Teacher's ME Class

I decided to audit the novice nautical teacher's ME course offered in the spring semester of 2008 for two reasons. Firstly, I believed his instructions would facilitate my obtaining nautical and ME knowledge. Secondly, I desired to ascertain what the ME teacher teaches so that I could better design some meaningful or communicative activities for my students in my pending ME Conversation course which are specifically designed to first activate or refresh and then allow them to apply or practice what had been taught to them in their previous ME courses.

In addition to the aforementioned two advantages of auditing the nautical teacher's ME class, I detected the ME instructional characteristics of this novice nautical teacher were very similar to those of the experienced nautical teacher reported by the junior interviewees. For example, I found that the novice nautical teacher was also hasty in instilling large amounts of ME in the students' first/native language (L1) and had no time for practice or drills of previously covered/taught facts or nautical knowledge, let alone allow time for meaningful or communicative use or application. This finding reassured both the novice

nautical ME teacher and myself that there was a need to offer ME Conversation courses to help marine majors to first quickly refresh or accentuate their previously acquired ME knowledge and then attempt to enhance their ME oral communication ability by applying or using the previously taught or studied ME knowledge in meaningful or communicative context. Furthermore, both the novice nautical ME teacher and I agreed this ME Conversation course probably could be offered by the EFL teacher like myself who had some nautical knowledge and knew what was taught in the ME course.

4   How To Design And Conduct A "Successful" Maritime English Conversation Course

In this section, I would like to (a) first define "a successful course" at NTOU, (b) then explain why my ME Conversation course was considered successful, and (c) finally describe how I designed and conducted a "successful" ME Conversation course to help some deck cadets enhance their ME communication ability in terms of needs analysis, materials development, and teaching activities.

4.1   Definition of "a successful course"

In this paper, "a successful course" is primarily defined by the criterion of student online post-course evaluation because this evaluation system has been conducted by the Office of NTOU Academic Affairs for six years and has been considered fair and objective by most NTOU students and faculty. This online post-course evaluation activity is open to all NTOU students every semester from week 15 to Week 17, sometimes to Week 18 (i.e., the final exam week). In the past three years, the mean score for the overall undergraduate courses at the university level is around 4.10~4.12. The possible highest point for each evaluation item is 5 and the lowest is 1. An undergraduate course receiving a score above 4.40 is usually within the top 25% of the undergraduate courses and is considered excellent or successful. Thus, the criterion or cutting point for a "successful" undergraduate course at NTOU is 4.40 point.

4.2   Successful ME Conversation Course Defined by Online Post-course Evaluation

With the criterion (4.40 out of 5 points) or the definition for "a successful course" at NTOU, the ME Conversation course with a mean score of 4.72 should be considered successful. Table 1 reports the mean and SD of the student online post-course evaluation for the ME Conversation course offered in the spring semester of 2008. The results of the online post-course evaluation indicated that the most students (a) approved the curriculum and teaching goals set for this course (i.e., items 1~3, mean = 4.71), (b) thought well of my teaching methods and interaction with students (i.e., items 4~6, mean = 4.75), (c) ascertained my enthusiastic, earnest, and responsible attitudes towards teaching (i.e., item 9) and (d) were overall satisfied with the outcome of this course (i.e., item 10).

Although students knew that I was studying nautical and ME materials while offering this course and thus might not have sufficient nautical or ME knowledge, they still considered me competent to teach this ME Conversation class (i.e., item 7, mean = 4.5). There might be three reasons for this high rating of my competence in teaching this course. Firstly, I usually chose the topics and materials that I felt competent to teach. Secondly, when I encountered some nautical terms or concepts, most of the time I was able to reach and consult with the nautical teacher whose ME class I was auditing. Thus, I was able to explain or correctly use the nautical terms in English or in L1 (if necessary) in class. Thirdly, even when I could not

get in touch with the nautical teacher for explanations of problematic or difficult nautical terms or concepts, I asked for help from students in class to explain them to me and their classmates. I showed my strong interest in and earnest desire for leaning nautical concepts and terminology in class and behaved as a very attentive and interested learner who wanted to learn not only from the nautical teacher but also from nautical students like them.

No wonder one of the students wrote a comment on the online post-course evaluation that he/she highly valued my earnest, enthusiastic, and serious attitudes towards teaching this course and gaining nautical knowledge. This positive comment on my earnest, enthusiastic, serious attitudes towards teaching this course and acquiring nautical knowledge from both the nautical teacher and students supports three ESP findings or perspectives. First, my earnest and enthusiastic attitudes towards learning nautical knowledge verifies Cole's (2007) findings that (a) teachers of English often eager to gather maritime knowledge and experience and (b) language teachers are often highly motivated and thus inspire the learners. Second, the student's positive comment on my strong interest in acquiring nautical knowledge supports Dudley-Evans & St John's (1998) claim that ESP teachers should show interest in the disciplines or professional activities of their students and Hutchinson & Waters' viewpoint (1987) that ESP teachers need to have a positive attitude toward the ESP content. Finally, my consultations with students in class or in private upholds the suggestion from Cole, et al. (2006) for ME teachers to make good use of the nautical students with adequate nautical knowledge and practical experience for their ME instructing.

Table 1: Mean and SD of student online course evaluation of ME Conversation course
(offered in spring 2008)

Item No.	Statement	Mean	SD
	Category I (Items 1~3)Teaching Goals and Content (20%)	**4.71**	
1.	At the beginning of this semester, the instructor clearly explained teaching goals, content, and grading policy and provided students with a thorough syllabus.	4.75	0.43
2	The teaching goals appropriately reflect important course concepts and help students understand the expectations of their learning results of this course.	4.75	0.43
3	The instructor is well prepared for class sessions which correspond with the syllabus.	4.63	0.48
	Category II (Items 4~6)**: Teaching Methods and Interaction (30%)**	**4.75**	
4	The instructor presents the lessons clearly and vividly and makes students feel free to ask questions or express their viewpoints.	4.75	0.43
5	The instructor maintains good interaction with students and creates a good learning atmosphere.	4.75	0.43
6	The instructor encourages or guides students to utilize academic resources or references.	4.75	0.43
	Category III (Items 7~9): Attitude and Work Ethic (20%)	**4.65**	
7	The instructor has competent knowledge of and experience in this course.	4.50	0.71
8	The instructor answers students' questions carefully and completely.	4.71	0.45
9	The instructor has high expectations of his/her students and has enthusiastic, earnest, and responsible attitudes towards teaching.	4.75	0.43

	Category IV (Item 10): Learning Results (30%)	**4.75**	
10	Overall, I am satisfied with the teaching outcomes of this course offered by this instructor.	4.75	0.43
	Overall Evaluation for this course	**4.72**	**0.72**
	Overall Evaluation of Undergraduate Courses at the University Level	4.12	1.28

P.S. The possible highest score for each item is 5 and the lowest score is 1. A higher score indicates better teaching quality and vice versa.

Based on the aforementioned explanation about the success of this ME Conversation course, it can be concluded that this course helped most of the students improve their ME communication ability, because they were satisfied with the teaching results of this course which mainly focused on this task－enhancing students' ME communication ability. The following subsection will explain how this course was designed and conducted to obtain satisfactory or successful teaching results in terms of needs analysis, materials development, and teaching activities.

4.3   Course Design For The ME Conversation Course

When it comes to course design, I often follow a chronological framework to conduct several activities to accomplish the ongoing course design. The first step for my course design is always pre-course needs analysis (NA). Based on the results of pre-course NA with students, teachers, or/and persons from the job markets, the teaching goals are set. Based on the needs and goals, the teaching materials are developed or selected. Based on the teaching materials, the teaching methods are adopted to present the materials and the teaching activities are designed for students to practice and apply the materials. Sometimes, after the midterm exam, an ongoing NA is administered to students for any adjustment to the curriculum and instruction deemed necessary. The following subsection will report the course design of the ME Conversation course in the following chronological framework: (a) pre-course needs analysis, (b) teaching goals, (c) materials developments (including what to be taught and how to teach them), (d) ongoing needs analysis, (e) adjusting curriculum and instruction based on the results of ongoing needs analysis.

4.3a   Conducting A Pre-course Needs Analysis (NA)

Hutchinson and Waters (1987) categorized two types of needs: target needs and learning needs. Target needs were defined as what learners need to do in the target situation and learning needs were defined as what learners need to do in order to learn. Using a journey analogy, Hutchinson and Waters (1987) further explained that what learners have learned in the past was considered the starting point, target needs were considered the destination, and learning needs were considered the route towards the destination. In most cases, target needs were hard to achieve within one or two semesters of learning. On the other hand, learning needs were more like the stepping stones helping the learners to reach their final destination (i.e., target needs). Moreover, Graves (2000) viewed NA a dialogue between people: (a) between the teacher and administrators, parents, other teachers; (b) between the teacher and learners; (c) among the learners.

With Hutchinson and Waters' (1987) two types of needs and Graves' (2000) NA as a dialogue between people in mind, I conducted a pre-course NA by interviewing two nautical instructors from the Merchant Marine Department two weeks before the ME Conversation class started. The questions I asked in the interview were: (1) What ME

proficiency do you expect our deck cadets to have before they graduate from NTOU? (2) What do you think this ME Conversation course can do to help our deck cadets obtain the expected ME proficiency? (3) What materials or content do you think should be specifically emphasized in this course? Question 1 was designed to collect data regarding target needs, Questions 2 and 3 were designed to collect data regarding learning needs. The following are their answers to the above three questions.

Before the deck cadets graduate from the NTOU, these two nautical teachers expected them to:

1. be able to spontaneously or fluently use SMCP to orally communicate within the ship, with other ships, and ashore;

2. be able to read and write professional texts, documents, and reports, such as deck journal logs, bill of landings, and standing orders for deck watch officers;

3. be able to read maritime-related articles, such as the crew on board, maritime weather reports, ship's particulars, and types of ship;

4. be able to communicate orally in a social context with a crew consisted of different nationalities and English accents, such as at meals, in an off-duty conversations, or casual conversations in the recreation room;

5. be a licensed deck officer who passes a National or International Exam for Professional Seafarers.

Both of them suggested that (a) SMCP with its SMCP Glossary published by IMO should be emphasized in my course; (b) some instructional time should be allocated to language instruction, such as vocabulary and grammar which nautical teachers did not feel quite competent in teaching. The more experienced nautical instructor further suggested that I review or teach high-frequency SMCP relevant to deck officers' tasks as my first teaching priority due to the limited time. He even identified and marked his perception of the "high-frequency" SMCP for me to teach or review based on his personal experience and instinct.

4.3b   Set The Teaching Goals

The needs information collected from the pre-course NA with these two nautical instructors was abundant and more than I could handle within one semester of instruction. In order to help myself to set appropriate and feasible goals for the ME Conversation course, I adopted Graves' (2000) suggestion by asking myself two questions: (a) what is the main purpose of this course? and (b) what am I competent to teach? Based on (a) my meticulous and genuine answers to these two questions, (b) the results of pre-course NA, (c) my personal perception of what qualified and competent deck officers were required to do by IMO that I got from WMU in Sweden, and (d) the time constraint (i.e., one semester), I set the following teaching goals for this course: Students will

1. become more familiar with maritime English terminology

2. become more familiar with SMCT;

3. improve their speaking in terms of accuracy (pronunciation) and fluency;

4. improve their English listening comprehension;

5. improve their knowledge of English vocabulary and grammar;

6. be able to spontaneously or fluently use SMCP to orally communicate within the ship, with other ships, and ashore;

7. be able to communicate orally in a social context with a crew consisted of different nationalities and English accents, such as at meals, in an off-duty conversations, or casual conversations in the recreation room.

4.3c   Developing Materials and Designing Teaching Activities

Graves (2000) defined materials development (MD) as "creating, choosing or adapting, and organizing materials and activities so that students can achieve the objectives that will help them reach the goals of the course." She further explained that MD was an ongoing process on deciding what to be taught, in what order, and how to teach it for specific contexts. Based on Graves' (2000) definition of MD, I would like to report my MD in terms of (a) what materials I decided to adopt or adapt and (b) what teaching activities were conducted to teach them. However, before I report my MD for this ME Conversation course, I would like to briefly explain here that the published materials I decided to adopt or adapt for this course were mainly from the ME resources that I got from the intensive ME teachers' training program, "Maritime English－Upgrading Teaching Competences," offered by WMU in Sweden.

Table 2 briefly reports (a) materials I used to realize the course goals, (b) teaching activities designed to present or teach the materials, and (c) students' learning behavior or tasks for each material. Materials 1~4 were taught before the midterm exam. The purposes of adopted materials were to (a) activate the deck cadets' previous learned SMCP knowledge, (b) familiarize themselves with SMCP, (c) improve their oral production of SMCP, (d) enrich their English vocabulary and grammar knowledge, (e) to prepare them for the post-midterm Role-Playing Project which required their application of SMCP, English speaking skill, and

Table 2: Materials Development: materials, goals, teaching activities, and students' tasks

Materials	Goals	T. Activities	Students' Tasks
1. SMCP Glossary -SMCP-IMO	Goal 1. & 5	-lecturing in English sometimes in L2	-listening and studying (SMCP Glossary)
2. Teacher-made handouts for SMCP Glossary	Goals 1, & 5	-lecturing in English sometimes in L2	-listening and studying (SMCP Glossary)
3. SMCP-IMO (Selecting some SMCP forstudents to meticulously study)	Goals 1, 3, & 5	1.lecturing in English sometimes in L2 2.giving weekly individual oral test with modification (if necessary)	-listening, -self oral practice -taking weekly individual oral test after class
4. The International Maritime Language Program (IMLP), 2007. (Unit 1- Maritime Communication	Goals 1~6	-listening to CD; -lecturing in English -listening to, grading, and giving feedback on each stu-dent's recorded oral production.	-listening -recording ones' oral production and e-mailing it to instructor for grading and feedback
Midterm Exam on Week 10			
5. Marlins English for Seafarers: Study Pack 1, 2004. (Units 1~ 10)	Goals 2~5, & 7	-listening to CD; -lecturing in English -conducting meaningful or communicative activities or tasks for students to accomplish	-listen for main idea or/and specific information -speaking to other students to accomplish the meaningful or communicative tasks.
6. MarEng Learning Tool (CD), 2007.	Goals 2~7	-presenting one unit to students to show how to use it for self-study	-self-studying it at home -helpful for their Role-Playing Project
7. Role-Playing Project	Goals 1~7	-lecturing instructions in English and L1; -facilitating students' group	-creating their own group storyline, recording it, and filming it;

		work by proofreading their storylines, conferencing with them as a group, modifying individual oral production for the group project	-attending the group meeting with or without instructor -revising their group storyline and oral production based on the instructor's feedback

Goal 1. to familiarize students with maritime English terminology
Goal 2. to familiarize students with SMCT;
Goal 3. to improve their speaking in terms of accuracy (pronunciation) and fluency;
Goal 4. to sharpen their English listening comprehension;
Goal 5. to increase their knowledge of English vocabulary and grammar;
Goal 6. to spontaneously or fluently use SMCP to orally communicate within the ship, with other ships, and ashore;
Goal 7. to communicate orally in a social context with a crew consisted of different nationalities and English accents, such as at meals, in an off-duty conversations, or casual conversations in the recreation room.

creativity to accomplish this meaningful group project. Materials 5~7 were used mainly for students to enhance their oral communication or oral production in a more meaningful and communicative context. The midterm exam was a written test mainly on SMCP and administered in week 10. The final exam was a paired oral test which required two students as a pair to create their own ME conversation with the materials used in the class, especially Marlins English for Seafarers, and act it out in front of the class during week 18. The midterm exam and the final exam accounted for 15% of the final grade respectively.

At the first meeting of the class, I explained the course syllabus in terms of course goals, teaching materials, teaching activities, grading policy and specifically stressed that this course was to help marine majors improve their ME communication ability, especially for deck officers. Those who mainly wanted to improve their general English conversation ability were discouraged from taking this course which would spend much time on SMCP practice and application. After my meticulous course instruction, five non-marine majors dropped this course and only 12 students stayed. However, three senior Merchant Marine majors audited this course from the second week, resulting in 15 post-sophomores participating in this course. Among these 15 students, 12 of them were marine majors (with 9 Merchant Marine majors), two of them were Aquaculture majors, and one was a graduate student majoring in Law of the Sea and who once worked on the deck.

While I was teaching the SMCP Glossary edited by IMO in week 2, I found there was no sentence example or no context to demonstrate how or when to use each word or phrase. In the EFL/ESL field learning a new word or phrase from a context or in a sentence has been unanimously considered more effective than learning it isolated. Therefore, I spent three days adding at least one sentence for each word or phrase. To further facilitate students' learning SMCP, most of the sentences were from the SMCP. Additionally, to help students' English pronunciation, I put the phonetic symbols of each word or phrase immediately to the right of it. Moreover, I added part of speech for each item. Table 3 illustrates how I edited the SMCP Glossary to facilitate students' vocabulary learning.

Table 3: Comparison between original version of SMCP Glossary vs. newly edited version

Original Version	Newly Edited Version
Abandon vessel = to evacuate crew and passengers from a vessel following a distress	**1. abandon vessel** [D **'b$n** dDn] [**'vG** sl] (v.) 棄船 = to evacuate crew and passengers from a vessel following a distress -Vessel is sinking. Crew must **abandon vessel**. (SMCP)
Accommodation ladder = ladder attached to platform at vessel's side with flat steps and handrails enabling persons to embark / disembark from water or shore	**2. accommodation ladder** [DkA mD **'de** NDn] [**'l$** dQ] **(n.)** 舷梯 = ladder attached to platform at vessel's side with flat steps and handrails enabling persons to **embark / disembark** from water or shore - **Rig** the accommodation ladder in combination with the pilot ladder. (SMCP)

Before the midterm exam, students had either an individual oral quiz or an oral- production assignment each week (from week 2 to week 8). There were four individual oral quizzes on weekly assigned SMCP and three oral-production assignments before the midterm exam. The oral-production assignments were mainly from the oral activities in Unit 1: Maritime Communication in the book, *The International Maritime Language Program (IMLP),* 2007. Each student had to record his/her oral production for a specific context, such as sending a distress message, an urgency message, or a safety message and then e-mail it to me. The feedback on students' oral production was presented to the class anonymously. These oral-production assignments accounted for 15% of the final grade.

There were seven individual oral quizzes in a semester, four before the midterm exam and three after the midterm exam. However, students were informed that only the top five scores of seven quizzes would be utilized to compute individual oral quiz scores which accounted for 25% of the final grade. The oral quiz was individually administered to each student during two specific periods: every Monday and Thursday evening from 5:00 ~ 6:00 in a language lab. Students chose when they would like to take the quiz. It took each student about 3~5 minutes for an individual oral quiz which mainly required them to orally translate three SMCP phrases or sentences from Chinese into English. Immediate feedback was given to each student right after the oral quiz. When there was a serious problem with a student's English pronunciation, I spent more time modifying his/her English pronunciation.

To achieve the sixth goal of enhancing students' oral communication ability with a crew of different nationalities and English accents, I adopted *Marlins English for Seafarer, Study Pack 1* (2004) for three reasons. Firstly, the dialogues recorded in the CD provided different English accents, which was a good training for students to accept and get used to speakers with different English accents. Secondly, it contained a variety of conversations with numerous topics within authentic maritime contexts or social contexts that provided students with ample exposure to authentic maritime and social English conversations and extensive listening and speaking practice. That is, the dialogues in the book included both authentic social English and maritime English which was exactly the language that seafarers needed for oral communication onboard and ashore. Thirdly, it worked on students' basic pronunciation and grammar which was useful for improving students' oral English in terms of accuracy. However, the exercises in this textbook were mainly mechanic or meaningful. I sometimes needed to designed communicative activities for students to apply the language or grammar taught to them.

Another fabulous, powerful, and authentic ME material I not only introduced but also gave for free to each of my student was *MarEng Learning Tool: Web-based Maritime English*

Learning Tool (CD) published in 2007. When I evaluated this ME material during the winter vacation, I was completely absorbed by and amazed at its marvelous, multi-faced, and thoughtful design. For example, it covered extensive ME topics, authentic content, graded difficulty levels, audio-visual presentation, and computer-checked exercises and tests. This was a fantastic, computer-aided, electronic ME language tool which I thought was very effective and fascinating for self-study or independent e-learning. Since it was so perfect that I did not have to teach it in class but could use it as a reference material for my students to self-study it to achieve all of the course goals (i.e., Goals 1~7). However, I spent more than one hour of instructional time explaining the beauty and power of this material and encouraging students to explore or study it on their own. Furthermore, I pointed out that this powerful and superb e-learning ME material had undergone almost three years (October 2004 ~May 2007) of hard work and cooperation from sixteen education and ME experts from six European countries and we should show our respect for their hard work and great accomplishment and appreciate using it for free.

Finally coming to the most deserving and creative oral activity, the Role-Playing Project: Crisis at sea. This Role-Playing Project was aimed at familiarizing students with SMCP, arousing their attention to and/or enhancing their English pronunciation, stimulating their imagination, and increasing friendship and cooperation among students (group members). It was a group activity for 4~6 students. It required students to use recently acquired or previously taught SMCP and their imagination to create their own scenarios including intership, intraship, and ship-to-coast dialogues. Each group needed to record the dialogues and find or take pictures which respectively matched the dialogues. Then each group needed to employ software such as Powerpoint or Moviemaker to edit and combine their recorded dialogues with appropriate pictures as well as sound effects. After editing the film, the participants saved it as an electronic file (Powerpoint or Moviemaker). Finally, the electronic file was played in class and evaluated by the instructors and other group participants. My job was to facilitate students' group work by proofreading their storylines, conferencing with them as a group, modifying individual oral production for the group project. The whole process lasted for three weeks (week 10~13) and students and I did the aforementioned tasks after class during our own time. The results of the Role-Playing Project turned out to be very successful and positive, except some students commented that three weeks for accomplishing the project was too short and suggested five weeks would be more appropriate for this challenging but useful project. Most students told me that this role-playing group project was the most impressive and useful activity to help them (a) apply SMCP in a meaningful and fun way, (b) improve their English pronunciation, (c) enhance their confidence in their oral English communication ability (d) exercise their creativity, imagination, and cooperation, or/and (d) become more familiar with their group members.

4.3d   Administering and Analyzing Ongoing Needs Analyses (NA)

Before I report my ongoing NA, I would like to elaborate on two rationales for conducting ongoing NA. Firstly, I agreed with Graves (2000) claim that materials development (MD) was a work in process or an ongoing process and thus, teachers need to keep modifying the materials for their contexts based on their classroom observation, students' foreign language (FL) proficiency, and the results of ongoing student needs analyses, which in turn may change or modify what is to be taught or how to teach it. I found ongoing NA often helped me adjust or even tailor my teaching to fulfill or respond to students' needs. Secondly, I used ongoing NA regarding what and how students want to learn from my teaching to show my respect for and attention to their needs. Such respect for and attention to students' needs are confirmed to be effective and desired for materials or course development by Graves (2000). The ongoing NA I used for this course included: classroom observation, free talking

with students in class or after class, and an ongoing questionnaire to constantly collect students' needs and their feedback on my teaching and modify my curriculum and instruction. The following subsection will address the ongoing questionnaire I conducted to collect students' feedback on my curriculum and instruction before week 13 and their needs for the rest of the semester.

The questionnaire (please see Appendix) was designed to collect three types of data regarding (a) students' evaluation of the ME Conversation curriculum and instruction in terms of teaching effectiveness, (b) students' needs of materials for the forthcoming four weeks of teaching, and (c) students' evaluation of the instructor's competency.

Table 4 reports the percentages and mean scores of students' evaluation of the respective and overall teaching activities in terms of effectiveness. The results indicated that almost all the students (93.7% ~ 100%) thought each of the teaching activities was effective to improve their ME communication ability, only 6.7 % of them thought the effectiveness of SMCP Glossary instruction was Ok, and none of them thought the current teaching activities were ineffective. Furthermore, the overall mean score of these four items was 4.64 out of 5 points, which was close to the overall mean score (i.e., 4.72) of the student online post-course evaluation. Based on the results of questionnaire items 1~4, it can be concluded here that almost all of the students thought that the current teaching activities were effective in increasing their ME communication ability with the Role-Playing Project obtaining the highest mean score, 4.8.

Table 4: Percentages and mean scores of students' evaluation of the respective and overall teaching activities in terms of effectiveness

No.	Statement	*1	*2	*3	*4	*5	Mean
1	Taking individual oral quizzes to improve your SMCP oral proficiency is	0%	0%	0 %	33.3%	66.7%	**4.67**
		0%		0 %	100%		
2.	Recording your oral production for teacher's grading and feedback is ...	0%	0%	0 %	33.3%	66.7%	**4.67**
		0%		0 %	100 %		
3	Instructing SMCP Glossary with the help of handouts containing phonetic symbols, sentence examples, English and L1 definitions is …	0%	0%	6.7%	53.3%	40.0%	**4.40**
		0%		6.7%	93.3%		
4.	The Role-Playing Project is …	0%	0%	0 %	25.0%	75.0%	**4.8**
		0 %		0 %	100%		
	Total (Overall)	**0 %**		**1.6 %**	**98.32%**		**4.64**

P.S. *1 = Extremely Ineffective; *2 = Ineffective; *3 = Ok;   *4 = Effective; *5 = Extremely Effective

Table 5 reports the results of questionnaire item 5 investigating how students would like their instructor to spend the instructional time on the course materials and also lists as of week 13 the real situation regarding how the instructional time was allocated to teaching these course materials. That is, Table 5 compares the percentages of instructional time for the teaching materials that students would like to spend and the real percentages of instructional time spent on the teaching materials before week 13 which was the week for presenting and grading the Role-playing projects. Before week 13, there were 10 weeks allocated to teaching the four materials in Table 5. About three weeks were allocated to

teaching each material, except one week was allocated to *MarEng Learning Tool (CD)*. The reason for me to spend less time on *MarEng Learning Tool (CD)* was because I thought this e-learning material was so complete that it could be independently studied by students without help from in-class instruction. This assumption was supported by the results of questionnaire item 5, which

Table 5: Percentages of instructional time spent on the course materials: student preference vs. instructor real teaching

No.		Student Preference	Real Situation
1	SMCP Glossary and SMCP (with individual oral quizzes)	26.2%	30 %
2	MarEng Learning Tool (CD)	12.5%	10 %
3	International Maritime Language Program: (Unit 1- Maritime Communication with oral assignments)	21.2%	30 %
4	English for Seafarers, Study Pack 1	40.1%	30%
5	Others	0 %	0 %

showed that students would like their instructor to allocate only 12.5 % of the instructional time to *MarEng Learning Tool (CD)*. Furthermore, no other teaching material was suggested by students, which implied that students were satisfied with these teaching materials. However, the data in Table 5 indicated that students would like to have more instructional time spent on *English for Seafarers* and less time respectively on (a) SMCP Glossary and SMCP and (b) *International Maritime Language Program* (mainly Unit 1: Maritime Communication, with 3 oral assignments). This discrepancy result attracted my attention to investigate and analyze possible reasons for it.

While I was figuring out possible reasons for the above discrepancy result that students would like to have more instructional time spent on *English for Seafarers* and less time respectively on (a) SMCP Glossary and SMCP (with individual oral quizzes) and (b) *International Maritime Language Program* (with 3 oral assignments), I looked carefully into the content of (a) SMCP Glossary and SMCP and (b) *International Maritime Language Program*: (Unit 1- Maritime Communication with 3 assignments). Then I found that both of them overwhelmingly focused on SMCP and could be considered as one type of material— that is, SMCP material. In that case, the actual percentage of instructional time on SMCP before week 13 was 60% which was much higher than that (30%) on *English for Seafarers*. On the other hand, if we looked at the students' answers and still considered (a) SMCP Glossary and SMCP (with individual oral quizzes) and (b) *International Maritime Language Program*: (Unit 1- Maritime Communication with 3 assignments) as one type of SMCP material, surprisingly students' percentage of instructional time allocated to SMCP material was 47.4% which was close to 40.1% of the instructional time they wanted to be allocated to *English for Seafarers*. In other words, students wanted to allocate about 50% of the instructional time to SMCP materials and more than 40% of the instructional time to ME conversation materials. In this case, students' needs regarding the amount of instructional time on different teaching materials were reasonable and feasible and should be seriously considered for the future ME Conversation course design or MD.

Now I would like to discuss two more possible reasons for the result that students would like to have more than 40% of instructional time spent on *English for Seafarers* and less

than 50% of the instructional time on (a) SMCP Glossary and SMCP (with individual oral quizzes) and (b) *International Maritime Language Program*: (Unit 1- Maritime Communication with 3 assignments). One possible reason might be that (a) the content of *English for Seafarers* was authentic and thus more interesting and relevant to students and (b) it contained both social/daily life conversation and nautical communication while the other two materials taught in the class before the ongoing NA questionnaire was administered (i.e, week 13) contained only SMCP or nautical communication without social/daily life communication. The other possible reason might be that *English for Seafarers* included more varieties of activities for practice while the other two materials had fewer varieties of activities for practice. Based on the above two possible reasons for students' needs to have 41% of instructional time spent on *English for Seafarers*, it can be concluded in this study that students wanted to have about 40%~50% of the instructional time spent on materials with more varieties in terms of content (e.g., various topics), learning activity, and function (e.g., social communication, nautical communication). This conclusion or inference is worthy of ME conversation teachers' attention to their future MD.

Additionally, I would like to elaborate on the order of teaching these three materials: (a) SMCP Glossary and SMCP (with individual oral quizzes) and (b) *International Maritime Language Program*: (Unit 1- Maritime Communication with 3 assignments), and (c) *English for Seafarers*. Before the midterm exam, I spent 6 out of 8 weeks on (a) SMCP Glossary and SMCP (with individual oral quizzes) and (b) *International Maritime Language Program*: (Unit 1- Maritime Communication with 3 assignments) and had a written midterm exam on SMCP translation (from Chinese into English). The main purpose of such intensive instruction on SMCP was to familiarize students with SMCP so that they could work right after the midterm exam on the Role-Playing Project which required them to meaningfully use SMCP in three situations. Since they had been intensively exposed to SMCP curriculum and instruction, taken four individual oral quizzes on SMCP, recorded three pieces of SMCP oral production, and taken the SMCP written midterm exam, by the time they were asked to do the SMCP Role-Playing Project (from week 10 to week 12), they should be competent to write their own storylines or scenarios with the help from the SMCP materials taught before the midterm exam. Moreover, when they were working on their Role-Playing Project during their own free time from week 10 to week12, the class instructional time was mainly allocated to teaching *English for Seafarers* which provided them with the input of both social English and maritime English in the dialogue format with different listening and speaking activities. I thought this was a great teaching order to pave the way for students to obtain sufficient SMCP knowledge to accomplish the Role-Playing Project.

Table 6 reports the results of questionnaire item 6 inviting students to choose the materials (could be more than one material) that they liked to be taught or used for the rest of the semester (i.e., the forthcoming four weeks). The results in Table 6 indicated that 93.3% of the students would like to use *English for Seafarers*, 80% of them would like to study SMCP (with 3 more individual oral quizzes), 33.3% of them wanted to have *MarEng Learning Tool (CD)* taught in class, 40.3% of them would like to study *International Maritime Language Program*, and about 26.6% of them suggested to sing English songs or watch videos in class. These results revealed three pieces of information to me. Firstly, most of them like the curriculum with an equal combination of *SMCP* and *English for Seafarers.* Secondly, some of

them would like to have *MarEng Learning Tool (CD)* taught in class sometimes. Thirdly, English songs and/or movies should be brought into the ME Conversation class a couple of times within a semester.

Table 6: Students' needs for the rest of the semester in terms of instructional
time spent on the course materials

No.	Teaching Materials	Instructional Time
1	SMCP (with 3 more individual oral quizzes)	**80.0 %**
2	MarEng Learning Tool (CD)	33.3%
3	International Maritime Language Program (with 2 assignments)	40.3%
4	English for Seafarers, Study Pack 1	**93.3%**
5	Others: singing songs, watching movies	26.6 %

The questionnaire item 7 (please refer to Appendix) invited students to evaluate if their ME Conversation course instructor (i.e., I) was competent in teaching this course. All of them indicated that their current instructor (i.e., I) was either competent (46.7%) or extremely competent (53.3%) in teaching this course.

Based on the aforementioned results and discussions of the ongoing NA questionnaire, it can be concluded that (a) most of the students thought the teaching materials and activities were effective to enhance their ME communication ability, (b) most of them would like to have about 50% of the instructional time allocated to SMCP study (with individual oral quizzes and oral assignments) and more than 40% of the instructional time on materials with authentic maritime and social conversations (e.g., *English for Seafarers*), (c) most of them want to use both SMCP (with 3 more individual quizzes) and *English for Seafarers* for their forthcoming four weeks of the class (weeks 14~17), (d) English songs and videos were suggested to brought into the classroom by some students, and (e) all of the students thought that an EFL teacher with limited nautical knowledge was competent in teaching the ME Conversation course. The above five findings were considered valuable not only for curriculum and instruction for the rest of ME Conversation course in the 2008 spring semester but also for future ME Conversation courses because this course in the present study was the first ME Conversation course that had ever been offered in NTOU.

4. 3e   Adjusting Curriculum and Instruction Based On The Results of Ongoing NA

Upon obtaining the results of the ongoing NA questionnaire, I made a decision based on (a) the results of items 5 and 6, (b) the percentages of instructional time having been allocated to the four materials before week 13, and (c) my limited course preparation time. I decided to have more than 40% of the semester instructional time spent on *English for Seafarers* and 50% of the semester instructional time on SMCP materials. Since I had spent six weeks on SMCP materials and three weeks on English for Seafarers, I would spend one fourth of the forthcoming four weeks of instructional time on SMCP and three fourths of it on *English for Seafarers* with a variety of in-class activities such as (a) listening for main ideas, (b) listening for specific information, (c) vocabulary and grammar instruction, (d) pronunciation practice, (e) task-oriented conversation or interview, (e) problem solving by talking with others, (f) creative dialogue presentation. That is, in the forthcoming four weeks, one fourth of the each week instructional time would be spent on SMCP instruction and three fourths of it on English for Seafarers. In that case, the instructional time on SMCP would amount to seven weeks and the instructional time on English for Seafarers would reach six weeks. In addition, three more individual oral quizzes were administered to students during weeks 14~16. Before I implemented this plan, I discussed with my

students in week 14 to make sure that they agreed with my proposal based on their answers to the questionnaire. No one at that time showed objection. Therefore, this curriculum and instruction plan was executed during weeks 14~17. The results turned out to be great based on my observation of students in-class participation and learning behavior, their oral production in the final exam, and the extremely high evaluation score (4.72 out of 5 points) assigned by the students through the online post-course evaluation mechanism.

5   Conclusions, Recommendations, and Limitations

5a   Conclusions

Based on the aforementioned results and discussions, ten conclusions were drawn:
(a) An EFL teacher with limited nautical knowledge could be a competent and successful ME conversation teacher to help deck cadets' ME communication proficiency;
(b) Attending intensive ME teacher training program (e.g., offered by WMU in Malmo, Sweden) could substantially enrich EFL teachers' knowledge regarding ME teaching;
(c) Auditing nautical instructor's ME class or nautical classes could facilitate EFL teachers' acquisition of maritime knowledge and help them better understand what ME or nautical knowledge their students have received or studied in their ME or nautical courses;
(d) Consulting with nautical instructors could be very efficient and effective to help EFL teachers comprehend or verify confusing nautical concepts and/or terminology;
(e) Needs analyses including class observation, pre-course NA, and ongoing NA were very crucial for a successful ME Conversation course;
(f) EFL teachers' earnest, enthusiastic, and positive attitudes toward ME or nautical learning would increase nautical students' motivation for learning;
(g) Most students in this study would like to have about 50% of their instructional time spent on SMCP related instruction and activities and more than 40% of if on authentic ME conversation materials and activities;
(h) The Role-Playing Project was highly valued by students to help them apply their ME knowledge (especially SMCP) in a meaningful and creative way;
(i) *MarEng Learning Tool* was excellent material for nautical students' self e-learning;
(j) Some students would like to be exposed to maritime-related English songs and films.

5b   Recommendations

The first two suggestions were made by students and the third one was made by the instructor (i.e., me):
(a) Five weeks was suggested to be a more appropriate length of time to accomplish the Role-Playing Project.
(b) Marine English songs or films should be introduced to students to increase their motivation for and interest in ME learning.
(c) One of the reasons this ME Conversation class turned out to be successful was due to small class size, (i.e., 15 students). Therefore, a small class size with no more than 25 students is suggested for the ME Conversation course.

5c   Limitations

Since the class size of this study was small (n = 15), the results of this study may not be the same as those with larger class sizes, such as more than 25 students in a class. Furthermore, although most of the students in this study were deck cadets (9 out of 15), some were not. The results of this study might not be the same as those of the studies with only deck cadets.

References

Cole, C. (2007). SWOT－Analysis of IMEC: Strengths, Weaknesses, Opportunities, Threats [online]. Available from: http://home.kpn.nl/kluij016/ [Accessed Date: August 14, 2008].

Cole, C. W., Pritchard, B., & Trenkner, P. (2006). Profiling the Maritime English instructor (PROFS): a 2-year research project funded by the International Association of Maritime Universities (IAMU) resulting in 6 work packages (219 pages) completed and submitted in January 2006.

Dudley-Evans, T., & St John, M. J. (1998). *Developments in English for Specific Purposes: A Multi-disciplinary Approach*. Cambridge: Cambridge University Press.

Graves, K. (2000). *Designing Language Courses: A Guide for Teachers*. Boston, MA.: Heinle & Heinle Publishers.

Fiorito, Lorenzo (2005). How is English for Specific Purposes (ESP) different from English as a Second Language (ESL), also known as general English [online] ? Available from: www.usingenglish.com/articles/teaching-english-for-specific-purposes-esp.html [Accessed Date: August 14, 2008].

Gorjian, B. (2008). The Role of Iranian Teachers' Majors in Teaching ESP. Papers presented at the 2008 International Conference on English Education: English for Specific Purposes (ESP): Theory into Practice, April 26-27, 2008. Shih Chien University, Taipei, Taiwan.   Available   from: http://afl.usc.edu.tw/Conference%20files/1.%20The_role_of_Iranian_teacher__majors_in_t eaching_ESP-27-28_April-2008-Taipei-Taiwan.pdf [Accessed Date: May 01, 2008]

Hutchinson, T. & Waters, A. (1987). English for specific purposes: A learning-centered approach. Cambridge: Cambridge University Press.

Torres, E. L. & Perea Barbera, M. D. (2002). An ESP program for students of shipbuilding. In Thomas Orr (Ed.), *English for specific purposes: Case studies in TESOL practice series* (pp. 71-87). Alexandria, Va.: Teachers of English to Speakers of Other Languages, Inc.

List of Abbreviations:

EFL = English as foreign language
IMEC = International Maritime English Conference
L1 = first language; native language
MD = materials development
ME = maritime English
NA = needs analysis; needs analyses
NTOU = National Taiwan Ocean University
TEFL = teaching English as foreign language
SMCP = Standard Marine Communication Phrases
WMU = World Maritime University

Appendix
Ongoing Questionnaire on Maritime English Conversation Course

Dear Students: May, 2008

The following questionnaire is designed to collect your feedback of the Maritime English course offered before week 13 and **your needs** for the forthcoming teaching. Your answers will **NOT** affect your course grade, but will help the instructor **tailor future classes to meet your needs**. Please feel safe and conformable to answer following questions without reservation.

I. Please rate the following activities in terms of "**effectiveness**" to enhance your ME Conversation ability based on your personal learning experiences. Please indicate your answer by placing a check mark in one of the answer choices for each question.

No.	Statement	Extremely Ineffective	Ineffective	Ok	Effective	Extremely Effective
1	Taking individual oral quizzes to improve your SMCP oral proficiency is …					
2.	Recording your oral production for teacher's grading and feedback is ...					
3	Instructing SMCP Glossary with the help of handouts containing phonetic symbols, sentence examples, English and L1 definitions is …					
4	The Role-Playing Project is …					

5. If you could decide the materials for the ME Conversation course, what materials with their percentages would you like the instructor to use for this course? Please first check the types of activities you would like to have and then write the percentages for those you have checked.

_____ (A) SMCP Glossary and SMCP (with individual oral quizzes)：_____%
_____ (B) MarEng Learning Tool (CD) ：_____%
_____ (C) International Maritime Language Program (with 3 assignments) ：_____%
_____ (D) English for Seafarers: ：_____%
_____ (E) Others：titles _____ ：_____%

6. If you can decide the teaching materials for the forthcoming four weeks of teaching, please check the materials you would like to have. (You can check more than one material)

_____ (A) SMCP   _____ (B) MarEng Learning Tool (CD)   _____ (C) English for Seafarers
_____ (D) International Maritime Language Program (with 2 assignments)
_____ (E) Others：titles _____

7. Do you think Dr. Kuo, an EFL teacher with limited maritime knowledge, is competent to teach this ME Conversation course? -→ _____
(A. Extremely incompetent   B. Incompetent   C. No comment D. Competent
  E. Extremely competent)

8. Your suggestions for or comments on Dr. Kuo's teaching:

    _____

Biodata:

Yihsiang Kuo (郭宜湘) is an associate professor at the Foreign Language Teaching and Research Center of National Taiwan Ocean University, where she teaches a variety of English courses, such as Maritime English Conversation, Freshman English, Basic English (Remedial English), Advanced English Grammar & Reading, and Listening & Reading. Her research interests include English for specific purposes, college English education, extensive reading, age effects, enhancing listening skills, and English vocabulary acquisition.

MARITIME ENGLISH WRITTEN EXAMINATION, LISTENING-SPEAKING EVALUATION AND THEIR BALANCE

ZHANG Jinpeng, GAO Qinling, SHEN Chun, GU Weiguo
Merchant Marine College, Shanghai Maritime University, Shanghai 200135，
China
jpzhang@mmc.shmtu.edu.cn

Abstract

After the brief analysis of present situations on maritime English, the paper points out the main deficiencies in maritime English training, written examination, listening-speaking evaluation and their balance, which are contributed basically by four parties, China MSA, education institutes, shipping companies and trainees. In order to update seafarers' ability to use English, some proposals are provided on written examination, listening-speaking evaluation and evaluation requirements, such as to set up operational requirements, to organize training properly, to balance written examination and listening-speaking evaluation. It is held that "NO ENGLISH, NO WAY" in international market at present situation, and all parties have made great endeavor in this connection, but there is still long way to go.

Key words: Maritime English, Written Examination, Listening-Speaking Evaluation, Balance

1   Introduction

The present condition of domestic labor market is that many graduates are hard to find a job, while the seafarers' labor market, including international market, is acute shortage of seafarers. Some research projects show that the seafarers' low ability to use English is one of the most important reasons, which have prevented our seafarers from occupying the international market. Now，our exported seafarers every year is about 50,000, sharing 5% of international seafarers' market. In contrast to the first seafarer-exported country - Philippines, it accounts for more than 40%.

Since the revised STCW95 Convention came into force, China MSA (Maritime Safety Administration) has taken a variety of measures to upgrade English level of China seafarers. For example, the evaluation materials and the written examination of maritime English have been revised twice; the contents of maritime English in training have been richened greatly. We have to admit that after these years' reformation to maritime English, China seafarer's English ability has been improving gradually. It keeps going, but the progress is not quite obvious.

This paper describes the present situation on maritime English education, points out the deficiencies in the training, and gives some suggestions to balance written examination and listening/speaking evaluation of maritime English.

2　　Present Situations

In China, there are three main parties who affect seafarers' training. One is Competent Authority – Maritime Safety Administration, in charge of seafarers' training, certification, supervising shipping company and education institute in compliance with international conventions, national laws and regulation, etc. One is shipping company who employ seafarers to work for him. The other one is education institute who is to provide training service for seafarers. Their relationship is shown in the following sketch.
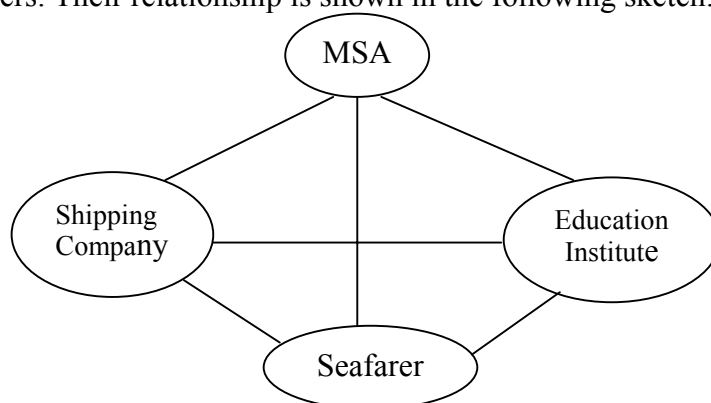
MSA of China

Since the implementation of STCW95, Maritime Safety Administration of China (MSA) has been taking corresponding measures to improve and upgrade Chinese seafarers' English level, such as the amendment of training course syllabuses, the addition of evaluation to Maritime English, etc.. All of these are aimed to ensure that either training courses or evaluation items or written examination is of practice in maritime work. However, there is no clear clarification between written examination and evaluation on maritime English, which is helpful to guide relevant institutes to set up their training courses, or to force them to set up new courses. For example, there are, to my knowledge, no training institutes who have systematical module of Maritime English speaking and listening, although they are required in MSA Evaluation.

Moreover, how to balance written examination and evaluation is not settled. The fact is that MSA pays much more attention to written examination while the evaluation does not get proper position, even though it is more practicable in navigation.

Education Institute

As MSA has no details on the training of English speaking and listening, education institutes have no specific module, either. What MSA has is the evaluation database and what education institutes have to do is to "teach" trainees to be familiar with the database, which is very efficient to pass the evaluation. Education institutes have their main resource concentrated on the written examination. The percentage of passing the written examination is not only one of the factors drawing trainees' attention, but also one of standards to assess a institute' training quality in some degree.

In fact, there is no education institute who is not willing to provide practicable and helpful courses to their trainees. They would if they could. But they can not. Under present situation, education institutes are busy in organizing all resources to prepare written examinations, and have no enough energy to prepare such courses.

Shipping Company

All shipping companies want to have high quality seafarers. Seafarers' English level is one of the factors ocean shipping companies are most concerned. But they are reluctant to spend much money on the training of seafarers. Except required training or training for examination, they give less time and economical support for seafarers to accept various training. Neither do they design some special training for their own seafarers with MSA or education institute according to their own requirements, such as different ship types, routes, seasons, persons, etc. They should have done more to upgrade seafarers' quality, instead of waiting only.

Trainee

If a trainee wants to get the qualification certificates to work onboard, he has to pass both the written examination and speaking/listening evaluation on maritime English. Therefore, his main energy is spent on how to pass the examination and evaluation, instead of how to improve and upgrade their abilities required for his future job. For most of trainees, to get the certificate is their final objective during the period of training. Even though they know that to upgrade their abilities is more important than to get a paper certificate only, but no certificate means no qualification of working onboard as a higher-rank officer, which means they will earn less salary in the future. However, there are indeed some trainees expecting to improve their abilities, but they may be provided with no such practicable modules in education institutes.

There is a common knowledge that the content of evaluation is much more practicable that that in written examination. But the former does not get its proper position in training. MSA did manage to give its right position, but they don't know how to accomplish it.

3   Deficiencies In Present State

● Much more attention to written examination instead of speaking/listening evaluation;
● No special evaluation course and time for trainees during training;
● Improper examination manner:
◆ The subjects in written examination involve every course of maritime navigation, including COLREG, ship handling, ship structure and equipment, cargo handling, firefighting & lifesaving, fire aid, ISM code, SOLAS, MARPOL, STCW, etc.
◆ The contents are too extensive and professional. There is a feeling that what the trainees are studying is English maritime (namely navigation courses in English) instead of maritime English.
◆ There are too many single-choice subjects, less reading materials. And single-choice mainly comes without any changes from previously published database. It can be used only to evaluate trainees' memory instead of their English level. However, reading can be used to assess their English levels, but it is not given a proper position and weight in written examination.
◆ The examination is somewhat deviated from practice. There is a saying among trainees, that is, what we need is not involved in the examination while what the exam involved is not what we need. All that the saying means is not correct, but we have to admit that there is some deviation in the exam indeed.

● Improper evaluation manner:
◆ No systematic course on listening and speaking for trainees. What trainees have

is only the evaluation materials. They have to study, under trainers' guide, by themselves before MSA evaluation test.

◆　Low evaluation requirement. Almost 100% of trainees pass every time, which shows the problem in the evaluation. Is the training so efficient as to upgrade their English listening and speaking level in so short period?

◆　No change in listening test. All contents in the test comes, without any change, from the materials published previously, even the order of A, B, C, D. Without listening, one can get the correct answer according to the contents of A, B, C, D, so long as he is familiar with the materials in any way.

◆　No flexibility in speaking test. If one does not understand a question after playing twice by computer, he will lose the mark. In practice, it does not matter if you can express your problem clearly in English and ask the partner to explain it. It is very common to meet with such problems, especially meeting one with strong accent in the first time.

◆　Lack of practicability in spoken materials, especially in the Question & Answer Section. It should be of more spoken language.

4　Proposals

In view of the points above, proposals are provided as follows.

Written Examination

➢　Simplify written exam, decreasing the contents greatly belonging to other navigational courses;

➢　Increase what they need in practice, and what they have to know;

➢　Increase the weight of reading in written exam;

➢　Shift the weight from written exam to listening and speaking, that is, pay much more attention to listening and speaking training now.

Listening

➢　Richen listening materials, including written materials and audio materials;

➢　Widen situation dialogues, including daily dialogues, routine dialogue in working places, etc;

➢　Organize the training properly;

➢　Change test pattern, including testing using the same materials with different questions from   that published, adding some new materials adapted to different levels, increasing the quantity of subjects, etc.

Speaking

➢　Manage to make SMCP melted in situation dialogue, compile relevant listening and speaking materials and concentrate on the practicing of SMCP;

➢　Richen the materials of spoken English, increasing training time;

➢　Organize the training properly;

➢　Change test manner to face-to-face interview;

Evaluation Requirements

➢　Establish operational requirements on the training of listening and speaking, including uniform materials, training syllabuses, lecturing time, etc.

➢　Set up strict standard on evaluation;

➢　Upgrade the requirement step by step;

➢　Change absolute marks to relative marks at present time to stimulate trainees' interest;

5   Conclusions

All related parties, especially China MSA, have made endeavourers to upgrade Chinese seafarers' ability to use English in practice, but there is still a long way to go. MSA has to apply its authority to guide education institutes and trainees by setting up clear objectives and ways on maritime English, taking efficient measures to encourage institutes to provide various services for trainees. Institutes shall adjust training courses according to different requirement of shipping companies, which shall be of more practicability, pertinency. Shipping company shall provide seafarers with more opportunities to accept training in addition to examination courses. Seafarers shall have full knowledge of present employment situation in domestic labor market, be aware of great opportunities and fortune in foreign market, remember "NO ENGLISH, NO WAY" in international market now.

TRIANGULATION OF THEORIES: ESTABLISHING GRAMMAR INSTRUCTION AS A VITALCOMPONENT IN COMMUNICATIVE-BASED TEACHING APPROACH

Ralph A. Cardeño, M.A. (English)
Assistant Professor I
Negros Oriental State University
Main Campus I, Dumaguete City,
Negros Oriental, Philippines
E-mail add: raffycardeno@yahoo.com
Fax No.: 035-225-8975

Abstract

This paper provides an analysis of how theory triangulation has established grammar instruction as a vital component of a communicative-based teaching approach. As often been observed, the lack of grammar instruction in the Communicative Teaching Approach (CLT) has produced learners who can communicate well, but display limited grammatical competence. On the other hand, if language structures dominate classroom instruction, the lesson then would become very boring and meaningless. So, for the purpose of harmonizing usage and use in language teaching, the theory on communicative approach which is anchored on a pyramid of five stages, the methodological language teaching framework theory of Littlewood (1981), and the theory of noticing which is put forward by Schmidt (1990), Ellis (1994, 1997) and several others have been triangulated to give a more detailed and balanced picture of examining how the relationships of usage and use are interrelated in the learning and acquisition of communicative skills at the same time. More so, these triangulated theories have also provided a principled approach in the teaching of Maritime English in as far as Onboard Communication and External Communication are concerned. Therefore, teachers who have a thorough understanding of these triangulated theories would be given a strong foundation to ensure that the teaching of linguistic structures and functional activities like imperatives, message markers, role-plays, improvisations, problem-based activities, etc., is based on communicative principles whereby their profound focus is to create guided opportunities for a spontaneous and meaningful communication.

Key words: Triangulation, Theory, Grammar Instruction, Communicative-Based Teaching Approach, Usage and Use, Maritime English

1   Introduction

Although Communicative Language Teaching (CLT) approach has gained grounds in many parts of the world, it cannot be denied that the traditional grammar instruction approach like the presentation of grammar rules followed by practice drill, sentence production, and

translation according to Murcia (2005) is still pervasive. This idea is supported by an initial Philippine English Language Training (PELT) Project which gathered data from 15 full-length lessons observed across the project regions in the country revealed that one of the four major characteristics of teachers' practices in second language teaching focuses on the full-length lessons devoted to grammar alone which usually began with the presentation of rules followed by sentence-level drills (Vilches as cited in Burton 2005). At the Negros Oriental State University (NORSU), teachers teaching basic English subjects are in a serious dilemma because a good number of students could hardly express themselves in English. Observations have shown that students are not seen progressing their communicative skills on lessons that focus more on the structural form of the language. On the other hand, the teachers who do not have enough principled language training in the communicative approach would always fail to emphasize language form which has resulted to an obvious displacement of attention to it. Thus, what has always been produced is of two types; (1) learners who can manipulate linguistic forms, but could hardly speak in the target language, and (2) learners who can communicate, but display limited grammatical competence. Although grammar is about form and one way to teach form is to give students rules; however, Larsen-Freeman (in Murcia 2005) argues that grammar is about much more than form, and its teaching is ill served if students are simply given rules. This notion paves way to account how instruction can best facilitate language skill development in this area.

The preceding statements therefore clearly suggest that the use of a communicative-based approach in second language teaching has always been misunderstood. There has been the imbalance on the integration of grammar instruction as a vital component in a communicative-based teaching approach. Murcia (2005) says that the perceived displacement of attention to morph syntactic features in learner expression in favor of a focus in meaning has led in some cases to the impression that grammar is not important, or that proponents of CLT favor learner self-expression without regard to form. While involvement in communicative events is seen as central to language development, this involvement necessarily requires attention to form. In addition, Murcia posits that grammar is an integral part of language use; it is a resource to be accessed for effective communication, not just an isolated body of knowledge. In addition, Widdowson (1988 in Murcia 2005) states that language learning is essentially grammar learning and it is a mistake to think otherwise. Doughty and Williams (1998 in Murcia 2005) report that years of research on classroom immersion and naturalistic acquisition studies suggest that when instruction is meaning focused only, learners do not develop many linguistic features at target like levels.

It is in these views that triangulation of theories has been explored to prove that grammar instruction plays a vital role in a communicative-based teaching approach. Kerlinger (1986 in Wiersona 2000) defines theory as a set of interrelated constructs (concepts), definitions and propositions that present a systematic view of phenomena by specifying relations among variables with the purpose of explaining and predicting the phenomena. Triangulation, on the other hand, is the application and combination of several research methodologies in the study of the same phenomenon. By combining theories, researchers could expect to overcome the weaknesses or intrinsic biases as well as the problems that are encountered from the use of a single theory. Altrichter et. al (1996) contend that triangulation gives a more detailed and balanced picture of the situation. Denzin (1978) explains that theory triangulation involves using more than one theoretical scheme in the interpretation of the phenomenon. So, the purpose of triangulation in research studies is to increase the credibility and validity of the results when its regularities are clearly proven. Indeed, theory triangulation in this paper seeks to establish grammar instruction as a vital component in a communicative-based teaching approach using the theory of communicative approach which is anchored on a pyramid of five stages, the methodological language

teaching framework theory of Littlewood, and the theory of noticing in the context of teaching Maritime English. This idea allows a cross-checking of data which are taken from several sources in the search for their regularities that, when they are clearly proven, would definitely support and strengthen the preparations of teachers who have always been convinced to use varied classroom materials to make second language teaching such as Maritime English enjoyable, meaningful, and spontaneous.

2   A Short Overview of Grammar Instruction and Communicative-Based Teaching Approach

2.1   Grammar Instruction

Spada and Lightbown (1993; 1998 in Murcia 2005) explain that teachers who focus students' attention on linguistic form during communicative interactions are more effective than those who never focus on form or who only do so in decontextualized grammar lesson. It follows, then, that most educators concur with the need to teach grammatical form. However, they advise doing so by focusing on form within a meaning-based or communicative approach. To achieve balance between grammar and communication, Larsen-Freeman (in Murcia 2005) says that the first step to do is to come to a broader understanding of grammar than has usually been the case. Equating grammar with form and the teaching of grammar with the teaching of explicit linguistic rules concerning form are unduly limiting, which only serves to perpetuate the pendulum swing between language form and language use. Grammar is about form and one way to teach form is to give students rules; however, grammar is about much more than forms, and its teaching is ill served if students are simply given rules (Larsen-Freeman in Murcia 2005).

Since the goal is to achieve a better fit between grammar and communication, Larsen-Freeman (in Murcia 2005) says that it is not helpful to think grammar as a discrete set of meaningless, decontextualized, static structures. Grammatical structures not only have (morphosyntactic) form, they are also used to express meaning (semantic) in context-appropriate use (pragmatics). To show how grammar and communication harmonize, the given framework of Larsen-Freeman (in Figure 1) that serves as a guide in constructing an approach to teaching grammar takes the form of a pie chart. Its shape helps to make salient point that in dealing with the complexity of grammar, three dimensions must be the focus of concern: structure or form, semantics or meaning, and the pragmatic conditions governing use. Likewise, the dimensions are not hierarchically arranged as many traditional characterizations of linguistic strata depict. The arrows connecting one wedge of the pie with another illustrate the interconnectedness of the three dimensions; thus a change in any one wedge will have repercussions for the other two.
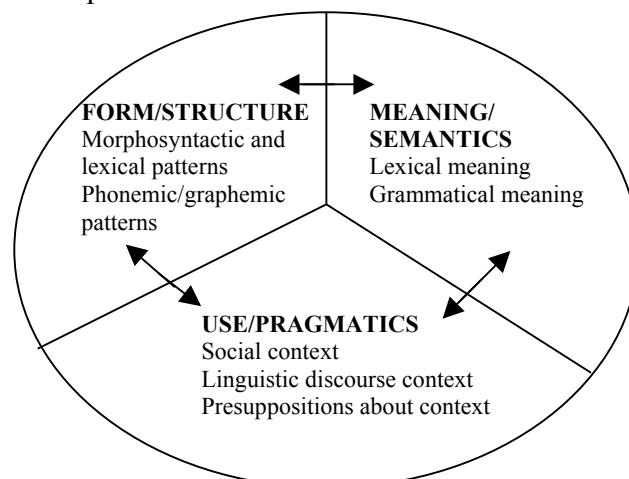
## 2.2   Communicative-Based Teaching Approach

The Communicative approach in language teaching starts from a theory of language as communication. This notion has then served as the theoretical basis for a communicative or functional approach to language teaching. As a result, the rapid acceptance and application of the functional approach to language teaching pave the way for the birth to what came to be referred to as the Communicative-Based Approach, or simply Communicative Language Teaching. Berns (1984 in Galloway 1998) in explaining Firth's view writes that language is interaction; it is interpersonal activity and has a clear relationship with society. So language study has to look at the use (function) of language in context, both its linguistic context (what is uttered before and after a given piece of discourse) and its social, or situational context (who is speaking, what their social roles are, why they have come together to speak) . Hymes (1972 in Murcia 2005) enunciates that the goal of language teaching is to develop communicative competence to represent the use of language in social context, or the observance of sociolinguistic norms of appropriacy. This communicative competence of Hymes has become then the basis of the classroom model proposed by Savignon (1983 in Murcia 2005) that shows how, through practice and experience in an increasingly wide range of communicative contexts and events, learners gradually expand their communicative competence, consisting of grammatical competence, sociocultural competence, discourse competence, and strategic competence. In the acquisition of communicative competence in a language, Johnson and Littlewood (1984) consider an alternative learning theory that they also see as compatible with CLT – a skill-learning model of learning. According to this theory, the acquisition of language learning is an example of skill development which involves both a cognitive and a behavioral aspect. In other words, usage which refers to the innate knowledge of language and use that points to the actual language use compose the acquisition of skill development.

In similar vein, Harmer (2001) expounds the preceding ideas by explaining that the communicative-based approach or Communicative Language Teaching (CLT) is the name given to a set of beliefs which include not only a re-examination of what aspects of language to teach, but also a shift in emphasis in how to teach. He stresses that the "what to teach" aspect of the Communicative-based approach points to the significance of language functions rather than focusing solely on grammar and vocabulary. A guiding principle is to train students to use these language forms appropriately in a variety of contexts and for a variety of purposes. The "how to teach" aspect of the Communicative-based approach is closely related to the idea that 'language learning will take care of itself', and that plentiful exposure to language in use and plenty of opportunities to use it are vitally important for a student's development of knowledge and skill. Activities in CLT typically involve students in real or realistic communication. Thus, role-play and simulation have become very popular in CLT, where students simulate a television program or a scene at an airport – or they might put together the simulated front page of a newspaper. What matters in these activities according to Harmer is that students should have a desire to communicate something, and a purpose for communicating.

3   Triangulated Theories

3.1   Theory on Communicative Approach Anchored On A Pyramid of Five Stages

Villamin et.al (1994) articulate that language teaching today is premised on a theory which views learning as enjoyable and spontaneous; where learners move in a stress-free environment; where they function as thinking, sensible, and responsible individuals; where the teacher plays the roles of a backgrounder, facilitator, and guide; and where language is used as a whole, in context that provides a meaningful and interesting language practice. With these views in mind, a framework in the teaching of grammar which is highly communicative has been designed. This framework uses language as a vehicle for communication and not just for linguistic manipulation. It hopes to create opportunities for spontaneous and meaningful communication. Villamin et al. (1994) illustrate that the framework is anchored on a pyramid of five stages, namely, elicitation, explanation (highlighting of form), controlled practice, skills work, and free stage.
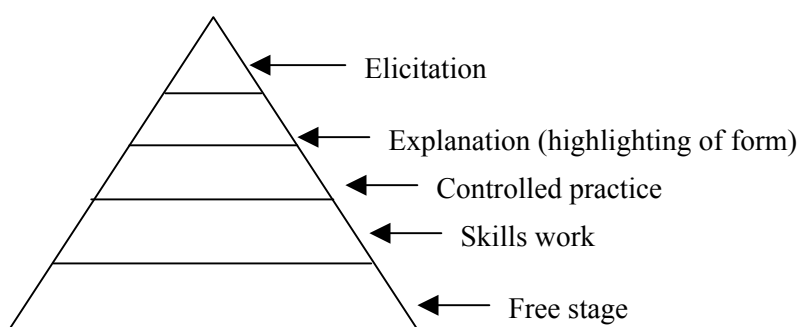
Figure 2: Pyramid of Five Stages

The elicitation stage enables the teacher to bring out specific structures. At this point, the teacher presents the new language item in as meaningful and realistic a context as possible.

At the explanation stage, the teacher makes it clear how the new structure is formed and when and why it is used. He/she writes four elicited sample sentences of the new structure on the board. He/she then explains the concept behind the structure to enable the learner to produce accurately on cue. The teacher should gear the explanation to the type of class he/she handles, i.e., more or less detailed depending on the age, level, or needs of the students.

The third stage shows controlled practice. At this stage, the teacher devices realistic and meaningful activities whereby students work in pairs or groups, or even as a class to produce the new structures a number of times. This is the stage where learners show mastery of the new structure. This is likewise the time for the teacher to ensure that the students produce the structure accurately on cue; otherwise, the teacher needs to correct errors on the spot and during the feedback stage of the controlled practice activity.

The skills work stage is strictly not a part of the pyramid. This is so because the development of the skills like listening, speaking, reading, and writing could be interspersed with the other stages. However, given the time, the teacher may prepare a separate activity to teach any of the four skills.

The sole purpose of a free stage activity is to enable the students to perform some kind of task or activity and in so doing draw on any of the language skills acquired up to that point in time. Any kind of activity is acceptable so long as the students communicate freely, i.e., without inhibitions whatsoever. The free stage activity focuses on fluency and not on accuracy. Thus, it is at this stage when the student uses his/her knowledge of other structures which, of course, have been previously taught. In fact the likelihood is that the student (if encouraged) communicates freely without qualms or reservations. And this is the very essence of language teaching.

3.2 Methodological Language Teaching Framework Theory

William Littlewood (1981 in Villamin et.al 1994) states that there are four broad domains of skills which make up a person's communicative competence, and which must be recognized in foreign language teaching, and these are:

1.The learner must attain as high degree as possible of linguistic competence. That is, he must develop skill in manipulating the linguistic system to the point where he can use it spontaneously and flexibly in order to express his intended message.

2.The learner must distinguish between forms which he has mastered as part of his linguistic competence, and the communicative functions that they perform. In other words, items mastered as part of a linguistic system must also be understood as part of a communicative system.

3.The learner must develop skills and strategy for using language to communicate meanings as effectively as possible in concrete situations. He must learn to use feed-back to judge his success, and if necessary, remedy failure by using a different language.

4.The learner must become aware of the social meaning of language forms. For many learners, this may not entail the ability to vary their own speech to suit different social circumstances, but rather the ability to use generally acceptable forms and avoid potentially offensive ones.

In the light of the preceding notions, Littlewood (1981) presents a methodological framework which makes a distinction between pre-communicative and communicative activities. It is shown in figure 3 below.
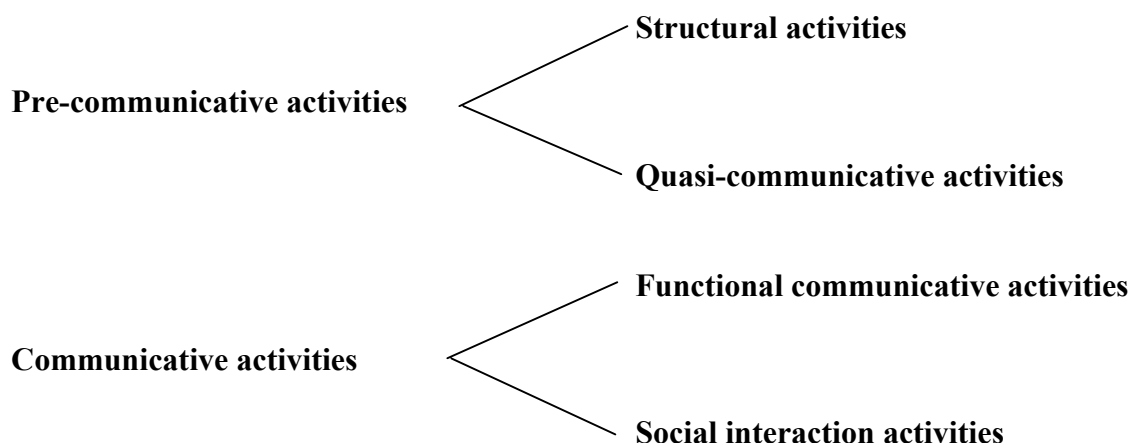
Figure 3: Methodological Teaching Framework (Littlewood 1981 in Villamin et al. 1994)

Pre-communicative activities aim to give the students fluent control over linguistic forms, so that the lower-level processes will be capable of unfolding automatically in response to higher-level decisions based on meanings. Although the activities may emphasize the links between forms and meanings, the main criterion for success is whether the student produces acceptable language.

In communicative activities, the production of linguistic forms become subordinate to higher-level decisions related to the communication of meanings. The student is thus expected to increase his/her skill, starting from an intended meaning, in selecting suitable language forms from his/her total repertoire and producing them fluently. The criterion for success is whether the meaning is conveyed effectively.

Likewise, Littlewood presents two types of communicative activities: functional communicative activities and social interaction activities. The principle underlying the

functional communicative activities is that the teacher structures the situation so that the students have to overcome an information gap or solve a problem. These functional activities on sharing information include identifying sequences or locations, discovering missing information, discovering missing features, discovering secrets, communicating patterns and pictures, communicating models, discovering differences, following directions, reconstructing story sequences, and pooling information to solve a problem. Processing information is also another type of functional instrument, as well as a form of social behavior. On the other hand, social interaction activities define the social context. They approximate the kind of communication situation encountered outside the classroom. Some activities are conversation or discussion sessions, dialog and role plays on school experience, simulation and role playing, and improvisations.

3.3   Theory of Noticing

Noonan III asserts that the theoretical basis for noticing centers on the relationship between explicit and implicit knowledge. Explicit knowledge is conscious knowledge of grammar rules learned through formal classroom instruction. In contrast, implicit knowledge is unconscious, internalized knowledge of a language that is available for spontaneous speech. Similarly, Batstone (1996 in Noonan III) explains that noticing is basically the idea that if learners pay attention to the form and meaning of certain language structures in input, this will contribute to the internalization of the rule. In expanding these ideas, Ellis (1998) posits …

> "… we don't actually try to influence the construction of the complex
>   network [implicit knowledge] … because really learners can only do
>   it themselves. We cannot implant rules into that network. Learners
>   extract from the available information around them the regularities
>   that form into their knowledge system. If this is the case, all that we
>   can do is make them aware of some of these patterns … under the
>   assumption that if you have an awareness of them, then ultimately
>   your pattern detector might function a bit more efficiently."

Noonan III discusses further that learners acquiring language through a natural approach often experience fossilization; certain errors do not get better despite a significant amount of experience with the target language. Perhaps once learners develop communicative sufficiency, they do not progress in accuracy. Noticing helps rectify this by helping learners "notice the gap". They recognize that the language features noticed are different from their current language. Similarly, Fotos (1993 in Cross) suggests that prior to discussing noticing and its role as an interface 1 language acquisition, it is necessary to briefly consider the process of "consciousness raising". According to him, this term refers to the drawing of learners' attention to the formal properties of language. Significantly, Ellis (1998) points out that consciousness raising is only directed to explicit knowledge, with no expectation that learners will use in communicative output a particular feature that has been brought to their attention through formal instruction. Following formal instruction as consciousness raising, learners may then notice a particular linguistic feature in subsequent input. However, a key difference between noticing and consciousness raising is that noticing has supposed implications for language processing and the actual acquisition of linguistic features.
Schmidt (1990 in Cross) identifies three aspects of consciousness involved in language learning: awareness, intention, and knowledge. The first sense, consciousness as awareness, embraces noticing. According to Schmidt (1995), "the noticing hypothesis states that what learners notice in input is what becomes intake for learning." In addition, Schmidt states

that (a) whether a learner deliberately attends to a linguistic form in the input or it is noticed purely unintentional; if it is noticed it becomes intake; and (b) that noticing is a necessary condition for L2 acquisition. To help clarify Schmidt's hypothesis and the place of noticing in L2 acquisition, the following model proposed by Ellis helps settle the issue.
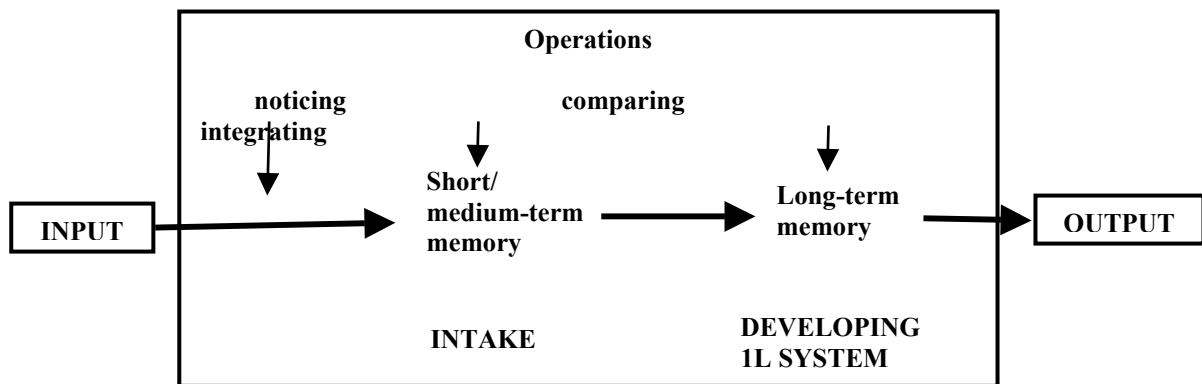
Figure 4: The Process of Learning Implicit Knowledge (Ellis 1997 in Cross)

Ellis has based the above model on current theories of L2 acquisition, where two main stages are seen to be involved in the process of input becoming implicit knowledge. The first stage, in which input becomes intake, involves learners noticing language features in the input, absorbing them into their short-term memories and comparing them to features produced as output. With regard to short-term memory, Kihlstrom (1984 in Cross) suggests that (1) consciousness and short-term memory are essentially the same; (2) that for language items to be stored in long-term memory, they must be processed in short-term memory; and (3) that items not processed into short-term memory or not further encoded into long-term memory from short-term memory will be lost. Schmidt therefore concludes, "if consciousness is indeed equivalent to the short term store, this amounts to a claim that storage without conscious awareness is impossible" (Ellis 1990 in Cross).

Schmidt (1990 in Harmer 2001) punctuates that based to some extent on his own learning of Portuguese, second language learners notice a language construction if they come across it often enough or if it stands out in some way. One way of coming across it, he says, is of course through instruction – that is, if teachers draw their attention to it. Of course, whether or not a teacher is present, students need to have already reached a level where they can notice the language feature in question. This emphasis on noticing and awareness-raising may lead people to suggest that rather than 'teaching' an item of language, the teacher's job is to get students to notice it when it occurs so that it sinks into the brain where it is processed. One way of doing this is to organize tasks where certain language naturally occurs with frequency and where with or without a teacher's help, the student will notice it. The fact that language has been noticed does not mean it has been acquired/learned, nor that students can use it immediately. Batstone (1994 in Harmer 2001) suggests that structuring and restructuring of 'noticed' language will be necessary to adjust the hypotheses that the learner has formed. This means learners trying the language out, often in controlled classroom conditions, to test out its boundaries and characteristics.

Thus, Harmer (2001) concludes that spontaneous production of acquired/learned language seems to take longer; it happens when the language in question has had enough 'processing' time in the student's memory – through noticing and, perhaps, restructuring – to be available for use. Teachers who expect its instant production in spontaneous conversation are thus often disappointed, but if they wait it will (if students have noticed it) emerge in creative language use in due course.

4   Analysis of Triangulated Theories In The Context of Teaching Maritime English

As can be gleaned from the three theories that have been triangulated, it has clearly been shown that the theories in focus physically highlight grammar instruction as a major component in a highly communicative language teaching approach. As shown in a pyramid of five stages, three stages out of two focus more on strengthening the linguistic manipulation of learners. In like manner, the methodological teaching framework of Littlewood, under pre-communicative activities, provides a fair share of the other half of the teaching activities which aim to give students fluent control of the linguistic forms. Equally noticeable to view grammar instruction its well-deserved place in a communicative teaching approach is to understand the theory of noticing whereby its main goal is to develop the student's awareness of the target forms, his gateway to language acquisition. These notions, therefore, illustrate that for learners to attain fluency in the target language, it is very important for them to have a good grasp of the language structures. Ellis (1997) and Mitchell (2000) (in Fotos as cited in Murcia 2005) elaborate that this view may be acceptable for many ESL classrooms, although considerable research shows that when students receive only communicative lessons, with no instruction on grammar points, their level of accuracy suffers.

As viewed from the preceding ideas, it is therefore not anymore surprising that those teachers who have a good grasp of the newer trends of teaching English as a second language prefer to use a principled eclectic approach, integrating grammar instruction within a communicative framework. In the teaching of Maritime English, specifically Onboard Communication and External Communication, this principled eclectic approach could obviously be applied. Hence, this theory triangulation centers on maritime English that Trenkner (2005) defines as 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. Let us take a look at the two examples that represent the two major types of maritime communication.

Onboard Communication	External Communication
Pilotage	**Exemplary Conversation between Western Sky and Singapore Port Operations**

Pilot (to 2/O)   : "Half Ahead"
2/O (rings
   Telegraph)   : "Half Ahead, Pilot"
Pilot   : "Starboard Ten"
Helmsman   : "Starboard ten, Sir"
Pilot   : "Midships"
                                    "Steer zero zero three"
  Helmsman   : "Midships"
 	
"Steady on zero zero three"
	WS: Singapore Port Operations. This is Western Sky.
	        Information: My ETA position: East Johore pilot
	            station is time: one-three-four-five UTC. Over.
	SPO: Western Sky. This is Singapore Port Operations.
	            Mistake. Time is: one-four-three-zero UTC now.
	            Stay on Over.
	WS: Singapore Port Operations. This is Western Sky.

Pilot : "Dead slow ahead"
2/0 (Rings
    Telegraph) : "Dead slow ahead, Pilot"
Pilot (to helms-
    man) : "What is your course?"
 Helmsman : "My course is zero zero three,
                       Sir".
Pilot (to Master) : "Captain, we are coming up to the
                 pilot station. Please rig the pilot
 	
ladder on starboard side, one
 	
meter above the water".
Master (to Pilot) : "Yes, Pilot".
Master (on radio) : "Arabiya" Third Mate to Captain.
                 Rig the pilot ladder on starboard
 	
side, one meter above the water.
 	
Have a lifebuoy and heaving line
 	
ready, then report to the bridge".
3/0 (On deck,
    on radio) : "Arabiya" Third Mate to Captain.
                 Rig pilot ladder on starboard side
                 one meter above the water. Have a
 	
lifebuoy and heaving line ready.
                 I'll come up to the bridge when all
 	
ready, Sir".
  …
	Correction. My ETA is one-five-four-five UTC.
	       Over.
	SPO: Western Sky. This is Singapore Port Operations.
	       Information received: Your ETA position: East
	       Johore pilot station is time: one-five-four-five
	       UTC. **Instructions**: Anchor in the General
	       Purpose Anchorage, reason: Your berth is
	       occupied. Over.
	WS: Singapore Port Operations. This is Western Sky.
	       Instructions received: Anchor in the General
	       Purpose Anchorage. Nothing more. Over.
	SPO: Western Sky. This is Singapore Port Operations.
	       Out.
	
	Note: The two examples of maritime communication
	       are taken from the British Council's Maritime
	       English seminar-workshop teaching materials and
	       from the internet.

With reference to the above two examples, a maritime English teacher, who has gained a principled understanding of the theories being triangulated, can teach them by introducing first the linguistic structures of giving orders. These structural activities, however, are done in as meaningful and realistic a context as possible. In doing this, one good example is for the teacher to let his students guess from what he is acting out before them like

opening/closing the door of the classroom, running towards them, jumping, smiling, sitting down, etc. To make them notice the new structures being introduced, the teacher next writes the responses of the students on the board. The responses may be written as OPEN/CLOSE the door, RUN, JUMP, SMILE, SIT DOWN, etc. At this time the teacher asks the students if these are sentences. Based on my classroom experience, the students would not agree that these examples are sentences because they could not see the subject, a product of their traditional knowledge of what a sentence is. So, these always lead me to explain to them that these are imperative sentences that begin with verbs and end with periods. In giving orders one word would always be dropped and that is the pronoun YOU. Thus, the responses on the board are easily understood to be sentences that use the sentence pattern Subject-Verb (S-V).

Now, the teacher with the help of the prepared maritime dialog still under highlighting of forms and structural activity explains to his students that imperative sentences as can be seen from the given examples are the ones being used when mandatory orders are given. As stipulated in the STCW 1978 as amended, pieces of communication at sea must be done in short, concise, and unambiguous manner to avoid confusion. As extracted from the examples, the maritime terms like Half Ahead, Starboard Ten, Midships, Dead Slow Ahead, etc., are in themselves sentences in imperative forms. Likewise, the students should also be made aware that orders and commands onboard ship, be it onboard or external, must always be repeated to ensure that orders/commands are fully understood, so that it could not create room for errors in the execution of the orders received (see the example), and it is also important to state where the radio message comes from and where it is going like Captain to third Mate or vice versa, and Singapore Port Operations. This is Western Sky or vice versa. The only difference between the two major types of maritime communication is the use of Message Markers/Procedures like Instructions, Information, Warning, Advice (mandatory for VTS operators) etc., under External Communication. These structural delicacies of maritime communication aim to instill in the consciousness of every member of the maritime community the importance of cultivating the culture of "SAFETY" in the seafaring industry because committing a single error in the execution of orders/commands may result to unimaginable catastrophes like the loss of lives and damage to properties or even to the destruction of the marine environment.

Next, when the students display a thorough understanding of the maritime structures taught, the teacher then devices a new situation, but still makes reference to the structures the students get notice. This time the teacher brings the students to a quasi-communicative activity and or/ controlled practice stage whereby the students (in group or in pair) are exposed to another situation that makes use of the noticed structures. Use of authentic materials in dialog forms also highlights this part of the language activity. Kalkan and Pake (2003) explain that it is in this part of the language activity that the students learn how to do insertion of SMCPs in a given scenario. These guided manipulations of the maritime structures arm students with the necessary skills to work on language use. Larsen-Freeman (in Murcia 2005) elucidates that working on use will involve students learning that there are options to be exercised and that they must select from among them the one which best suits a given text. She adds that role-plays work well when dealing with use because the teacher can systematically manipulate social variables (e.g. increase or decrease the social distance between the interlocutor) to have students practice how changes in the social variables affect the choice of form. From this stage, the teacher slowly exposes the students to perform some kind of task or activity and in so doing draws on any of the language skills acquired up to that point in time. This time the main focus is on fluency using the students' knowledge of other structures which, of course, have been previously taught.

It is therefore conclusive to say that free stage as well as functional communicative activities and social interaction activities of the triangulated theories definitely engages the

learners to a lot of role-plays, simulations, improvisations, problem-based activities, etc., because it is where they get their taste of communicating freely without qualms and reservations using selected suitable language forms from their total repertoire and producing them fluently (Villamin et. al 1994). Worth mentioning here is to acknowledge the fact that quality input results to quality output; guided opportunities bear spontaneous language performance. Thus, all of these are made possible because of the new developments that have been taking place in the teaching of Maritime English, and that is, establishing the role of Grammar Instruction as a vital component in a Communicative-Based Teaching Approach through Theory Triangulation.

5 Conclusion

Over the years, language teachers have varying approaches/practices in the teaching of English as a second language. Some have focused on analyzing the language and the others have focused solely on using the language. These language practices have produced learners who, on the one hand, could manipulate linguistic structures but could hardly use the language forms for communication, and, on the other hand, learners who could communicate but display limited grammatical competence. However, new developments in language teaching which have been the results of many years of classroom researches and observations yield language teaching theories that have been significant in proving that usage and use are interrelated in the learning and acquisition of different communicative skills at the same time.

Showing this interconnection, a method of theory triangulation has been used in this paper to find out that grammar instruction plays an important role in a communicative-based teaching approach. Thus, the theory of communicative approach which is anchored on a pyramid of five stages, the methodological language teaching framework theory, and the theory of noticing have been triangulated. The results of which, as analyzed, have shown clearly that grammar instruction in a pyramid of five stages is seen in elicitation, explanation and controlled stages, structural and quasi activities are observable in the methodological language teaching framework, and the input to strengthen short term memory of the learners is clearly noticeable in the theory of noticing. These regularities, however, have not been treated to emphasize rules taught in isolation, but have been used in a meaningful and realistic a context as possible. The free stage, functional and social activities, and the input that reaches up to the long-term memory of the learners serve as the language outputs that have been the very essence of language teaching because of strong emphasis on the learners' fluent control of the linguistic forms. Indeed, teachers who would have a principled understanding of these triangulated theories should not be easily convinced that anchoring their teaching approaches/practices to a single theory would be enough to increase the credibility and validity of their classroom methods and techniques used in as far as second language teaching is concerned. Triangulation, which is the application and combination of several theories, has been found to be a potential alternative to overcome the weaknesses or biases as well as the problems that come from the use of a single theory. The teaching of Maritime English specifically Onboard Communication and External Communication, therefore, is not different from other areas of language studies whereby triangulation of theories has been proven vital in equipping the teachers the necessary teaching skills and supports in order to strengthen their preparations to make second language teaching such as Maritime English enjoyable, meaningful, and spontaneous.

Author's Curriculum Vitae:

The author is a holder of baccalaureate and master's degrees both in English. He has been teaching English subjects as well as Maritime English since 1994 at the Negros Oriental State University, Dumaguete City, Philippines. At present, he is pursuing his Doctor of Philosophy degree major in Applied Linguistics in the same institution. He took up IMO Model Courses such as 3.17, 6.09, and 3.12 to strengthen his preparations in the teaching of Maritime English. In January of the current year, he presented a research paper entitled "The Use of a Notional-Functional Maritime English Syllabus: The NORSU Experience" in the International Maritime Conference at John B. Lacson Foundation Maritime University in Iloilo City, Philippines.

References

Bitsch, Vera. Qualitative research: a grounded theory example and evaluation criteria. Journal of Agribusiness 23, 1 (Spring 2005): 75-91;Available: http://www.agecon.uga.edu/~jab/Library/s05-05.pdf. Accessed: [February 22, 2008].
Burton, Jill. (2005). Teaching english from a global perspective. Virginia: TESOL, Inc.
Cross, Jeremy. 'Noticing' in sla: is it a valid concept?Available: http://www-writing.berkely.
Edu/TESL-EJ/ej23/a2.html. Accessed: [November 10, 2007].
Ellis, Rod. Principles of instructed language learning.
Available: http://www.asian-efl-journal.
com/sept_05_re.pdf. Accessed: [March 28, 2008].
Galloway,Ann. (1998). Communicative language teaching: an introduction and sample activities.
Washington DC: ERIC Clearinghouse on Languages and Linguistics.
Harmer, Jeremy. (2001). The practice of english language teaching. 3rd Edition. England: Pearson Education Limited.
Kalkan, Mustafa and Serim Pake. (2003). Acquisition of smcp through problem-based learning in MET. A paper Presented at the 15th International Maritime English Conference (IMEC 15) in St. Petersburg, Russia.
Murcia, Marianne-Celce. (2005). Teaching english as a second or foreign language. 3rd edition.
Heinle & Heinle Thompson Learning.
Noonan, Francis J. III. Teaching esl students to "notice" grammar. Available: http://iteslj.org/
Techniques/Noonan-Noticing. Html. Accessed: [November 10, 2007]
Trenkner, Peter. (2005). The IMO standard maritime communication phrases – refreshing memories to refresh motivation. A paper presented at the 17th International Maritime English Conference (IMEC 17) in Marseille, France.
Villamin, Araceli M. et. al .(1994). Innovative strategies in communication arts. Quezon City:
Phoenix Publishing House, Inc.
What is triangulation?
Available: http://en.wikipedia.org/wiki/Triangulation(social_science).
Accessed: [February 22, 2008]
Wiersona, William. (2000). Research methods in education. Boston: Allyn and Bacon.

ORAL MARITIME ENGLISH IN CLASS

Ulf Leslie Hallenstvet
Assistant Professor
Faculty of Maritime Studies
Vestfold University College, Norway
P.O. Box 2243, N-3103 Tønsberg, Norway
E-mail: ULH@hive.no
(+47) 33031117 (Office)
(+47) 92031830 (Private Mobile)
Fax: (+47) 33031104 (Office)

Abstract

Several years of my teaching maritime students were spent on traditional teaching methods, focusing on the students' ability to write English correctly. A gradual shift took place, as I realised the needs of the industry and the students themselves. I started to focus more on the oral aspect of language teaching and assessment. Feedback from the students and the industry has encouraged the extensive use of oral training in class and oral examination as the main form of assessment at Vestfold University College, Norway.
I would like to share my experience with my international colleagues and offer some practical hints to those who would like to follow suit in this demanding but very rewarding way of teaching Maritime English.

Key words: Oral skills, illustrations and objects in language teaching, oral exams.

1   Introduction

Language teachers new to work in maritime teaching institutions are often left to themselves to work out a programme for the students. The teachers' general lack of practical experience from life at sea may become a hindrance towards a good result in the class room. The intent of this paper is to encourage the use of some well proven ways of teaching maritime English in a school room setting which, hopefully, will give the teacher the chance to be creative, at the same time as the students will feel at ease and experience the necessity of improving their command of English in order to perform well in their future positions at sea.

2   Background

Our Faculty of Maritime Studies offers a three year study to become a Bachelor. Our students are recruited after thirteen years of primary and secondary education with extended courses in Maths and Physics. We offer a summer pre-entry course for those who are in need of these two subjects. Year one offers joint courses, including an introduction to the use of simulators, for future Engineers, Deck officers and students of Maritime Logistics. A compulsory Maritime English course is offered in the first semester, running from mid

August to the oral exam at the end of December.

After year one, students are recommended to take one year at sea as cadets on Norwegian merchant ships trading worldwide. Norwegian ship owners have, so far, provided the required number of cadet positions for our students.Upon return from sea, or optionally, following on from the first year at the college, the students are divided into classes according to their preference: Deck, Engineering or Maritime Logistics. The second and third year at the college are spent on theory and simulator training within these three studies. When our Deck and Engineering students have graduated, they need practice at sea for a required number of months, before they may apply for their maritime certificates. Students of Maritime Logistics can not apply for maritime certificates. English as a subject is introduced at an early stage in Norwegian schools. In addition, television and cinemas in Norway offer films with original soundtrack and with Norwegian subtitles. Youth culture in Norway is very Anglo-American in nature. Therefore, the average ability to communicate in English upon entry at the college is generally regarded to be good. Little time is spent on tedious grammar drills at our college. An introduction to cross-cultural and psychological aspects of language onboard is offered. Later, concentration is directed towards mastery of oral Maritime English. Our basic philosophy is that a good mastery of oral skills is a requirement in the work situation onboard. Writing skills come next. A practical oral approach has been adopted with the introduction of vocabulary, sentence structure and the ordering of material peculiar to the work situation onboard. Until lately, most subjects at our faculty have been performed in our native language, Norwegian. But as younger teachers take over, there is a growing tendency to present the lectures – at least partly – in English.

3   Hindsight

Back in the early 1980s I relied heavily on traditional teaching methods, where written performance from students was in focus. At the naval officer training school, where I was employed, classes were small with up to 25 students. Reading aloud from texts, which must have appeared to be pretty boring, did not trigger spontaneous oral usage of English… But times have changed. A gradual shift took place towards a new prerequisite: the ability to perform in a work situation using only oral English. There were two main reasons for this shift. Firstly, our country is a member of the North Atlantic Treaty Organisation (NATO) – where English is the working language. Therefore our students had to be fluent in English in order to carry out joint operations with allied forces. Secondly, the majority of our students were known to leave the navy after a few years in order to seek work with Norwegian ship owners. From the 1970s onward the crew onboard Norwegian vessels were gradually becoming international and multicultural. Consequently, my students were interested in learning how to speak English more freely, in order to qualify for positions at sea.

4   Starting to See The Light

In 1989 I moved on to a civilian maritime college and changed my teaching methods. By reading Betty Edwards' book *Drawing on the Right Side of the Brain* [1] I became aware of a new approach to teaching language. Traditional teaching, I found, mostly activates only half of our brain. By using illustrations more often, we activate that side of the brain which is usually subdued in normal class work: the right side, which is striving to create spatial order. This will help the left side, which is the verbal side – occupied with details. Together they are dynamite! To put it short, I started to sketch small illustrations of objects and situations on the blackboard *before* I wrote the name of the object or situation. Up to approximately the age of ten, students use pencils and crayons when they can lay their hands on them.

Then a gradual shift towards writing takes place – heavily inspired by us teachers, who are not aware of the importance of developing the use of both sides of the brain. By illustrating their notes, the students are able to expand their vocabulary at a faster pace, and sooner become aware of nuances in meaning that are different in English compared to their mother tongue when comparing word-by-word translations. By the end of the 1990s my classes were growing in size. Up to 100 students were present at one time. How could I give them time to perform, at the same time as I had to structure the lesson and introduce new material? I meet the students twice per week, with at least one day between the lectures. Each lecture lasts one hour and forty minutes, with a short break half way through. I found that I could use the first half of the available time for lecturing, and the second half for oral exercise for the students. They would have to find time for practicing writing at other times.

5 Working With Colleagues

I work closely with my colleagues who teach nautical, communication, engineering and logistics subjects. We usually demand two written hand-ins per subject per semester. In order for the student to see how the subjects support each other, we teachers have come up with the following system, which appears to work well: First, I teach how to set up and structure a report. Then, when the theory has seeped in, my colleagues start to distribute material from their subjects that the students have to work on for a period, ending with a written report. It is clearly announced that the reports will be reviewed by two teachers: the subject teacher and I, the English language teacher. The former concentrates on the subject matter, while I check if the students have followed the given guidelines for writing reports, and if the written English language is up to standard. Thereby every report yields two scores: one for content and one for appearance/presentation. My colleagues and I decide which subjects will be coordinated before the beginning of the autumn semester. Groups of up to four students work on each report and are graded equally for the result. The quality of the resulting reports was found to have improved markedly after this system was introduced. It is to be noted, that students like to work in groups on tasks like this. The system does not leave room for the odd man out. Anyone who tries to depend heavily on the others doing all the work will soon find themselves excluded from the group, and having to submit a full report in their own name. All reports have to be submitted electronically at a given time and date. Any excuses for latecomers have to be written in an appeal to the dean of the faculty. If not accepted, a new report will have to be worked out by the students at short notice. Both accepted reports have to be passed before being admitted to the exams in the two affected subjects. I correct every report painstakingly and give hints to how they may be improved by using many written comments. Then I call the authors of each report to my office and work through the report and comments, before the corrected and commented report is returned to them electronically. Common errors or points of interest are highlighted in class. Thereby precious time in class is not spent on going through details with reference only to one or two groups. The scores for the two reports are worked out to represent 40% of the final score for English language. The remaining 60% is constituted by the scores from the final oral examination at the end of the year. By working together with colleagues, I have found it easier to allocate time for activities in English classes. For example: A colleague has finished teaching about deck cargo. Now is the time to show a dramatic picture of a vessel that has suffered from the severe powers of a full storm. The internet is full of such illustrations. Show the picture on the screen in your class, or make a simple sketch of it on the blackboard. Then ask the students what they have to do. What has to be done first? How many hands are required to carry out the job? What type of tools will be needed? Are available booms and lifting arrangements on deck sufficient to rearrange the cargo?

Likewise, the not quite uncommon situation of a blackout in the engine room has to be dealt with appropriately by the students. Only your imagination sets the limit to the number of *wh- questions* put to the students. You may require a group session in order for the students to prepare their answers at the beginning of the course. Later, they should be able to answer immediately and individually. Stress the importance of doing things in the correct order, and refer to your colleagues for expert advice. The students are usually eager to demonstrate how well they master the *technical* aspects of the task and lower their guard when it comes to presenting their answers in English. They try hard to explain, using some words in their mother tongue where they get lost for English words. Encourage them to go on and ask fellow students for help where they go amiss. After all, it is not *your* job to be a walking encyclopedia! This technique gives the students a chance to discuss among themselves in English, finding out if they have really understood the subject matter which was taught by another teacher. In addition, they are given a chance to present what they have learnt to you, the English teacher, and to the class. The rest of the class serve as corrective agents both when it comes to subject content and presentation in English. You should only act as the "enlightened listener."

6   Working With Drawings

Every English teacher must find his/her way of doing things. Here is how I may arrange a session for exercise. The students come prepared for a certain subject material. I do not always follow up with that same subject in the exercise session. An element of surprise is good in all teaching. I may sometimes, at least for some minutes, revert to material gone through a while ago, to see if the students have grasped and remembered what to say and do in a particular situation .Our students live in a highly visual and oral world. This fact should be borne in mind when using illustrations. Texts and pictures, that have been made in advance by the teacher, seem not to engage the students very much, since they are bombarded daily by television adverts and magazines designed by world-class photographers and advertisement experts, and tend to compare. Therefore it is futile even to attempt to copy such experts for our purpose. I frequently use matchmen as a central part of illustrations on the blackboard. This is done in order to add action to objects. Psychologically I try to force the student to identify with the matchman performing some kind of activity, and thereby wanting to describe, in English, to others what they have done, are doing, commonly do, will do in the future or want someone else to carry out. Without telling the students, I am constantly drilling tenses of active verbs. By adding simple facial expressions to the matchman in question, it is possible to add new dimensions to the situations being illustrated. Since it is advisable to move about in the classroom, I use the blackboard frequently, and walk up and down the aisles, while addressing the students at close range. I make a simple blackboard sketch of, say, a tool frequently used onboard. At the beginning of the semester I give the students a few minutes to make a similar sketch in their notebooks and write down key words about this tool. The next step is to randomly pick out a student who shall tell the class how the object is used. Thereby they are constantly being challenged with the task of finding and using suitable active verbs. After a student has explained how the object is used, he/she is asked to tell the class what the object is called. Many times I have heard very good descriptions of objects and their usage, followed by an excuse for not remembering the name of the object. This often creates laughter in class, because the situation is so common: even when we speak our mother tongue, the name of an object may slip our mind. Another version of this "naming of parts" is to let students work together in groups of up to five persons. They are encouraged to speak English among themselves when preparing for an oral response to the input from the drawing. It is

understood that anyone within the group may be chosen by me to present the findings of the group. This method gives me a chance to move about, listening to the students speak, and thereby be able to give immediate feedback and advice. It also gives the not so active student a chance to say something in class, without being run over by the more eager ones. Key words and names of the objects or situations are listed on the blackboard next to the illustration.

Over the years I have found that our students are not skilled in description of objects. That is to say that they need to improve their ability to describe an object according to its material, colour, size, shape, weight, surface structure, hardness/softness, smell or taste. It is impossible for an officer to ask a subordinate to perform any kind of task, if he/she is not able to describe what the desired task implies! English names of basic two- and three-dimensional shapes, therefore, have to be drilled. By using maritime objects, students soon find how necessary these skills are. Soon they are able to describe what a cardinal mark looks like in colours, size and shape, as well as understanding how to describe the surface of a damaged piston. Objects for use in this type of drill are easy to come by: ask your fellow colleagues who teach technical subjects. The blackboard is handy to illustrate specific aspects of the object in question. My advice is to start with simple shaped objects and later proceed to more complex ones, made up of different materials. Then comes the time for describing how materials onboard are joined together. The students should be familiar with welding, soldering, gluing, riveting and screwing things together, as well as describing what type of tools and implements are necessary for each type of joining or dismantling job. Draw the implements on the blackboard, before urging students to describe their use. Constantly keep on shifting from student to student, keeping everyone alert and having to add new material to what their predecessor described. The IMO Standard Marine Communication Phrases should form an essential part of our teaching material. Drilling the glossary may be done by demanding that the students can explain the meaning or usage of a word or expression and spell out the words using the given letter codes from the phonetic alphabet.

Maintenance is a central part of work activity onboard. Draw a few central tools, such as a paint brush, a grinder, or a steel brush. Urge the students to describe their usage and in the correct sequence in order to do a good job. Again, using active verbs are a central part of the whole session. The whole idea is to introduce the students to everyday life on board using the English language as a tool to get the job done properly, safely and quickly. Moving cargo is another subject which may give rise to good English lessons. Lifting and lowering objects by use of cranes, blocks, ropes and chains, as well as forklifts or pipelines are part of everyday work situations for the future seamen. The blackboard and your imagination are the only limitations to rewarding and productive sessions, where the students will get the feeling that the mastery of better English is a "must" in order to perform well in their future positions. Make it clear at an early stage, and repeat when necessary, that you are not an educated deck officer or engineer. This fact can be turned to benefit, when students are urged to describe onboard activities which have been taught in subjects by your colleagues. Exaggerate your "ignorance" by deliberately misunderstanding your students while they are performing. This can be shown by you intentionally drawing an awkward representation of an object or situation as it is described by a student. Good humoured laughter from fellow students is usually the result, and the student in question has to describe again, and in more detail, in order for you to make an appropriate drawing. Explain the importance of a good command of English in order to avoid misunderstandings in critical situations onboard.

I have found it useful to write a short day–by–day log of the activities performed in class. A subject plan for the coming semester is therefore easier to work out based on experience from earlier semesters. It also becomes easier, in hindsight, to find out what went well and what needs improvement or alterations. An optimal sequencing of activities also becomes

more evident by use of the log.Admitted time for writing down key words is shortened down gradually as the semester advances. Before the oral exam, all students should be able to respond orally immediately, when prompted by an illustration or oral input. The use of hesitating "ah" and "emm," – which is natural in all languages – is encouraged when students stop to think for a moment. Far too many seem to pause and search in silence for the appropriate word or expression for too long. Onboard, in a critical situation, it is crucial to be able to able to respond quickly, as well as appropriately. I tell them that a listener is not always a patient and polite person. Hesitation then may be interpreted as insecurity, and could lead to serious misunderstandings and malpractice. Therefore one has to be on the alert and keep on speaking. If not, one is easily run over by a bombardment of questions or deviations by one's "opponent."

7 Oral Exams

A survey by the Norwegian government[2] advertises for a closer look at examinations in higher education in Norway. Reference is made to Australian findings by Boud[3], who defines three types of examination: A: The traditional exams B: Psychometric tests (for example Multiple Choice Tests and C: "Authentic Testing" where tests should take place in more "life-like" situations with a focus towards performance. The Norwegian survey claims that examinations in higher education in our country has still not left the first stage, and cites Boud: «In an age of electronic learning, our tests and examinations are driven by steam.» I support this opinion, from my knowledge of the present general trend in Norway. At our teaching institution, however, we have sought to carry out authentic testing for many years, with good results. One week before the examination starts, a list is published on billboards to announce who should meet where, and when. I deliberately arrange mixed groups, with students from all three lines of study. The International Convention on Standards of Training, Certification and Watch keeping for Seafarers, 1978, as amended in 1995 (STCW Convention) states the necessity for all crew members to have a knowledge of departments onboard other than their own. All questions should be answered by all students, no matter what department the question content refers to. It is important to point out that the way examinations have evolved here, over the years, heavily depends on a good rapport between the external censor and me. I have worked out a list of 98 numbered questions, with key words for the correct answers, relating to the material used in class through the semester. The sensor and I are the only persons to know these questions. We use one set each in the examination room. Therefore I only murmur the question number to the censor before putting the question to a student, giving the censor time to adjust. The question number is tagged off next to the student's name on a list. Just as important, though, the actual answer is recorded in key words by the censor for later reference. Groups of up to six students are admitted together for each session, lasting approximately for 30 minutes. I "shower" each group with a number of questions, chosen at random from the list. I change between questions directed to the students one by one, or directed to the group, leaving it up to the first one to respond to reap the benefit. Every student has been instructed to prepare a large table card displaying their name to be placed in front of them. This makes it easier for the censor to grade the students individually. The set up in the examination room is planned to make students a bit on edge, nervous and uncomfortable. All six enter at one preset time. They have to present their student ID-card to the censor before signing their name on a list and then be seated on a row facing the blackboard and overhead screen. I mix questions presented orally with illustrations they have to comment upon. The pace is fast, leaving little room for hesitation. The set up has been explained in broad terms to the students in advance, with a clear message: If you are not able to answer some questions to subjects you have had ample time to study in advance, and all in a well lit, well ordered class room –

then how, on earth, will you be able to respond when the deck is rolling and the air is filled with smoke and grinding sounds of ripping metal? The censor acts as time keeper, since I usually have enough to occupy my mind. When the thirty minutes are up, the group is asked to leave the room, leaving their table cards where they sat, and wait outside for orders. The censor and I have a brief discussion behind closed doors on who made the best and worst performance, and on how the rest of the group should be graded compared to the previous two. If in doubt about a performance, we have the possibility of calling back a student for further questions, since the group is still waiting outside. When we have decided on the grades for all members in a group, we clear the table of table cards, tell the former group that all is in order and that they may leave, and call in the next group. With the present number of students, we manage to finish oral exams in two days. After the last group has finished, the censor and I coordinate the final results. We make sure grades coincide with notes taken by the censor during the examination, and that all have been graded according to our professional judgment of performance, and not for the students' own personal appearance. The examination results for all students are publicised on dedicated billboards approximately an hour after the last group left the examination room. From the time of publication, a student may contact me and the censor, who both have to be available for one hour. Within this time span, all students are entitled, by law, to an explanation for why they have been granted their specific grade. Here the censor's notes are vital, since it would be impossible to recapitulate from memory what each student answered to specific questions. Some students seem to have very different opinions of their performance compared to ours. The censor's shorthand-like comments are vital in such situations. It is easier for us to pinpoint where things went wrong, when we are able to present citations from the student's own words. Confronted with such facts, complainants tend to change opinion and accept. Over all the years that we have followed the described structure for our oral exams, not *one* student has refused to accept our decision and followed up by filing a complaint of our assessment, after having the chance to talk it over in the hour after publication. This can not be the result purely of our persuasive skills. It is hard to give an exact representation of what one said in a stressing situation. It is easier to defend what one *thinks* one has said. An option to the censor's written notes from the exams, of course, would be a tape recording. The problem of tracing the recording of one particular student's responses afterwards, however, would appear to be a rather futile ordeal. One extra benefit of oral exams — seen from an administrative point of view — is that the examination period is reduced to a minimum. One is no longer forced to sit endless hours at an office table correcting and grading a huge stack of papers. Personally, I do not think that a teacher is better at giving an impartial view of a student's command of Maritime English in critical situations by reading a written paper at the end of a long day of reading, compared to the immediate reaction after a session during an oral exam.

8   Conclusion

The on-the-job situations which the students will be facing in their future jobs must be reflected in our ways of teaching Maritime English. Practical experience obtained through sea voyages and visits to ship yards and ports should become important parts of the training of future language teachers in maritime teaching institutions around the world. Oral practice has to be worked into language teaching programmes. Mastery of Oral Maritime English must be the main target of our language education. The extensive use of illustrations in teaching Maritime English should be encouraged. If one can inspire colleagues teaching other subjects to follow suit, much is done. The change from written to oral exams should be enforced.

References

1: Edwards, Betty (1979): Drawing on the Right Side of the Brain: A Course in Enhancing Creativity and Artistic Confidence. Los Angeles: J. P. Tarcher; New York: distributed by St. Martin's Press

2: www.regjeringen.no/nb/dep/kd/dok/NOUer/2000/NOU-2000-14/37.html Accessed on 4 September 2008. Norwegian text.

3: Boud, D (1995): Assessment and learning: contradictory or complementary? I: Knight, P (Ed.): Assessment for Learning in Higher Education. Staff and Educational Development Series. London: Kogan Page

About the author

EDUCATION
Nordic Languages and Literature and later: Universal literary studies and Pedagogy at Oslo University, Norway.
I mastered in English Language and Literature at Trondheim University, Norway, and hold the academic title Candidatus philologiae.
As a student I spent many holidays as a casual worker at the shipyard near my home in Tønsberg, where I had the opportunity to study ships being built and old ones being overhauled. Most of the people I met there had sailed the seven seas, and had practical knowledge to pass on to an inquisitive young man.
TEACHING EXPERIENCE
Five years as Lektor at The Royal Norwegian Navy officers' training school, Horten, Norway, teaching Maritime English, Norwegian, Communication and Leadership.
Five years as part time Assistant Professor teaching Technical English and Communication at Horten Ingeniørhøgskole.
Since 1989: Assistant Professor teaching Technical English and Communication at the Faculty of Maritime Studies at Vestfold University College.
From 1993 – 1995 I spent one and a half years away from the college teaching Portuguese catering personnel onboard Color Line's six ships how to speak Norwegian in critical situations, since senior citizens among the passengers mainly speak only Nordic languages. The "Scandinavian Star" and "Estonia" incidents triggered Nordic governments to demand the mastery of a Nordic language from all personnel onboard ferries plying routes to Nordic ports.
Areas of Expertise & Special Interests:
Maritime English used orally in critical situations.

Ulf Leslie

MARITIME ENGLISH PRACTICE :SITUATION LEARNING BY CSAE USING MARINE SIMULATORS

Jinbao CHEN   Shenping HU   Chaojian SHI   Yongxing JIN
Shanghai Maritime University
1550 Pudong Ave., Shanghai
sphu@mmc.shmtu.edu.cn
+86-21-58855200-2908
+86-21-58850828

Abstract

Effective methodologies still need to be studied and searched for training and testing the proficiency of maritime English that meets the international standards of the International Convention on Standards of Training, Certification and Watch keeping (STCW) requirements. Most of the maritime universities and many maritime training institutes all over the world have installed marine simulation system, which should be valuable resources for maritime English education if proper utilized. STCW78/95 requires that every mariner must have an adequate knowledge of English language. Many difficulties, however, remain in the teaching of Maritime English in maritime education institutes. Approaches of using integrated bridge simulation system for maritime English training are explored in this paper. Training modules combining maritime English practice with bridge activities have been devised and experimentally carried out. Integrated bridge simulation system provide good atmospheres and contexts for learning by case practice of maritime English.

Key words: Maritime English, mariner Simulator, Maritime Education and Training, VHF

1   Introduction

Because most maritime accidents are caused by human error, notably breakdowns in communication or cooperation, the legislation nowadays emphasizes the importance of the English language proficiency in relation to safety at sea. Instruction and practice of maritime English for communication and cooperation is an important element in maritime education.

A multitude of new methodologies have been explored and discussed in recent years in an attempt to approach the training and testing the proficiency of maritime English that meets the international standards laid out in STCW. Among those trendy guidelines, utilizing integrated bridge simulation system in a bridge activities context is deemed as one of the most effective experiential learning and training methods, which will allow the trainees accustomed to a workplace environment to expand their practice little by little, so that they may communicate and pass messages with confidence when taking up their future jobs onboard.

In the light of many previous discussions in the aspect of using integrated bridge simulation system in maritime English practice, it can be concluded that affirmativeness in the possibilities is obvious. However, solutions in combining this technology with operational teaching and assessing maritime communications especially with coursework deign has not

much referred to. This paper provides an overview of current application and implementation of integrated bridge simulation system in assisting maritime English teaching, training and assessing. Case studies in course design and practice for communication skills utilizing Bridge Resource Management (BRM) in Shanghai Maritime University is specified. A multi-agent based system, including necessary hardware, is introduced in this paper. Collaborated operation of the system can be of benefit in facilitating communication and maritime English training and practice, as well as enhancing mutual understanding of the navigation customs and culture background among cadets and seafarers from different countries (Shi, 2005). Further studies and refinery work within this sphere is also proposed in the later part of this paper.

2   Background For Simulation System

Ever since introducing the first Radar and Navigation simulator from Norway in 1980, the Chinese maritime institutions have progressively adopted the modern MET approaches with the navigation simulators. Simulators are being increasingly recognised by the marine industry as having great potential for use in maritime skill acquisition, training and assessment, providing accelerated and intensive experience in a safe, controlled environment, emergency response training in a risk-free environment, and optimisation of shipboard procedures.

Simulator training has over the last years proved to be an effective training method when training mariners, especially where an error of judgment can endanger life, environment and property.   Bad decisions leading to accidents or near misses are very often caused by lack of training and experience.   Proper simulator training will reduce accidents and improve efficiency, and give the mariners the necessary experience and confidence in their job-situation. Training in decision making used to be practised onboard under supervision of a senior officer, - and by trial and error for the senior officers. Today the efficiency requirements do not allow for this kind of onboard education, hence the decision training has to be carried out on a simulator. Practising decision making in a simulator environment where decisions and their effects are monitored opens unique possibilities to evaluate the effect of the decisions.   It is important that the trainees experience life-like conditions on the simulator and that the tasks they are asked to carry out are recognised as important and relevant in their job-situation. The trainees shall be challenged at all levels of potential in order to achieve further experience and confidence.

Since the SMU-VI Integrated Navigation Simulators with the bridge simulator and the ARPA radar simulator were carried out in 1996, An integrated bridge simulation system has been produced in 2007 in Shanghai Maritime University, which have designed and conducted a series of multi-functional integrated bridge simulation system, radar simulators and patrol boat simulators with different types and purposes. Today these simulators have been used for maritime training by maritime colleges, marine schools and shipping companies.

With the rapid development of the modern navigation and simulation technology, the navigation simulators have been broadly used in all of the Chinese maritime institutions. Various kinds of the navigation simulators have also been played more and more important roles in the maritime education and training (MET) in China.

We believe that nowadays didactic in the maritime field, must be based on new principles strictly connected to the technology progress and to the continuous increase of automation on-board of vessels.

At present, our sole supplier of marine simulation software and hardware, developed its Simulation Systems having the special goal to produce valid tools for the seafarers' training,

in accordance to the requirements of the seafarers' training Certification and Watch keeping Code (STCW 95) and IMO model courses, at an affordable price.

The combination of the above characteristics makes the system able to offer a complete training program, which guarantees to the trainee's valid instruments to operate in the reality safely and with skilfulness.

Maritime English is to a great extent restricted to IMO Standard Marine Communication Phrases, which builds on a basic knowledge of English and has been drafted in a simplified version of maritime English. It includes phrases for use in routine situations such as berthing as well as standard phrases and responses for use in emergency situations. Under the STCW 1978, as amended, the ability to understand and use the SMCP is required for the certification of officers in charge of a navigational watch on ships of 500 gross tonnage or above. An integrated bridge simulation system is primarily designed and introduced to train and develop potential cadets and officers the necessary knowledge and skills in properly and correctly stipulating and managing a vessel. Whereas a new and alternative use of the integrated bridge simulation system has been discussed and proven to be suitable and effective in training and assessing communication skills, especially in contextualizing the practice of the mandatory part of the IMO SMCP, reinforcing the trainees to play different roles in a realistic atmosphere and environment (Pérez, 2005). It has been decided that most of the scenarios and contents in SMCP can be flexibly designed or tailored and properly practiced in an integrated bridge simulation system based environment. The key task then is how to organize and implement the syllabus of maritime English teaching and learning via this effective learning by doing pedagogic methodology.

3   Learning by Case Practice Through Integrated Bridge Simulation System

Nowadays most maritime education and training institutes have installed integrated bridge simulation system, based on which maritime teaching and training have been designed and experimented. In response to these changes, course and syllabus design and organization as well as instruction and evaluation have thus undergone reforms since the attention of simulator training has been particularly drawn to. Physically within language skills targeted integrated bridge simulation system training, all means of lingual communication devices employed in real ship operation should be properly fixed to simulate navigational and safety communications from ship to shore and vice versa, from ship to ship, as well as onboard ship. These should include radiotelephone, loudspeaker, satellite, etc., which are used for communications with parties outside the ship, and engine order telegraph, voice tube, loud speaker, public announcement system, telephone, walkie-talkie, etc. that contribute to ship's onboard communications(Jin, 2003).

Maritime English course design and organization is critically important through out the whole training program. It ought to take into account the emphasis IMO guidelines on ship management lays in the need for good communication. The major concepts and skills with this aspect are: Understanding culture differences; Situational awareness; Close loop communication; Briefing and Debriefing; and Communication procedures. Syllabuses based on integrated bridge simulation system can be different considering the special needs of the trainees and the specific expectations from different customers, nevertheless a typically SMCP oriented practice program usually embodies the following:

1) Introduction and familiarization of all means of communication employed in navigation training platform, including function of each communication device and its applicable situation

2) Scenarios explanation and roles designation grounded on SMCP contexts

3) Role play itself by designated trainees while the rest watch as observers

4) Debriefing or writing a report about the completed operation

The process of scenario choosing and setting should be particularly careful because it may directly affect the effectiveness and efficiency of the whole training program. Since it is usually not possible to go for any context that SMCP may be applied to, the most frequently employed contexts should be decided in setting scenarios, i.e. VTS communication when entering a port; Ship to ship communication in a crossing situation when risk of collision is conceived; SAR communication when exposed to distress traffic and requiring immediate assistance; Pilotage communication when in request of a pilot; Standard wheel and engine order from bridge to engine room; Briefing when handing over watch; and so on. Each scenario can be even more vivified if specifying particulars of the vessels involved, time and position, temporal sea condition as well as the situation in which the vessels are closed to. It is also generally expected that all tutorial classes are given in English throughout the whole training and assessing program. At all events, however, performing the above requires that trainees have

1) basic language skills,

2) been introduced to SMCP in previous theoretical classes,

3) good understanding of phrases and sentences in SMCP and their respective situations in which to be applied,

4) adequate knowledge of the integrated operation of all parts of bridge resources.

4   Case Studies of MET Practice Based On SMCP Training In Shanghai Maritime University

Event 1: VTS Communications

Number of vessels involved: 1

Particulars of the vessel calling: BSMU, Yu Feng, China, Container, 18000mt, Course 285, Speed: 10knots, Position 30°35"06"East 122°09"45North

Venue: Yangshan Deep Water Port, Shanghai, China

Time: 0915 (Zone Time)

Sea Condition: Plain

Roles: Chief Officer, Yangshan Maritime Office Operator

Scenario: Vessel BSMU is calling Yangshan Port. She reports to Yangshan Maritime Office when arriving at Reporting Line Y1. Yangshan Maritime Office gives information for other ship's activities for her information.

Task:

1)   To practice major aspects from chapter General of the SMCP:

2)   To practice the Phrases of VTS communication within SMCP

Event 2: Pilotage communication when entering port, requiring a pilot

Trainees in a team group are given the role card which has particulars as follows:

Number of vessels involved: 1

Particulars of the vessel: BSMU, Yu Feng, China, Container, 18000mt

Time: 1920 (Zone time)

Place: Port of Busan, South Korea

Sea Condition: Plain

Roles: Busan Pilot Operator, Pilot Chief Officer, 3rd Officer

Scenario: Chinese vessel Yu Feng is entering Busan Port, she is trying to connect Busan Pilot and require pilotage. Busan Pilot arranges for a pilot boat for her. The 3rd Officer is assisting the pilot for embarkation.

Task:
1)   To practice major aspects from chapter General of the SMCP:
2)   To practice Phrases for Pilotage communications within SMCP

Event 3: SAR communication between ships
Number of vessels involved: 1
Particulars of the vessel in distress: BMMC, Cartier, China, Bulkcarrier, Handysize,
Course 220, Speed 6 knots, Position: Yangshan fairway
Time: 1245 (Zone Time)
Sea Condition: Plain
Roles: bridge members of BMMC,
Scenario: Vessel BMMC is sailing into harbour. Suddenly a carpenter who get ready for
gangway is overboard. The master makes a distress call via VHF to all vessels in vicinity
for immediate assistance. The bridge members carried out the emergency handling.
Task:
1)   To practice major aspects from chapter General of the SMCP:
2) To practice Phrases for Distress communications and Search and Rescue communications
within SMCP.
Trainees will benefit from exposure to communications in the varied emergency situations.
The role play will be video recorded, the purpose of which is to allow trainees to review
what happened in the role play for debriefing and evaluation. No specific professional
acting is required from trainees but they are encouraged to reflect on what have acted in
responding to the specific event.
All other devices and equipment are available in the bridge except from communication
equipment. Therefore in addition to complete the communication, the trainees are also
expected to carry out plotting, reading meters, using VHF device, etc. In the end or latter
part of the entire training scheme, trainees can be further encouraged to set and perform
scenarios themselves.

5   Conclusion

Maritime English education and technological development has been acknowledged to be
an interaction relation, and are the two main factors upon which the trainee is based
(Alia.2004). The advanced technology in integrated bridge simulation system will, by all
means, play an important role in the methods of conducting the ME syllabus, and should be
further popularized among the majority of maritime institutes worldwide.

References

Alia, Y. A. (2004) 'Impact of New Technologies on the Development of Maritime English
Courses' Proceedings of the 15h International Maritime English Conference.
Jin, Y. (2003) Marine Signals and Radiotelegraphy China Communications Press, pp.1-5.
Lynch, M.   2003. Focus: Bridge Resource Management (Rev.12/03) [online].Washington
State Department of Ecology,US.
Available from:http://www.ecy.wa.gov/biblio/991302.html. [Accessed 24 April 2007].
Pérez, J (2005) 'Alternative Use of VTS Simulator for SMCP Teaching: Exploring New
Paths for a Powerful Training Tool' Proceedings of the 15h International Maritime English
Conference.
Shi, C. and Hu, Q. (2005) 'Internet-based integration of multiple integrated bridge
simulation system: an interim report', Proceedings of the 6th Annual General Assembly and

Conference of the International Association of Maritime Universities. Malmo, Sweden: WIT Press, pp. 55-64.

Shi, C. and Hu, Q. (2006) 'Internet Based Integration of Multiple Integrated bridge simulation system',Proceedings of the 7th Annual General Assembly and Conference of the International

Association of Maritime Universities. Dalian, China: Dalian Maritime University Press, pp2-14.

Shi, C., et al (2003). "Bridge Resource Management Training Program", IAMU News, Issue 9,pp. 82-87.

Winbow, A. (2002) 'The Importance of Effective Communication' Proceedings of International Seminar on Maritime English, pp.37-57.

THE APPLICATION OF INTERACTIVE APPROACH IN MARITIME ENGLISH READING CLASS

Liu Nihui   Guo Junwu   Mao Liqun
Shanghai Maritime University
1550 Pudong Ave., Shanghai
Email:liunihui123@sina.com
Tel:+86 58855200-2700
Fax:+86-21-58854605

Abstract

This paper analyzes the problems in traditional maritime English reading class in most Chinese maritime universities and expounds that reading is an interactive process, in which the interaction occurs not merely between teachers and students, students and students but between students and texts. Furthermore, the paper suggests the use of interactive approach in reading class so as to improve students' competence and their active learning abilities. In the end, the paper demonstrates the application of interactive approach by a case study in which various interactive reading activities are designed in three reading phases.

Key words: interactive approach, maritime, English, reading

1   Introduction

In recent years, the quick development of world shipping market has called for a large quantity of qualified seafarers with good English competence. For the sake of improving the competitive edge of Chinese seafarers in their English abilities, all parties concerned have taken great efforts to meet this challenge. Especially in Chinese maritime universities, a lot of studies have been made in exploring new teaching methodology and introducing modern technologies in the teaching of maritime English, which have brought about noticeable results. However, most of the studies have been focused on the teaching of listening and speaking instead of on the teaching of reading. Nowadays, in maritime English reading class, vast majority of teachers still adopt conventional teaching approaches, which, to some extent, have led to several problems and have resulted in unsatisfactory teaching effects. This paper firstly analyzes some typical problems in traditional maritime English reading class and then studies the essence of reading process--- reading is an interactive process. Subsequently, the paper proposes the application of interactive approach in reading class by designing different reading activities in three reading phrases—pre-reading phase, while-reading phase and post-reading phase. Finally, the paper concludes that by applying interactive approach in reading class, teachers can highly motivate students and can improve their reading competence.

2   Background---problems of Traditional Teaching Methodology On Maritime English Reading

At present, in most Chinese maritime universities, traditional teaching approach, which is teacher-centered with students in a passive position, is still dominant in reading class. Teachers always lay much emphasis on explanation of vocabulary, grammatical rules and text structure but neglect students' role in learning. While, for students, they spend most learning time sitting there, listening to teaching or taking down notes. Students are rarely encouraged to learn how to use language creatively. Even when they do exercises, they are required to practice patterns provided by teachers and textbooks. Thus students are cast into passive and reproductive role instead of an active and creative role. As the result, rote learning and lack of intrinsic motivation in English study have become serious problems prevailing among students. Therefore, how to solve those problems and improve students' competence in English reading abilities has been a great concern in Chinese maritime universities.

3   Theoretical Foundation---reading is An Interactive Process

An important theoretical underpinning to modern reading theory is schema theory. The term *schema* was first coined in 1932 by psychologist Bartlett in his study of how human memory works. The schema theory suggests that the knowledge we carry around in our heads is organized into interrelated patterns. These are constructed from all our previous experiences of a given aspect of the experiential world, and they enable us to make predictions about future experience. (Bartlett:1932)

Schema theory has been used widely as a theoretical model in several important areas of reading research. Widdowson(1979:P173) discussed that "reading is a process of combining textual information with the information a reader brings to a text." The reader fits new information from the text into existing schemata, and then modify his existing schemata to accommodate information in the text that otherwise would not fit. Similarly, it was found that "while reading, the reader interact not only with existing schema but also with incoming information, by drawing on existing knowledge and anticipating related information for making sense of the text." (Wilga M..Rivers ,2000 P72-73)

From the above, we can find that reading is a process in which the reading text activates the related knowledge in readers' mind and in turn the readers' knowledge may be refined and extended by the new information from the text. Therefore, it can be concluded that reading is an interaction between readers and the author and between the knowledge in readers' mind and the information in the reading text. So reading is an interactive process and a reader is not a passive receiver but an active constructor.

4   Interactive Approach In Maritime English Reading Class

a)   The Function of Interaction

In modern language study, the term *interaction* has been widely used in various aspects. In essence, interaction is the collaborative exchange of thoughts, feelings or ideas between two or more parties, which can result in a reciprocal effect on each other. The interaction can occur between teachers and students, students and students and between students and texts.

It is widely accepted that one of the complicated problems of English teaching has been constructing students' motivation, which is an inner drive that pushes students to learn. The most important function of interaction in the teaching of English reading is that through interaction, students can be highly encouraged and intrinsically motivated to focus on what they learn. As they more fully appreciate their own competence to use language, they can develop a system of self-reward, which can form a beneficent cycle in their study.

Furthermore, the interaction can help students develop autonomy by giving students opportunities for cooperative learning, facilitating students participating in classroom activities and encouraging students to use their own learning strategies

In addition, students can improve their language competence, increase their language stores and can make full use of all they possess of the language through interaction. The interaction can also push students to produce more accurate and appropriate language, which provides input for other students.

b) The Application of Interactive Approach---designing Interactive Reading Activities In Three Phases

Generally the reading process involves a three-phase procedure, namely pre-reading phase, during-reading phase and after-reading phase. (Williams 1984) For each stage, it is quite essential to set up various reading activities to encourage students' interaction with teachers, students and, the most important of all, with the text.

4.1   Pre-reading Phase

According to schema theory, comprehension of the text involves the interaction between readers' existing knowledge and the content of reading text. Therefore, during the pre-reading phase, teachers should provide the students with relevant background knowledge in advance. Moreover, teachers should design interactive class activities to encourage students to become oriented to the context of the text and review their knowledge and experiences in relation to the topic.

Various activities can be applied to the reading in this phase. But brainstorming is considered to be one of the most appropriate activities. As a technique which aims to initiate people's thinking process, brainstorming often involves students in a free-association of concepts, ideas, or facts relating to the topic or content. And it is not necessarily for students to focus on specific problems or decisions in brainstorming. Thus it can get students inspired and fully engaged in what they are going to read.

4.2   During-reading Phase

The main purpose in this phase is to encourage students to be active as they read. Students can be provided with various class activities such as following the ideas in a text, understanding the information it contain, confirming their expectations or predicting the next part of the text from clues.

The reading activities can include skimming, scanning, identifying main idea etc. Moreover, the activities of making predictions are much valued, for proper predictions lead to efficient understanding.

4.3   After-reading Phase

This phase is closely tied up with the reading purpose. Students should be inspired to express their understanding of what they have read, to argue against an opposing assertion, and to solve a real-life problem by using what they have read in a meaningful way.

In this phase, group work is strongly recommended because group work can provide opportunities for students' initiation and generates interactive communication. Besides, group work can offer an affective climate for students who are not so starkly on public display and therefore increase their motivation. In addition, group work can promote students' responsibility and autonomy.

4.4 Case Study:

Marine Refrigeration

The natural transfer of heat is from a hot body to a cold body, the function of a refrigeration plant is to act as a heat pump and reverse this process so that rooms can be maintained at low temperatures for the preservation of foodstuffs, or air can be cooled for the air conditioning.

The compression refrigeration is the most commonly used type of marine refrigeration. The components required for a compression refrigeration system are a compressor, condenser, liquid receiver, expansion valve and evaporator or cooling coils .The refrigerating agent, as so called refrigerant, flows from the expansion valve and through the evaporator coils where it absorbs heat from the space being cooled and becomes a gas or vapor. Then it flows to the compressor, where it is compressed to the condenser pressure and thereby becomes hot .In the condenser, the hot, high pressure refrigerant gas is cooled by the sea water and becomes liquid .The liquid refrigerant flows to the receiver and then to the expansion valve to start the circuit again. The air from the cooled space or air conditioning system is passed over the evaporator and boils off the liquid refrigerant, at same time cools the air itself.

The boiling and condensation points of a refrigerant depend on the pressure exerted upon it. Because the expansion valve is just a little way open, the refrigerant is under low pressure in the evaporator and under high pressure in the condenser. Therefore it can evaporate at low temperature in the evaporator and condense at high temperature in the condenser.

Thus it will be seen that heat that is transferred from the air to the evaporator is then pumped round the system until it reaches the condenser where it is transferred or rejected to the sea water.

The most common refrigerants used on ship are now probably Refrigerant 12 and Refrigerant 22.Refrigerant 502 has many advantages over R12 and R22, but is still an expensive gas and not readily available worldwide at present.

Pre-reading Activities:

1. Brainstorming--- Anticipating the content
Direction: Look at the title of the article and list any words or ideas of marine refrigeration you know. Then exchange your information with your partner.
Direction: What do you expect to learn from this text about marine refrigeration? Write a list of questions on a piece of paper. Try to find out answers to these questions later in your reading.
2. Matching--- studying vocabulary
Direction: Match the words on left column with their definitions on the right column.

refrigerant   a.. a heat exchanger in which vapor changes its phase into liquid due to heat transfer to cooling medium flowing through it.

condenser   b. an equipment, which raises the pressure of a gas from a given value to the higher value

compressor   c. is a medium of heat transfer, which passes through a refrigeration cycle

expansion valve   d. the inner coil in a heat pump that, during the cooling mode, absorbs heat from the inside air and boils the liquid refrigerant to a vapor

evaporator coil   e. the device that reduces the pressure of liquid refrigerant
                                   thereby cooling it before it enters the evaporator coil in heat
                                   pump

During-reading activities:

Skimming---identifying the main idea
Direction: Choose the best answer to the following questions.
1. What is paragraph 1 about?
a. the transfer of heat in marine refrigeration
b. the function of refrigeration plant
c. the difference between the natural transfer of heat and the transfer of heat in refrigeration
   plant

2. Which of the following statement can best express the main idea of paragraph 2?
a. components required for compression refrigeration
b. the working principle of marine refrigeration
c. how the compression refrigeration works

3. What is the main idea of paragraph 3?
a. the importance of pressure in refrigeration system
b. the relationship between boiling and condensation points with pressure
c. the temperature of refrigerant

4. Choose the answer that best expresses the main idea of the article
a. the working principle of marine refrigeration
b. compression refrigeration system
c. heat transfer in marine refrigeration

Scanning---understanding details:
Direction: Choose the best answer to the following questions.
1. Which is the correct statement of refrigerant?
a. The refrigerant becomes a vapor under high pressure in the evaporator coil
b. The refrigerant becomes liquid under low pressure in the condenser
c. The refrigerant becomes a vapor under low pressure in the evaporator coil

2. What happens in the compressor?
a. The hot, low pressure refrigerant gas is cooled down and become liquid
b. The refrigerant gas becomes hot because of compression
c. The refrigerant absorbs heat from the space.

Information exchange---confirming students' expectations
Directions: Find out from the text the answers to the questions on the list you write during
the pre-reading phase and then exchange your list with your partner

Question and answer---making predictions
Directions: What do you think will be discussed in the next session?

After-reading activities:

Group work---understanding the author's purpose

Directions: Give an oral presentation on how the compression refrigeration system works within the group.

Group work---solving problems
Directions: Discuss within each group the following problems and try to find out the reasons and solutions to those problems. Afterwards, a report should be formed in each group and should be discussed in the whole class.
1. The water leaving the condenser is excessively warm.
2. The compressor suffers from frequent stop

5   Conclusion

How to improve students' English abilities has always been a great concern for Chinese maritime universities. Plenty of research and studies have been made in this field, but most of them concentrate on the teaching of listening and speaking instead of reading. Therefore, this paper aims to probe into the maritime English reading teaching and attempts to provide some suggestions to teachers in this aspect. At the beginning, the paper analyzes some typical problems in conventional maritime reading class. Then the paper makes a careful study on the reading process and points out that reading is an interactive process instead of a passive and receptive process. Subsequently, the paper propose that by engaging students in pre-reading, while-reading and post-reading activities, teachers can not only improve students' intrinsic motivation but also enhance students' reading abilities. Afterwards, the paper uses a case study to demonstrate the application of interactive approach in maritime English reading class. In the end, the paper concludes that the application of interactive approach in reading class is an effective way to improve students' reading competence.
However, there is still much left to be further studied. For example, teachers should make decisions about how they will use such activities, depending on their purpose of teaching, the difficulty of the text, and how well their students can read the text. Moreover, reading teaching involves not only methods and techniques, but also materials, testing, classroom organization etc. Therefore, more research will follow this paper.

References

Bartlett, F.C.(1932) *Remembering: A Study in Experimental and Social Psychology.* Cambridge: Cambridge University Press
Day, R.(ed). 1993. *New ways in Teaching Reading.* Washington, D.C.: TESOL
Grellet, F.(1981) *Developing Reading Skills*. Cambridge: Cambridge University Press
Tricia Hedge (2002) *Teaching and Leaning in the Language Classroom.* Shanghai: Shanghai Foreign Language Education Press
Widdowson, H.G. (1979) The process and purpose of reading, in Widdowson, H.a(ed.) *Exploration in Applied Linguistics*. Oxford: Oxford University Press, pp .173-181.
Wilga M. Rivers (2000) *Interactive Language Teaching*，Beijing: People's Education Press，Foreign Language Teaching and Research Press，Cambridge University Press, pp11
Williams, E.(1984). *Reading in the Language Classroom*, London and Basingstoke: Macmillan.

A TRIAL TEST OF MARITIME ENGLISH COMPETENCE - TOMEC

Sandra Tominac, BA
University of Rijeka
Faculty of Maritime Studies
Studentska ulica 2, Rijeka, Croatia
stominac@pfri.hr
+38551338411
+38551336755

Abstract

The aim of the paper is to present an overview of the TOMEC (Test of Maritime English Competence) and give scoring and interpretation of test performance on the TOMEC achieved by the students at the Faculty of Maritime Studies, University of Rijeka, Croatia.

The first segment of the paper describes the TOMEC goal and its format. The second part of the paper deals with the most relevant aspects of teaching and assessing language skills as applied to Maritime English. The central and most significant part of the paper focuses on an analysis of students' test performance on the TOMEC. A study carried out at the Faculty of Maritime Studies in Rijeka tested the second and third year nautical and marine engineering students of varying degrees of English language proficiency. The test was administered to 4 classes of students; two belonging to nautical department and two to marine engineering department. The results of the tests were then compared across the four groups and various parts of the test.

Finally, the goal of this brief study is to serve as an illustration of the TOMEC test efficiency and perhaps as a small contribution to further development of the TOMEC or other similar tests, especially in the light of the need for global standardization of Maritime English Assessment.

Key words: Maritime English Assessment, TOMEC - Test of Maritime English Competence, language skills testing, standardization of Maritime English Assessment

1   Introduction

It is well known that there exist a number of standardized tests that can be used to test the knowledge of either academic or business English, such as TOEFL, IELTS and TOEIC. However, there is no such test of Maritime English. Although there is a commercially available test that could be used for this purpose (the ISF Marlins English Test), it is computer-based and not entirely appropriate for use on a large number of students in one classroom at one time.

Efforts have been undertaken to develop a standardized test of Maritime English competence within an ongoing grant project at the Tokyo University of Maritime Science and Technology (TUMSAT). This project, entitled the Maritime English Initiative, aims is to improve Maritime English Education at the TUMSAT and one of its main goals is to develop a standardized test that assesses Maritime English competence. One of the ways in which researchers working on this project hope to achieve this is by making the version of this test, as it has been developed so far, available on-line (http://www.2.kaiyodai.ac.jp/~takagi/mei/index.html) so that other MET institutions can distribute the test to their students and in turn make their data available to the researchers for analysis and in that way contribute to further improvement and subsequent standardization of the test.

Therefore, the following article will try to provide a contribution to the aforementioned process of the TOMEC standardization by displaying the results of students' test performance on the TOMEC at the Faculty of Maritime Studies in Rijeka, Croatia.

The article is laid out as follows: section 1 gives a brief and general introduction to the topic. Section 2 deals with the aim and structure of the TOMEC. Section 3 tackles the most relevant aspects of teaching and assessing language skills as applied to Maritime English. Section 4 gives an analysis of the test results. And finally, section 5 summarizes the principal points of the article.

2 Developing The TOMEC (Test of Maritime English Competence)

2.1 The Aim and Basic Format of The TOMEC

What follows in the next couple of passages is a summarized account of the idea behind the TOMEC and the process of developing it. The information was obtained from dr. Takagi, one of the authors of the test, who was kind enough to supply not only the keys to the TOMEC tests bur also the paper he presented with his colleagues at the 7th Annual Assembly and Conference of the International Association of Maritime Universities (Takagi, Uchida, Keever, and Coyle, 2006), which gives a detailed description of the test's format and the particulars of its design.

As it has been mentioned in the introductory part of this paper, lack of an appropriate standardized test of Maritime English Competence prompted the creation of the TOMEC (Test of Maritime English Competence). The TOMEC was actually developed as a joint effort between the Tokyo University of Science and Technology (TUMSAT) and the California Maritime Academy (CMA) and although it was initially intended for testing the effectiveness of the new maritime English courses at TUMSAT, it has become clear that it can also be used to assess maritime English competence of any person. Also, what makes this test exceptional and contributes both to its reliability and validity is the fact that it is a result of a close collaboration between both non-native, non-sea-going English teachers familiar with language testing and an experienced English speaking captain and a chief engineer who were able to provide authenticity of maritime English and technical integrity where it was required in the test.

Since many shipping companies in Japan use the TOEIC (Test of English for International Communication), it seemed natural to the creators of the TOMEC to use a similar multiple-choice format as a model and a starting point for the development of their test. In view of the fact that the TOMEC has been developed to assess the knowledge of Maritime English as required by the STCW 1995, the questions that have been developed include maritime communications (onboard, ship-to-ship and ship-to-shore) and nautical publications for the deck department, whereas the questions pertaining to engineering

department have focused on engineer's ability to perform engineering duties and understand engineering publications.

The test consists of five parts. The first three parts are used for testing listening comprehension and the last two for assessment of students' basic vocabulary and grammar, and reading comprehension. The authors initially prepared 2 versions of the test for deck department and 2 versions for the engineering department, with 100 questions in total for each test. The first three listening parts consisted of 50 questions and the two remaining parts included additional 50 questions. However, once the test was administered to junior deck students studying at the TUMSAT, the number of questions turned out to be overwhelming for a 90-minute class. Consequently, in order to make the test easier to administer in terms of its duration, each version of the test was divided into two equal parts, resulting in four versions of the test consisting of 50 questions (25 listening, 15 grammar/vocabulary and 10 reading questions). This resulted in an audio-based multiple-choice paper test which is easy to administer to students and grade.

2.2   TOMEC Detailed Format: Sample Questions

This segment of the article will provide sample questions for each of the five parts of the test with brief comments on the authors' ideas behind them. Although there are two versions of the test, one for deck department and one for engineering department, in order to safe space we have chosen to provide sample questions only for the engineering department. Since both versions of the test (deck and engine) have exactly the same format, the following sample questions should give a clear idea of how the test works. For further details, please visit the TUMSAT web page, where you can download all the versions of the test and sound recordings free of charge and try them out yourself.

The first section of the test serves to test the listening comprehension and it is further divided into three parts, whereas the second section serves to test the reading comprehension and it is divided into two parts.

2.2.1   Section 1: Listening Comprehension

Part I

In part I of the test students have to choose one correct statement about a given picture
The sample question is given below. The picture is printed in the test book in black and white and the four statements are presented aurally. The correct answer is underlined.

Sample question for Part I

(A) The men are drilling holes in the piston.
(B) The men are painting oil onto the ring surfaces.
(C) <u>The men are using needle guns to clean the piston.</u>
(D) The men are using a pneumatic saw to cut the piston.

According to the authors, this picture description format is appropriate for testing listening comprehension of basic deck and engine related vocabulary, such as nouns describing ship's terminology, engine room equipment and tool names. Although not shown in the above example, Part I questions also tests verbs describing actions and conditions, relevant adjectives, prepositions and prepositional phrases (Takagi, Uchida, Keever and Coyle, 2006).

Part II

In Part II of the test students have to listen to a question and choose the right answer.

Sample question for Part II

"Chief I have a leak on the lube oil service pump. Should I shut it down?"
   (A) Yes, the leak will not be a problem.
   (B) Yes, the pump will stop automatically.
   (C) <u>Yes, we will need to inspect the gasket.</u>
   (D) Yes, the pump will not be necessary to the system.

This part of the test does not only test the language form but also students' ability to understand, i.e. interpret the content of spoken message likely to be encountered onboard vessel or in a professional situation and to respond to it suitably.

Part III

In this part of the test examinees listen to a conversation or a statement and choose the right answer to a question. The audio recording in the sample question below is given in italics followed by the question and responses printed in the test book.

Sample question for Part III

A: Captain, we've got an oil mist alarm on the starboard engine. May I stop it?

B: That's fine. We can run on the port engine alone for a while.
A: Thank you. We'll find out what has gone wrong and let you know as soon as possible.

> Which statement is TRUE?
>
>   (A) They are going to stop both engines to check a serious alarm.
>   (B) The vessel is fitted with a slow-speed diesel engine for main propulsion.
>   (C) They have just found out that the alarm was false.
>   (D) <u>They are going to stop the starboard engine.</u>

Part III of the listening comprehension section tests examinees' ability to understand messages concerning internal onboard communications (such as the example of a bridge-engine room exchange given above), routine ship-to-ship and ship-to-shore communications or highest priority radio messages, whose examples are given in the TOMEC version intended for the deck cadets.

2.2.2   Section 2: Reading Comprehension

Part IV

Part IV of the TOMEC test is the first part of the reading comprehension section. Its aim is to test basic grammar and vocabulary. Although appropriate use of technical terms is of vital importance, another thing that successful communication also depends upon is the satisfactory knowledge of grammar. Therefore, one must be familiar not only with maritime vocabulary, i.e. the list of appropriate terms, but also with ways in which those nouns (terms) collocate with other parts of speech to form sentences. Other important grammar questions included in this part of the TOMEC test the knowledge of tenses, voice and suitable use of content words and function words.

Sample question for Part IV

The proper direction of flow through the globe valve is _____.

   (A) around the stem
   (B) <u>from below the seat</u>
   (C) through the gate
   (D) between the ports

Perhaps, this sample could be considered as an example of both a grammar-based and vocabulary-based question because it tests the correct use of conjunctions, but at the same time it also tests the knowledge of terminology and even presupposes a certain amount of technical knowledge. This example is also a nice illustration of how grammar in the TOMEC is tested using maritime context.

Part V

The final part of the reading comprehension section and of the entire TOMEC is created to assess the reading comprehension of practical authentic materials that engine or deck cadets must be able to read and understand in order to carry out their duties properly. These materials include sailing directions, international regulations and conventions, manuals, etc.

In this part of the test students are presented with a set of questions based on a selection of authentic reading materials which they must read through in order to answer the questions correctly. What follows is a sample question for engine cadets.

Sample question for Part V

> The story starts when the oil mist detector alarm for No 10 unit (a QMI type) on a 12 cylinder 2 stroke engine went off when the Chief Engineer was in the engine control room together with two of his staff.
>
> The Chief Engineer thought that the alarm was due to a dirty detector head of the oil mist detector and immediately sent one of the engineers down to the engine room to check the detector heads.
>
> The Chief Engineer noticed that the oil mist level was increasing in crank throw spaces 10 and 11, so he called the bridge and asked the bridge watch keeper to reduce the revolutions of the engine. Five minutes later he noticed that the oil mist level had increased further. It was at this point that he cancelled the load reduction program and reduced the main engine revolutions to 75 rpm. At almost the same time a heavy explosion occurred in the engine room. The engineer sent to clean the detector heads was standing close to a relief valve and was severely burnt.
>
> The cause of the explosion was an overheated main bearing (No 13). Pieces of white metal were found in the crankcase and subsequent investigations established that some of the white metal had detached due to fatigue and poor bonding. It came to light in subsequent investigations that fragments of white metal had been found in the LO filters 2 weeks before the explosion. It was assumed that this was white metal from the guide shoes and no further action was taken.

Q1

Which statement is TRUE?

(A) The oil mist detector alarm disappeared before the Chief Engineer acknowledged it.
(B) The initial oil mist alarm was obviously false.
(C) <u>The engine speed reduction was first carried out automatically</u>.
(D) The engineer in the engine room was saved because he was close to the relief valve.

Q2

What is NOT the lesson that should be learned from this incident?

(A) <u>One should always contact the bridge before starting to reduce engine speed.</u>
(B) Engineers should work based on facts, not on assumptions.
(C) An oil mist detector alarm should always be taken seriously.
(D) One must identify the source of foreign matter in LO filters.

3 Teaching and Assessing Language Skills As Applied To ME (the most relevant aspects)

In order for seafarers to communicate efficiently, they need to be able to use and understand English in a variety of situations. (Integrate teaching of English and technical maritime subjects). *Using* English properly implies the seafarers' ability to use grammar, vocabulary and phonology to express themselves clearly and suitably in speech and writing, whereas *understanding* English implies that the seafarers can successfully interpret messages that they hear and read and respond to them appropriately and intelligibly.

Language can be divided into two broad categories for teaching purposes: systems and skills. The first language category refers to language systems that cover grammar, vocabulary and phonology, and this is what constitutes the majority of the input about language, or the new material that the students are taught. Of course, if the foreign language learning process is to be successful, the input about language should always be based on a 'common core' of the language required by all learners, irrespective of their specific profession. But, in maritime context, this common core input should be incorporated with the maritime input, i.e. the terminology and phrases that seafarers require for communication (IMO Model Course 3.17, 2000: 73).

The second language category encompasses language skills, or more precisely, four communication skills: listening, speaking, reading and writing. Naturally, learners have to be competent in each of these skill areas in order to integrate and apply language systems efficiently. Therefore the teaching (and testing) activities should, whenever possible, be adapted from authentic maritime situations, topics or materials. However, effective communication requires more than the ability to integrate language systems and skills. The students also need to understand how social contexts and specific situations influence the choice of language and the type of communication. For instance, they should be able to recognise which register of language is appropriate in a given social context or know the conventions for using the language in specific situation, as well as the strategies for coping with misunderstandings in cases when communication breaks down.

As mentioned in the previous paragraph, listening, speaking, reading and writing are the four communication skills. Although people do not usually need to think about how they use these skills in their first language, research into the way adults learn foreign languages shows that learners do not automatically transfer the skills they use from their first language to the new language. Therefore, it is important to teach ways of listening, speaking, reading and writing in addition to teaching structure, vocabulary and phonology. The four communicative skills can be divided further into two groups: receptive skills (listening and reading) and productive skills (speaking and writing). Each of them can then be broken down into a series of sub-skills (Harmer, 1991: 18) that learners have to understand and practice.

Every listening and reading text that is used in class should be accompanied by three activities: pre-listening/pre-reading; while-listening/while-reading and post-listening and post-reading tasks. Following this pattern will make sure that the learners are prepared for the topic of the text, that they have a clear reason for listening to or reading the text and that they have something to do with the information that they discover.

When it comes to developing listening skills, seafarers require practice in listening to many different types of formal and informal 'face-to-face' conversations; conversations including more than two people; VHF communications; radio reports; presentations, etc. Teachers can make use of authentic sources of spoken English in the classroom from a variety of maritime related situations, such as recordings of VHF communications, training videos, etc. Students should also be aware of and master two different approaches (sub-skills) to listening. One approach is 'listening for gist', which implies understanding the general meaning of a listening text without having to understand every detail. The other approach is 'listening for specific information', which helps students focus on the detail of the text. This type of practice is necessary for accurate understanding of maritime communications.

Students can then listen to the text and, for instance, fill gaps, correct mistakes, decide whether certain statements are true or false, etc.

Many of the principles of teaching listening also apply to teaching reading. Thus, the three activities that accompany teaching reading also should be used with reading. Again, students should also practice the sub-skills for reading comprehension: 'skim reading' to get the general idea (similar to listening for gist); scan 'reading' to look for a specific piece of information within the text and 'reading for detailed comprehension', which develops students' ability to understand texts in detail by reading them intensively.

There are many similarities between the productive skills of speaking and writing. With both of these skills, it was traditionally assumed that students would automatically be able to produce good written and spoken English after being taught about language structure. However, students and teachers world-wide often complain that after several years of studying a foreign language they are only able to speak and write 'a little', while they remember grammar rules well. This probably reflects the lack of time spent practicing speaking and writing skill rather than weakness on the students' or teachers' part. Thus, more attention should definitely be paid to ensuring more time for students to practice the sub-skills of the productive skills as well as the sub-skills of the receptive ones.

The purpose of this segment of the paper was to give a brief summary of all the things maritime English teachers should have in mind when teaching and testing maritime English. Naturally, these were just some of the pointers on what to focus on when designing teaching activities for maritime English students in order for them to achieve the best possible results on a test like the TOMEC, which, as it has been shown in part two of the paper, places special emphasis on testing seafarers' listening and reading comprehension.

4   Scoring and Interpretation of A Trial Test On The TOMEC

This section of the paper gives scoring and interpretation of test performance on the TOMEC achieved by the students at the Faculty of Maritime Studies, University of Rijeka, Croatia (generation 2007/2008).

A brief study carried out at the Faculty of Maritime Studies in Rijeka tested the second and third year nautical and marine engineering students of varying degrees of English language proficiency. The TOMEC test was administered to 4 groups of students; two belonging to the nautical department (one group including 10 second-year students and one group of 8 third-year students) and two to the marine engineering department (one group of 13 second-year students and one group of 8 third-year students). Total number of students that were tested was 39. The results were then compared across the four groups and various parts of the test. It should be also noted that students had 90 minutes to complete the test and that the testing was anonymous and on voluntary basis, which, in retrospect, may have somewhat reduced the quality of the final results due to insufficient motivation on students' part. In the next couple of sections a series of diagrams and comments will illustrate the students' performance accompanied with possible reasons for such results.

The first two diagrams show the overall result of the test for all students and then for students according to the departments.
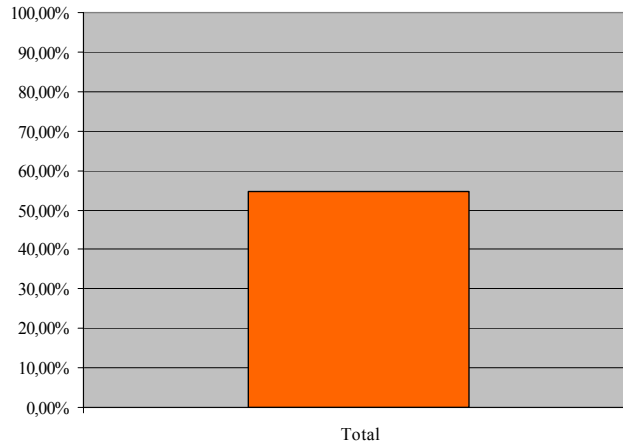
Fig. 1 Overall result of students' performance on TOMEC
Correct answer [%]

In Figure 1 it can be seen that the combined efforts of all the 39 students, regardless of the department they belong to and the year of study, resulted in 54,74% of the correct answers, which is unfortunately below the STCW 95 requirement. Of course, certain individuals were more successful than others and fulfilled the STCW requirement and therefore their scores should be mentioned. The highest score of 86, 67% was achieved by a second-year nautical student, followed by a third-year marine engineering student with the score of 79, 17%. Other students with high scores are two second-year nautical students with 74, 17% and 73,33%. The lowest score of 31, 67% was recorded in the group of second-year marine engineering students. Perhaps the only surprise here is the fact that the second-year nautical student surpassed the results of his senior third-year colleagues by at least 12, 50%. However, this is an isolated case one cannot make any significant conclusions based on this one fragment. Tables containing detailed test results of every student that took part in this study are given in the Appendix 1.
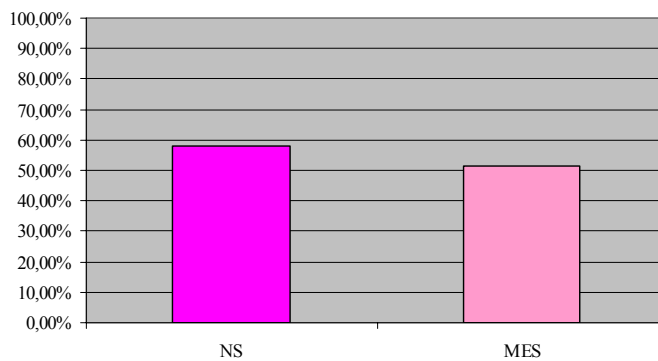

Fig. 2 TOMEC results according to departments
Correct answer [%]/NS (nautical students), MES (marine engineering students)

Data in Figure 2 shows that the nautical students (both second and third year combined) achieved better results than marine engineering students. Nautical students performed better both individually and as a group with the overall score of 58,24%, as opposed to the marine engineering students with the overall score of 51,24%.
Furthermore, if we break down the results into four separate groups, according to departments and year of study, we get the following diagram.
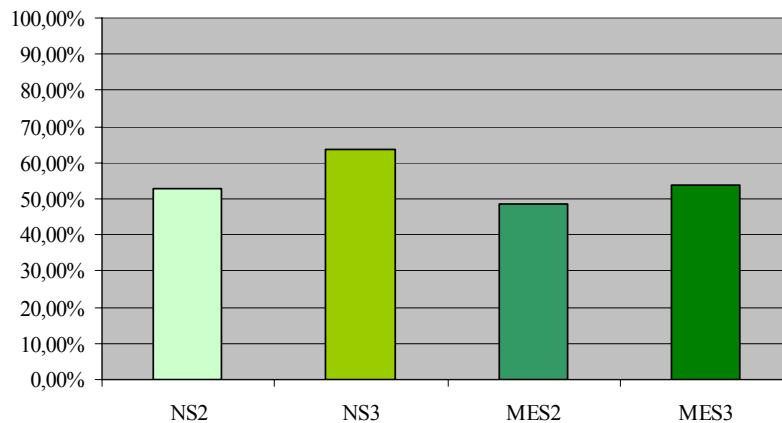
Fig. 3 TOMEC results according to department and year of study
Correct Answer [%]/NS (2nd year naut. st.), NS3 (3rd year naut. st.), MES2 (2nd year mar. eng. st.), MES3 (3rd year mar. eng. st.)

Information presented in Figure 3 does not offer any surprises; the best score is achieved by the third-year nautical students (63,85%), followed by the third-year marine engineering students with 53,96%, second-year nautical students with 52,63% and second-year marine engineering students with 48,53%.

In order to save space and prevent this paper from being too overwhelmed with diagrams, we will not use them to illustrate students' overall performance regarding listening and reading comprehension sections of the TOMEC. Instead we will just offer a brief comment on these figures which will serve as an introduction to a set of more detailed diagrams and comments dealing with the results achieved by each separate group of students in each of the five parts of the TOMEC.

As it was mentioned in section 2 of this paper, TOMEC is divided into two major sections: listening comprehension section and reading comprehension section. The overall result shows that students performed slightly better in the listening comprehension section, with 57,59% of correct answers, than in the reading section, in which they scored 51,89% of correct answers. Moreover, further analysis shows that nautical students (2nd and 3rd year combined), with the score of 57,10% for the listening comprehension and 56,69% for the reading comprehension section, were generally more successful in both sections than their marine engineer colleagues (2nd and 3rd year combined) with the score of 55,38% for the listening comprehension and 47,10% for reading comprehension section. When broken down into groups, the data is as follows: the best score for listening comprehension was achieved by the third-year nautical students (62,50%), followed by the second-year nautical students (57,10%), third-year marine engineering students (56,67%) and second-year marine engineering students (54,10%). The best score for reading comprehension was achieved by the third-year nautical students (65,21%), followed by third-year engineering students (51,25%), second-year nautical students (48,17%) and second-year marine engineering students (42,59%).
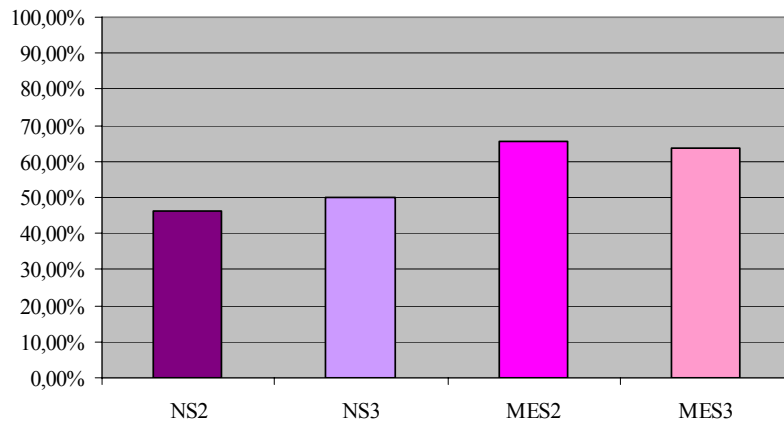
Part I

Fig. 4 TOMEC results for Part I
Correct answer [%]/NS (2nd year naut. st.), NS3 (3rd year naut. st.), MES2 (2nd year mar. eng. st.), MES3 (3rd year mar. eng. st.)

Figure 4 exhibits the results specific groups of students achieved in Part I of the listening comprehension section. The group with the highest score of 65,38% were second-year marine engineering students, followed by third-year marine engineering students (63,75%), third-year nautical students (50,00%) and finally second-year nautical students (46,29%). Since Part I of the listening section, as exemplified in the second chapter of the paper, combines a visual element (a set of ten pictures) with aurally presented statements to choose from, it should be noted that visual forms, such as drawings, diagrams, real and symbolic pictures, etc., are of tremendous importance in the process of knowledge acquisition in general, especially information processing, storage and retrieval. They may also have important implications for the quality of visual communication within a specific profession. Since it is clear that every engineering profession relies heavily on the use of visual forms as a means of non-verbal communication (Pudlowski, 1993), this could be one of the reasons behind marine engineer's better performance. However, this does not suggest by any means that nautical students are not exposed to such materials at all or that this definitely led to their weaker performance in this case. Another thing that was noticeable during the testing was the occasional hesitation on the students' part to decide on a correct statement, focusing too much on the pictures, which resulted in missing the next set of statements, which in turn led to frustration and reduced performance. This again leads us back to section 3 of this paper, in which some pointers are given on how to prepare yourself and you students for this type of teaching or testing activity in order to get the most out of it. The average score for Part I of the test was 56,35%.
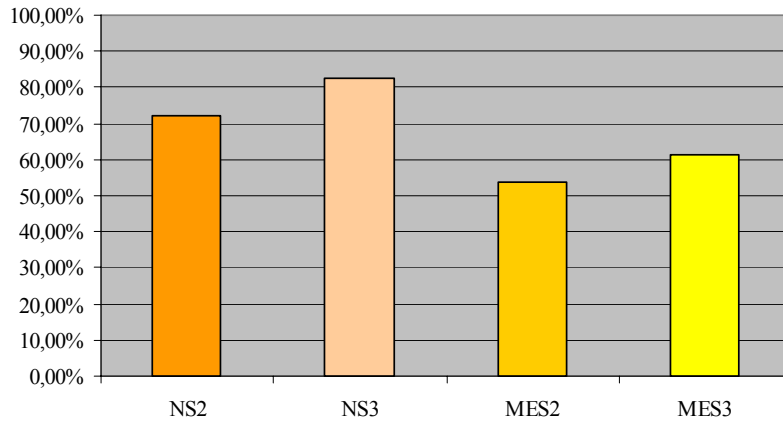
Part II

Fig. 5 TOMEC results for Part II
Correct answer [%]/NS (2nd year naut. st.), NS3 (3rd year naut. st.), MES2 (2nd year mar. eng. st.),
MES3 (3rd year mar. eng. st.)

Part II of the listening comprehension section, shown in Figure 5, is the part of the test with the highest average score of 67,4%. Third-year nautical students were the most successful group in this part of the test scoring 82,50%, followed by second-year nautical students with 72,00%, third-year marine engineering students with 61,25% and second-year marine engineering students with 53,86%. One possible explanation for nautical students' better performance could be that they found this format suitable to them since it involved a straightforward dynamic 'question-response' format they are used to producing in various role-plays of VHS exchanges in class. One could also argue that nautical students are more used to dealing with these kinds of tasks because their syllabus places more emphasis (than it is the case with marine engineers) on them mastering different types of maritime communication. However, this argument would not stand for the results they exhibited in Part III of the listening comprehension shown in Figure 6 below.
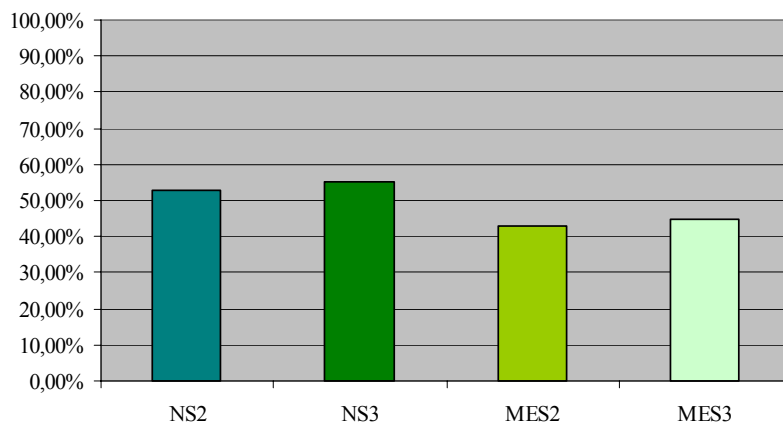
Part III

Fig. 6 TOMEC results for Part III
Correct answer [%]/NS (2nd year naut. st.), NS3 (3rd year naut. st.), MES2 (2nd year mar. eng. st.), MES3 (3rd year mar. eng. st.)

Part III, together with the last part of the test, has exhibited one of the lowest average scores in the entire test (49,02%). Third-year nautical students scored 55,00%, second-year nautical students 53,00%, third-year marine engineering students 45% and second year

marine engineering students 43,08%. In this part of the test students listened to 5 conversations between two people or messages spoken by one person and then they had to read the printed question and a set of possible responses and chose the right response. It seems that this proved to be too much for some students. These tasks, unlike the ones in Part II, have three steps: listening to the conversation carefully, reading the question and responses and then deciding on the correct one. These questions often require students to either decide whether something is true or not or to infer something from the conversation or predict what someone's next order or response might be. Of course, students have a limited amount of time and that adds additional pressure, so they tend to panic and either skip the question or just randomly choose the answer, fearing they would miss the next conversation.
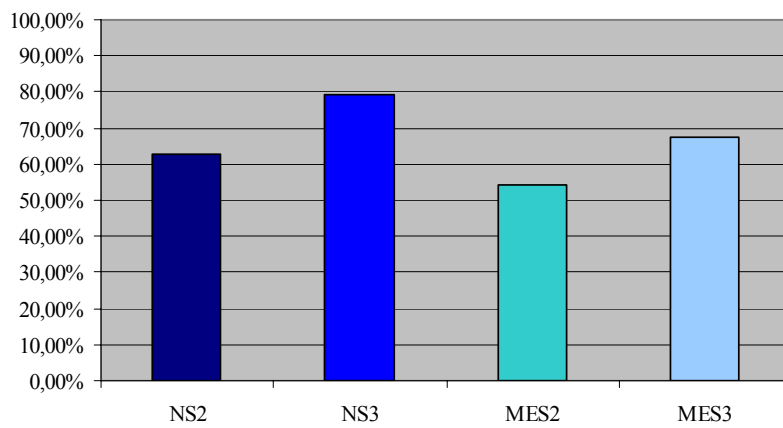
Part IV

Fig. 7 TOMEC results for Part IV
Correct answer [%]/NS (2nd year naut. st.), NS3 (3rd year naut. st.), MES2 (2nd year mar. eng. st.), MES3 (3rd year mar. eng. st.)

Part IV of the TOMEC is the first part of the reading comprehension section or to be more precise it is the part designed to test the basic grammar and vocabulary. The average score for this part is 65,92%. The best score was attained by third-year nautical students (79,17%), followed by third-year marine engineering students (67,50%), second-year nautical students (62,67%) and second-year marine-engineering students (54,36%).

Part V

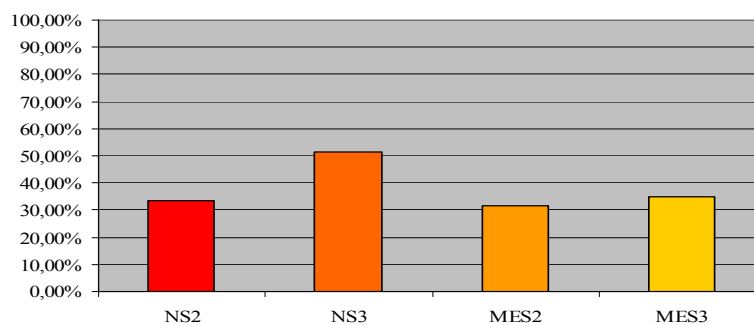Fig. 8 TOMEC results for Part V
Correct answer [%]/NS (2nd year naut. st.), NS3 (3rd year naut. st.), MES2 (2nd year mar. eng. st.), MES3 (3rd year mar. eng. st.)

I -162

Part V of the TOMEC, or the second part of the reading comprehension section, proved to be the trickiest for the students. Although they were given enough time (60 min), they achieved the poorest results, with the lowest average score of 37,86%. Third-year nautical students scored 51,25%, third-year marine engineering students 35,00%, second-year nautical students 33,67% and second-year marine engineering students 31,54%. Since this part is the last one in the test, one of the simple reasons for such performance could be tiredness and eagerness to leave, which results in students not reading the text properly and choosing the incorrect answers. However, a more plausible explanation could lie in the fact that they perhaps have not yet mastered, or are not even familiar with, the basic sub skills of reading: skimming and scanning. Students should definitely be acquainted with these skills prior to taking the test, preferably in similar activities during teaching sessions.

5   Conclusion

Since there are no appropriate standardized tests of maritime English available (especially ones suitable for testing large groups of students simultaneously), efforts have been undertaken to develop a standardized test of Maritime English competence within an ongoing grant project at the Tokyo University of Maritime Science and Technology (TUMSAT). One of the ways in which researchers working on this project hope to achieve this is by making the version of this test, as it has been developed so far, available on-line so that other MET institutions can try the test on their students and make the data available to the researchers so they can eliminate possible unsuitable questions and eventually complete the standardization of the test.

This paper hopefully provided some insights into how this test works and where its (or students') weak or strong points lie by providing a brief analysis of the results of students' test performance on the TOMEC at the Faculty of Maritime Studies in Rijeka, Croatia.

Hopefully, this paper could serve as an invitation to other MET institutions to try out the TOMEC and contribute their results for further analysis.

References

➢ Baker, J., Westrup, H. (2000) *The English Language Teacher's Handbook: How to teach large classes with few resources*. Continuum

➢ Harmer, J. (1998) *How to teach English: An introduction to the practice of English language teaching*. Longman

➢ Harmer, J. (1991) *The Practice of English Language Teaching*. 2nd ed. Longman

➢ Pudlowski, Z.J. (1993) *Visual Communication via Drawings and Diagrams*, An Aptitude Test and Associated Research on Basic Electrical Circuits. Sydney: Electrical Engineering Education Research Group, pp 75-91

➢ Riemer, M. J. (2007) *Communication skills for the 21st Century Engineer,* Global Journal of Engineering Education, Vol. 11, No 1. Available from http://www.eng.monash.edu.au/uicee/gjee/vol11no1/Riemer.pdf   [accessed   15 August 2008].

➢ Takagi, N., Fuji, M., Uchida, Y., Stall, Roy (2007) *Maritime English Initiative at TUMSAT*, Proceedings of IMEC 19, IMLA & STC-Group Rotterdam

➢ Takagi, N., Uchida, Y., Keever, J., and Coyle, J. (2006) *Developing the TOMEC – Test of Maritime English Competence – Toward Global Standardization of Maritime English Assessment*, Proceedings of the 7th Annual Assembly and Conference of the International Association of Maritime Universities, Dalian, China, Dalian Maritime University Press, pp 238-245

- Ur, Penny (1991) *A Course in Language Teaching: Practice and theory.* Cambridge University Press
- Ur, Penny (1984) *Teaching Listening Comprehension.* Cambridge University Press
- (2000) *IMO Model Course 3.17.* IMO
- *TOMEC (Test of Maritime English Competence), Version C (Engine) and Version C (Deck).* Available from: http://www.2.kaiyodai.ac.jp/~takagi/mei/index.html [accessed 15 August 2008].

Sandra Tominac
CV

Sandra Tominac was born in Croatia in 1977. She earned a Bachelor's degree in English and Croatian language and is currently working on her PhD in linguistics. She has been working as a Maritime English teacher at the University of Rijeka, Faculty of Maritime studies since 2002. In 2005, she participated in the Regional Maritime English Instructors Training Course in Szczecin, Poland and presented a paper at the IMEC 17 in Marseille. She also presented a paper at the IMEC 19 in Rotterdam in 2007.
Publications:

- Tominac, S. (2005) The use of concordances in teaching Maritime English vocabulary, Proceedings of IMEC 17, IMLA & ENMM. Marseille
- Tominac, S., Luzer, J. (2007) Service Letters, Proceedings of IMEC 19, IMLA & STC-Group. Rotterdam

Appendix 1
Nautical students (2nd year)

	Part I	Part II	Part III	Part IV	Part V	TOTAL
1	50,00%	50,00%	50,00%	46,67%	46,67%	48,33%
2	60,00%	90,00%	60,00%	86,67%	30,00%	64,17%
3	10,00%	90,00%	60,00%	86,67%	20,00%	53,33%
4	40,00%	50,00%	20,00%	40,00%	40,00%	38,33%
5	50,00%	50,00%	60,00%	66,67%	20,00%	48,33%
6	40,00%	70,00%	20,00%	80,00%	40,00%	51,67%
7	50,00%	100,00%	80,00%	93,33%	100,00%	86,67%
8	40,00%	60,00%	80,00%	33,33%	30,00%	45,83%
9	80,00%	90,00%	80,00%	46,67%	0,00%	53,33%
10	42,86%	70,00%	20,00%	46,67%	10,00%	36,31%

Nautical students (3rd year)

Students	Part I	Part II	Part III	Part IV	Part V	TOTAL
1	50,00%	80,00%	100,00%	100,00%	40,00%	73,33%
2	30,00%	80,00%	40,00%	80,00%	30,00%	52,50%
3	60,00%	100,00%	60,00%	80,00%	50,00%	69,17%
4	60,00%	80,00%	40,00%	86,67%	70,00%	69,17%
5	50,00%	100,00%	80,00%	93,33%	50,00%	74,17%
6	50,00%	70,00%	20,00%	53,33%	50,00%	49,17%
7	50,00%	80,00%	40,00%	60,00%	80,00%	63,33%
8	50,00%	70,00%	60,00%	80,00%	40,00%	60,00%

Marine engineering students (2nd year)

Students	Part I	Part II	Part III	Part IV	Part V	TOTAL
1	70,00%	60,00%	40,00%	66,67%	50,00%	57,50%
2	70,00%	70,00%	40,00%	66,67%	20,00%	51,67%
3	60,00%	80,00%	80,00%	60,00%	40,00%	61,67%
4	60,00%	30,00%	80,00%	60,00%	10,00%	45,83%
5	60,00%	60,00%	0,00%	40,00%	20,00%	35,00%
6	70,00%	90,00%	60,00%	40,00%	40,00%	56,67%
7	60,00%	40,00%	40,00%	20,00%	20,00%	33,33%
8	80,00%	10,00%	0,00%	60,00%	30,00%	37,50%
9	20,00%	30,00%	40,00%	46,67%	20,00%	31,67%
10	60,00%	30,00%	20,00%	40,00%	40,00%	38,33%
11	80,00%	70,00%	60,00%	53,33%	30,00%	55,83%
12	80,00%	50,00%	60,00%	73,33%	50,00%	62,50%
13	80,00%	80,00%	40,00%	80,00%	40,00%	63,33%

Marine engineering students (3rd year)

Students	Part I	Part II	Part III	Part IV	Part V	TOTAL
1	70,00%	40,00%	40,00%	80,00%	40,00%	55,00%
2	50,00%	70,00%	40,00%	66,67%	20,00%	48,33%
3	50,00%	30,00%	60,00%	26,67%	40,00%	40,00%
4	70,00%	70,00%	40,00%	86,67%	50,00%	64,17%
5	60,00%	70,00%	20,00%	66,67%	10,00%	44,17%
6	40,00%	70,00%	40,00%	53,33%	50,00%	50,83%
7	80,00%	70,00%	80,00%	93,33%	70,00%	79,17%
8	90,00%	70,00%	40,00%	66,67%	0,00%	50,00%

DEVELOPMENT ON THE MARITIME ENGLISH TEST AND EVALUATION SYSTEM IN CHINA

Jieying Xie, Lecturer
Shanghai Maritime University
1550, Pudong Avenue, Shanghai, China, 200135
Email: jyxie@mmc.shmtu.edu.cn
Phone: +86 21 62438188

Abstract

One thing is obvious from the past thirty years of language teaching and testing is that ideas are constantly changing about the language learning, teaching and testing. Linguistics has broadened to include sociolinguistic aspects of communication; linguistic competence has been redefined in terms of communicative competence (Hymes 1972). Similarly in language teaching the goal of instruction and learning has broadened to encompass learning and communication strategies, culturally appropriate behavior and more. Language testing is not isolated from such developments and more integrative techniques and a greater emphasis on performance testing.

This article will firstly give a brief introduction on current situation of maritime English test and evaluation system in China and then point out the problem needs to be solved. For example, the format of Maritime English test and evaluation remains fixed for a period of time, it may have the effect of narrowing the curriculum: not only will the test be confined to those elements that are thought testable or convenient, but the teaching in preparation for the test is likely to become restricted to sorts of activities and abilities that are test. The test is exerting restrictive influence on the teaching, in that it is preventing teachers from teaching in desirable or fashionable ways.

The author would like to discuss the developments on the maritime English test and evaluation system for the purpose of such innovation is precisely to avoid any fossilization of the test with the predicted undesirable consequences. Some new test methods might be introduced, a different balance of components tried out; new skills or competencies might be measured. The innovative forms might be taken by large numbers of students and forming the goal of their instruction and aspiration in China in the future.

Key words: development, maritime English, test and evaluation system, communicative
competence, new methods, new technolog

1   Introduction

Maritime English Tests determine seafarers' ability to speak and understand English in a maritime environment. The tests are designed and based on the English Language requirements and recommendations as defined in the International Convention on Standards of Training, Certification and Watch keeping for seafarers, 1995. (STCW 1995). To develop

the students' communicative competence in order to be qualified in their future work (the seafarer's post) is the major educational aim in the field of Maritime.

In china, the maritime English test and evaluation system can be divided into two parts: one is the tests and evaluations that are carried out at the end of the course by all universities and colleges; another one is the test and evaluation of seafarers' certificates of competence authorized by Maritime Safety Administration of People's Republic of China. The former one is a kind of achievement test. It helps the teachers to know how well the learner is keeping up with the syllabus and can be administered any time through the course. This kind of test is the least problematic, since it is usually internal to the course. It does not have to conform to external influences, but should rather reflect the nature and content of the course itself. (Alderson and Hughes, 1981). As to ESP teacher, the achievement test is mostly likely to have to construct. The latter one is obviously a kind of a proficiency test. It assess whether or not the student can cope with the demands of a particular situation. The candidate's ability is assessed according to how far it matches certain criteria judged to be essential for proficiency in a particular task. It seems a very scientific test and evaluation system as both the MSA of China and those universities take reading, listening and speaking into consideration when they design and construct the test. However, Linguistics has broadened to include sociolinguistic aspects of communication; linguistic competence has been redefined in terms of communicative competence (Hymes 1972). Similarly in language teaching the goal of instruction and learning has broadened to encompass learning and communication strategies, culturally appropriate behavior and more. Language testing is not isolated from such developments and more integrative techniques and a greater emphasis on performance testing. Therefore, there are still many problems shall be solved in future.

2   Testing Cycle

Designing and introducing involves a cycle of activity including design stage, a construction stage and a tryout stage before the test is finally operational. The author will outline the stages and typical procedure in the cyclical process as we need pay attention to this information and use it to do further thinking about the text.

Test Content

From a practical point of view test design begins with decisions about test content, what will go into the test. There are a number of influential schools of language testing including discrete point test, integrative and pragmatic tests, communicative language tests and etc. d major test projects articulating and defining the test construct may be the first stage of test development. However, before they begin thinking in detail about the design of a test, test developers have to establish the constrains under which they are working, and under which the test will be administered. Even the constrains can operate; the new test may have to fit into an approach which has been determined in advanced. Actually, this is the case in maritime English assessment which takes place as part of vocational training for seafarer, where the approach to training will determine the approach to assessment.

Establishing test content involves carefully sampling from the domain of the test. Depending on the construct the test domain is typically defined in one of two ways. It can be defined operationally, as a set of practical, real-world tasks or be defined in terms of a more abstract construct. In the former case, the performance domain is associated with particular known role and work skills setting, the job analysis shall be carried out so that the communicative roles facing test takers in the situation can be determined and used as the basis for test design. This is true in the area of maritime English communication. Those

educators or trainers and other experts must have an articulated understanding of the character and demands of the setting. Methods used will include questionnaires and interview. It may also be possible to draw on a literature analyzing the characteristics of the communicative demands of the setting. When the job analysis has been completed, test materials will be written reflecting the domain, and a panel of experts who know the nature of the work involved may be asked to judge their relevance, coverage and authenticity.

Test Method

The test design is the way in which candidates will be required to interact with the test materials, particularly the response format. There are two broad approaches to understanding the relation of test method to test content. The first is method as an aspect of content, and raises issues of authenticity; the second, more traditional approach treats method independently of content, and allow more obviously in authentic test response format.

Authenticity of Response

The job analysis will identify the range of communicative roles and tasks which characterize the criterion setting. This provides a basis not only for determining the kinds of text to be included but also how candidates will interact with them.

Fixed and Constructed Response Format

Different response format are sometimes conventionally associated with different types of test content. Test of grammar often use multiple choice question (MCQ) format. Test of reading and listening comprehension often use MCQ or true-false format. Constructed response format may also be used, for example the cloze test, the candidates are required to fill in the blanks in the passage. In response to a stimulus comprehension passage candidates may be asked to provide written or oral responses to short answer questions, in which they are responsible for the wording of the answer. Constructed response formats can avoid constraining the candidate to the same degree and reducing the effect of guessing. the disadvantage of such response formats is that they are generally more expensive to score and automatically marked by machine; and agreement among scorers on what constitutes and acceptable answer needs to be achieved.
In addition, procedures for scoring, particularly the criteria against which the performance will be judged, need to be developed. If performances are to be judged against rating scales, then the scales need to be developed.

Test Specifications

The creation of test specification is the result of the design process in terms of test content and test method. These are a set of instructions for creating the test. The specification shall include information on such matters as the length and structure of each part of test, type of material which candidates have to engage, the source of such materials if authentic, the response format and how response to be scored. Test materials are then written according to the specifications, which may of course themselves be revised in the light of the writing process.

Test Trials

This stage involves careful design of data collection to see how well the test is working. A trial population has to be found and carefully statistical analysis shall be carried out of responses to items to investigate their quality and the concepts. In addition, the test-taker feedback should be gathered from the trial subjects, often by a questionnaire. Materials and procedures will be revised in the light of the trial. The data from actual test performances needs to be systematically gathered and analyzed to investigate the validity and usefulness of the test. In any case, the new versions of the test need to be trialled, and monitored operationally.

3   Social Character of Language Test

When test reforms are introduced within the educational system, they are likely to figure prominently in the press and become matters of public concern. This is because they impinge directly on people's lives. When an assessment is made, it is not done by someone acting in a private capacity motivated by personal curiosity about the other individual, but in an institution role, and serving institutional purposes. These will typically involve the fulfillment of policy objectives in education and other area of social policy.

Assessment serves policy functions in educational contexts, too. One example is in the area of vocational education and training for adults. Most industrialized countries have, in recent years responded to the need for the upgrading of the workforce in the face of rapid technological change by developing more flexible policies for the recognition and certification of specific work related skills, each of which may be termed a competency. National competency frameworks, consisting of an ordered series of "can do" statements describing levels of performance on relevant job related tasks, have been adopted. Language and literacy competency frameworks have been developed as part of these policies.

4   Developing and Improving Maritime English Tests and Evaluation

The speed and impressiveness of technological advance suggest an era of great certainty and confidence. The applications of technological innovations in language testing remain for the most part rooted in traditional modernist assumptions about the nature of performance and the possibilities of measurement of language ability. But now these testing practice in maritime English test and evaluation are now being challenged by new theories of performance.

Computer and Language Testing

Rapid developments in computer technology have had a major impact on test impact on test delivery. Actually, many important national and international language tests, including TOFEL, are moving to computer based test (CBT). The advent of CBT has not necessarily involved any change in the test content, which may remain quite conservative in its assumptions but often simply represents a change in test method.

In 2004, Maritime Safety Administration of People's Republic of China use a new navigation English evaluation system at eligibility certification of seafarer compiled by SOL Server and VB. The computer based testing have a number of advantages. First, scoring of fixed response items can be done automatically, and the candidate can be given a score immediately. Second, the computer can deliver tests that are tailored to the particular abilities of the candidate. It seems inefficient for all candidates to take all the questions on a test; clearly some are so easy for some candidates and others are too hard to be of use. It make sense to use the very limited time available for testing to focus on those items that are just within, and just beyond a candidate's threshold of ability. Computer adaptive tests do

just this.

The use of computer for the delivery of test materials raises questions of validity. For example, different levels of familiarity with computers will affect people's performance with them, and interaction with the computer may be stressful experience for some. Attempts are usually made to reduce the impact of prior experience before the test proper begins. Nevertheless, the question about impact of computer delivery still remains.

Question about the importance of different kinds of presentation format are raised by the use of computer. In a writing test, the written product will appear typeface and will not be handwritten; in a reading test, the text to be read will appear on a screen, not on paper. A complex programme of research is still needed to solve the problems remained.

The ability of computers to carry out various kinds of automatic processes on spoken or written tests is having an impact on testing. This will include the ability to do rapid counts of the number of tokens of individual words, to analyze the grammar of sentences, to calculate the range of vocabulary, and to analyze features of pronunciation. Already these automatic measures of pronunciation or writing quality are being used in place of a second human rating of performances, and have been found to contribute as much to overall reliability as a human rating. Although these computer operations have limitations, for example, in the testing of speaking, they are bound to be better at acoustic than auditory aspects of pronunciation, and cannot readily indentify intelligibility since this is a function of unpredictable contextual factor. Nevertheless, we can expect many further rapid advances in these fields, with direct application to testing.

Technology and The Testing of Speaking

While computers represent the most rapid point of technological change, other less complex technologies, which have been in use for some time, have led to similar validity question.

Tape recorders have been used in evaluation of maritime English in china which is carried out before the written test; candidates are presented with a prompt on tape and are asked to respond as if they were talking to a person, the response being recorded on tape. This performance is then scored from the tape. Such a test is called a semi-direct test of speaking, as compared with a direct test format such as a live face-to-face interview.

But now everybody likes speaking to tape! We all know the difficulty many people experience in leaving messages on an answering machine. Most test-takers prefer a direct rather than a semi-direct format if given the formats. But the question then arises to whether these options are equivalent in testing terms. How far can you infer the same ability from performance on different formats? It is possible for somebody to be voluble in direct face-to-face interaction but tongue-tied when confronted with a machine and vice versa. Research looking at the performance of the same candidates under each condition has shown that this is a complex issue, as not all candidates react in the same way. Some candidates prefer the tape, some prefer a live interlocutor, and performance generally improves in the condition that is preferred. But we must also add the interlocutor factor. Some candidates get on well with particular interlocutors, others are inhibited by them. And there is the rater factor. Some raters react negatively to tapes, and to particular interlocutors, and may, without realizing it, either compensate or "punish" the candidate when giving their ratings.

Why are the semi-direct test still used. Cost considerations and the logistics of mass test administration are likely to favour the use. However, the issues raised by semi-direct tests of speaking are rapidly becoming more urgent as pressure to make tests more communicative leads to an increased demand for speaking tests. But such tests can often only feasibly be provided in a semi-direct format, given huge numbers of candidates sitting for the test in a large number of countries worldwide, as for example with a test such as TOFEL. The issue

here is a fundamental one. It illustrates the tension between the feasibility of tests (the need to design and administer them practically and cheaply if they are to be of any use at all), and their validity. There are three basic critical dimensions of tests (validity, reliability, and feasibility) whose demands need to be balanced. The right balance will depend on the text context and test purpose.

However, more mundane developments may well offer opportunities for test modification that were not possible previously, for example the advent of cheap and good quality audio-cassette recorders. The availability of such technology makes it possible to delivery of dictation tests and to record the performance of candidates on speaking tests for later rating by trained raters. The students can be tested for their ability to understand a range of spoken texts which could not easily have been tested before such as Radio discussions, commentaries on public events and telephone answering machine. It can also improve the raining of the examiners of oral tests. Currently, interactive video technology offers possibilities for test innovation.

The Testing of Reading and Writing

The authors surveyed examination for Certificates of Competency in china and found that of multiple-choice (MC) tests are particularly used. Drown et al. (2006) surveyed methods of examination used by maritime administrations and METS for STCW Certificates of Competency, with particular reference to use of multiple-choice questions (the Survey). However, in language teaching of maritime English, the goal of instruction and learning has broadened to encompass not only lexis but functions communication strategies, appropriate behavior and more. The testing is not isolated from such developments. Discrete point testing gave way, at least in some quarters, to more task-based tests, more integrative techniques and a greater emphasis on performance testing. Therefore, MC tests can be complemented by techniques like the cloze procedure, C-test, short answer questions and more open-ended elicitation procedures, and objective testing yielded some ground to more subjective yet arguably more valid ways of assessing language proficiency.

5   Conclusion

Language is being taught depend on the students' analysis and test shall be recognized for the important role they play in the teaching-learning process. The value of tests depends primarily on how they are used. If the test fixed for a period of time, it may have the effect of narrowing the curriculum and the teaching in preparation for the test is likely to become restricted to sorts of activities and abilities that are test

Therefore, the test developers need to be open to general developments that offer opportunities for changes in test content and test method as well as familiar with current developments in tool of analysis, in order to be in a position to apply them to existing measures as well as to test that might be developed in the future.

Of course, practical matters are often of great importance. The cost of producing a test is often significant factor in constraining what can be achieve such as the degree of complexity, the amount of training for examiner and the amount of time needed. Rather, in China, MSA is the only authority responsible for producing examination and such state monopolies usually tend to be conservative in its approach to innovation. Nevertheless, we need to develop our ability to ask the next question so as to solve the problem. And the next.

References

1. J. Charles Alderson [J]. Cambridge University Press 1995. Language Test Construction

and Evaluation

2. Ti Mcnamara [c], Shanghai Foreign Language Press, 2003. Language Testing
3. Tom Huntchinson & Alan Waters[c] ,Shanghai Foreign Language Press, 2002. English Specific Purposes
4. Rebecca Hughes [c].Foreign Language Teaching and Research Press,2005. Teaching and Researching Speaking

IMPACT OF SOCIO-CULTURAL BACKGROUND ON CHINESE MARITIME STUDENTS' LEARNING STYLES

Xiaoshu Zhao
School of Foreign Languages, Dalian Maritime University, Dalian, China
Ke Fu
School of Foreign Languages, Dalian Maritime University, Dalian, China

Abstract

This study is focused on probing into the underlying socio-cultural factors which affect Chinese Maritime students' learning styles. The paper investigates Chinese Maritime students' perceptional learning style preferences (PLSP) from the following dimensions: visual, auditory, tactile, kinesthetic,collaborative/independent, passive/active and modeling on the purpose of tailoring Maritime English instruction to respond to student's diverse learning styles while enriching students' present learning styles. Then, the study concludes with recommendations and practical suggestions based on the survey of Maritime students' learning style preferences, discussing the implications of its findings which help promote Maritime classroom teaching in China.

Key words: cultural background; Maritime students; learning styles

1   Introduction

"Learning style" has been defined as "cognitive and interactive patterns which affect the ways in which students perceive, remember, and think" (Scarcella 1990, cited in Nelson 2002);   and as "preferred or habitual patterns of mental functioning and dealing with new information" (Ehrman & Oxford 1990, cited in Nelson 2002).

Chinese Maritime students' learning style preferences are studied in the present research from the following particular dimensions: visual, auditory, tactile, kinesthetic, collaborative/independent, passive/active and modeling though a person's learning style contains a wide range of dimensions. Since "learning style is an individual's natural, habitual, and preferred ways of absorbing, processing, and retaining new information and skills which persist regardless of teaching methods or content area" (Kindles 2002), or a "pervasive quality in the learning strategies or the learning behavior of an individual" (Reid 1987, cited in Nelson 2002), a basic assumption, underlying learning style research is the existence of individual differences in learning styles.

"Culture," on the other hand, stresses not the individual, but what is shared by members of a group. According to the research, learning styles may be strongly influenced by culture (Eliason, 2002). Oxford el al (1992: 441, cited in Eliason 2002) presented many examples of cultural influences on learning styles and noted that culture often plays a significant role in the learning styles adopted by participants in the culture although it is not the single determinant.

The paper attempts to examine some prominent cultural values, social factors, native language background and their influence on Chinese Maritime students' learning styles aiming to promote Chinese Maritime Classroom teaching practices by means of adopting both a qualitative and quantitative approach such as questionnaires, interviews and classroom observations. The writer will address the principal questions below:

1) What are Maritime students' PLSP?
2) What are the socio-cultural factors that impose the most influence on Chinese students' learning styles?
3) What implications do the research findings have for EFL teaching in Chinese universities?

2   Research Methodology

2.1   Subjects

The participants are mainly from Maritime majors and other different majors of Dalian Maritime University. Altogether 200 of them are chosen, including 51 freshmen from Navigation College, 52 freshmen from Engineering Management College, 48 freshmen from Economics and Management College, and 49 freshmen, sophomores and juniors of different majors from DMU, who have been learning EFL for at least six years before they entered university and range from 18 to 22 years in age.

2.2   Instruments

2.2.1   Questionnaire

The questionnaire, (adapted from Reid 1984), is designed to test students' perceptual learning preferences from six perspectives: visual, auditory, tactile, kinesthetic, collaborative /independent, passive/active and modeling, which consists of information about the participants' gender, age, year level, of 30 statements concerning learning styles and self-rating sheet. There are five choices to each statement and the participants are expected to choose the one that best describes their recent English learning experiences.

2.2.2   Interviews

70 of the same students chosen randomly were interviewed informally during non-teaching hours. The talks were taken in a casual atmosphere and the students felt at ease chatting with the teacher.

2.2.3   Class Observation

4 classroom observations, in listening, speaking, reading and writing classes attended by the same students, were carried out while some records were made concerning students' classroom learning styles.

3   Major Findings

3.1   Passive Classroom Work Style

During the interviews, more than 66 percent of the students described themselves as silent and passive learners, which is consistent with the classroom participant observation results supported by similar research findings of Gao (2001), who maintains that Chinese students are passive in class because they were encouraged to keep quiet since they were young – an old Chinese tradition: students listen to the teacher attentively in classroom hours. When the teacher asks a question, most students keep silent. Virtually, some of these quiet students know the answer if they are "forced" to provide one.

Discussion:
The fact that they would not answer the question voluntarily is not a matter of difficulty, but a matter of "face", which is a typical Chinese mentality at work here --being afraid of "losing face". Even if the teacher makes a mistake in class, few students would point out to correct it in class. It is only after class that some "brave" students might come up to the teacher to correct the mistake indirectly in order to "save the teacher's face". "Challenge" the teacher is a taboo. The "face work" tradition of the Chinese are deeply rooted in the Chinese culture and lead to many autonomous problems of Chinese students (Yang, 2004).

The hierarchical relationship among people is another social factor, which accounts for the passive nature of Chinese students. In China, Confucianism stresses the benefits of the fixed hierarchical relationships in which respect is shown for age, seniority rank, and family background which leads to the Confucian relationship between teacher and student. The teacher-student relationships are much more hierarchical than those in the United States. As the teacher is an authority figure and students should show absolute respect and obedience to him or her, the teacher is more directive in making decisions about what goes on in the classroom (Hudson Ross & Dong 1990, cited in Nelson 2002). Who dares to speak or move freely at the presence of an "authority"!

Stebbins (2002) argues that Chinese students unwilling to express opinions are the products of a cultural tradition based on Confucian morality, which stresses on control and order for the harmony and well-being of all. Research done by Tobin, Wu, and Davidson (1989, cited in Stebbins 2002) might offer another explanation, which claims that 5000 years of Chinese culture emphasizes control and order, with few allowances for "acting out".

3.2   Modeling

Almost all Maritime students revealed by the informal interviews have the habit of modeling in their English learning experiences, which is typical of Chinese students. Modeling has become one of the chief methods of English learning from the very beginning. To improve their English, students memorize grammar rules and vocabulary lists and recite English dialogues and texts. In learning how to write, they memorize written texts that are considered exemplars of a type of discourse (Carson 1992, cited in Nelson 2002). "In this way, the students learn, through memorization, the framework for writing and they then modify it as needed and desired" (Unger 1997, cited in Nelson 2002).

Discussions
Robinson (1991, cited in Nelson 2002) believes that "this practice of memorization is linked to the Confucian tradition of reverence for authority. Students demonstrate their reverence for both the written texts and the scholars by memorizing and then reciting the respected authorities".

Both Reid (1987) and Rossi Le (1989) found that native language background was a factor in student's learning style preferences (cited in Eliason 2002). The modeling style of EFL learners in China is actually influenced by a Chinese learning tradition in their native language acquisition --the way little children learn the Chinese language.

Over the past years, the modeling style has been proved and acknowledged to be an effective way of learning both Chinese and English language. However, this style of learning also has its limitations. First of all, it hinders the massive input of information during the learning process, when time employed to memorize or recite a passage could have been spent on acquiring more information. For example, students could harvest more extensively by reading level-appropriate materials such as those without looking up vocabulary words, by role plays in class, or by listening to the radio or watching TV programs.

3. 3 Visual, Auditory and Kinesthetic Style

A global view of the findings from the questionnaire show that more than half of students expressed a major learning style preference for the visual mode and nearly half for the auditory and kinesthetic mode. For detailed results see Table 1. This result supports investigation done by previous scholar Gao (2001).

Table 1. Statistics of PLSP

	Visual	Auditory	Kinesthetic	Collaborative	Tactile	independent
Navigation	24	24	19	28	19	14
Engineering	28	28	21	24	22	18
Economics	28	26	29	22	26	28
Other majors	32	32	29	22	20	16
Total	112	100	98	96	87	76
Percentage	55.68%	49.90%	48.95%	47.43%	43.28%	38.00%

Discussion:
Much immersed and affected by "the passive learning style and the restrictive hierarchical teacher - student relationship, Chinese students are mainly involved in reading and writing in their learning process, which may also have been influenced by the traditional Chinese concept of literacy to be able to read and write. Education is to "preach" and to "be preached on"; students' involvement is often neglected, especially in the long past. Students are expected to come to class to learn from the teacher as a passive receiver and the teacher is expected to know all (Hudson Ross & Dong 1990, cited in Nelson 2002). As a result, most Chinese students are quite timid and reserved; their style of learning is more visual and auditory.
A learner's native language background had an effect on his or her PLSP (Reid 1987, cited in Rossi-Le 2002). "Chinese students demonstrated a very strong preference for visual learning, possibly due to the pictorial nature of their written language" (Lee 1976, cited in Rossi-Le 2002).
Chinese students also show a strong preference for the kinesthetic style through which all authentic language environment is simulated. This, perhaps, is partly due to the nature of language acquisition - colorful classroom activities like role-plays exploiting the tactile and kinesthetic talents are more effective in practicing English. Since the introduction of the Communicative Approach to China, teaching strategies involving students in more hand-on activities are employed in English teaching programs. Another reason for learner's kinesthetic preference might be a learners' background, specially language proficiency. The

more proficient students in language prefer learning through interactive methods and direct experiences with the language (Rossi-le 2002).

3.4 Collaborative Style

47 percent of Chinese students are collaborative according to the survey results from the questionnaire, while only 38 percent are independent. This is in agreement with Nelson (2002) who argues that "the Chinese preference for cooperation contrasts with the U. S. preference or individualism and competition". Cooperation in Chinese classrooms is subtle and relates to working together to "maintain the relationship that constitute the group, to maintain cohesion and group harmony among the group members (Carson & Nelson 1994 cited in Nelson 2002).

Chapman (1993, cited in Nelson 2002) contends that in Chinese culture, one that learns through cooperation, "efforts at competition may result in embarrassment and loss of face for the students". In fact, the Chinese educational system is one of the few systems worldwide in which students are encouraged and compelled to compete with one another and the competition never ends throughout the learning process since Chinese schools at different levels are structured around preparation for entrance examinations. But the presence of competition does not bear on cooperation among Chinese students. Scarcella (1990, cited in Nelson 2002) believes that the kinds of small group work and pair-work that are used in many ESL/EFL classes are not common in Chinese classroom which is also contrary to classroom observation in the present research.

The Confucian tradition has greatly influenced the higher percentage of collaborative learners (Nelson 2002). Hsu (1982, cited in Nelson 2002) believes that "Chinese child learns to see the world in terms of a network of relationships". The structuring of the relationships can be best represented by the "Five Relationships" in one of the Confucian classics, the Mencius. The doctrine of these relationships "is the cornerstone of Confucian moral and social teaching, in which the individual should be concerned first and foremost with his place in the scheme of human relations" (Hsu 1981, cited in Nelson 2002). Confucianism set forth four principles as guides to proper behavior: humanism (jen), faithfulness (i), propriety (li), and wisdom (chi). The cardinal principle of Confucianism is humanism, defined as "warm human feelings between people" (Yum 1988, cited in Nelson 2002). These principles are reflected in the ways Chinese learn.

"The collaborative learning style is a natural outcome not only of the Confucian philosophical tradition, but also of collectivism as a value system" (Hu & Grove 1991, cited in Nelson 2002). Collectivism stresses the benefits of the group, which lay emphasis on groupism over individualism, and de-emphasizes the interests of the individual. Within the Confucian and collective tradition, students learn through cooperation, "by working for the common good, by supporting each other, and by not elevating themselves above others". By the "de-emphasis of self and concern for the group or the whole", students maintain warm human feelings".

4   Implications For EFL Classroom Teaching of Maritime Students

The findings of the present study seem to support the belief that EFL learning styles are affected, to a great extent, by socio-cultural factors and native language backgrounds as well. According to Nelson (2002), both ESL/EFL students and teachers come to the classrooms with their own assumption, usually unconscious, about how learning occurs. When the two sets of assumptions are different, both teachers and students become frustrated. This is the result of cultural programming. The diversity of learning styles

described above suggest that it is highly important for teachers of English to take into consideration Chinese student PLSP in the teaching process, which is critical to the efficiency of language teaching and acquisition. "The style wars" (Kroonberg 2002) between the teacher and learner can be greatly reduced through the following channels:

1. It is highly recommended that teachers should match their teaching styles with those of their Chinese students while designing and carrying out classroom activities. "By using the data on learning styles, teachers are better able to spot any style conflicts in the language classroom. Teachers can also vary their instructional techniques to meet the needs of students with contrasting styles of learning" (Oxford 2002). The diversity of student PLSP described above suggests that employing a variety of teaching styles in the FLT classroom will benefit the students. Although providing extensive individualized instruction to meet the needs of every student in a class might prove to be impossible, impractical, or even undesirable, teacher's awareness of the general learning style profiles of the entire class is necessary and helpful for the teacher to guide the organization and presentation of instructional material. Throughout the instructional process, diversified teaching methods providing a wide range of activities (visual, auditory, kinesthetic, tactile, cooperative and independent) are necessary to cater for the needs of students with varied PLSP.

2. By administering the PLSP checklist, students will be aware of and reflective about their own PLSP. Then, teachers can analyze and modify their own teaching styles to respond favorably to students' learning styles. For one thing, most Chinese students are visual learners and their English proficiency level is comparatively high, visual learning can be promoted by providing important written information on the chalkboard or computer screen. For another, films, television, videos, pictures, handout, newspapers, etc. could be used to further reinforce visual learning. Given that a considerable amount of Chinese students are kinesthetic and passive, hands-on activities like role plays, games and performances should also be available in classrooms. Considering the fact that Chinese students are reluctant to speak in class, small groups may offer an increased "comfort zone" (Stebbins 2002).

3. Students could be trained in diverse learning strategies to improve their academic performance, which is especially beneficial for Chinese students whose academic purpose is to develop their competence in EFL. A "learner training" program can be carried out by first helping students acknowledge their own PLSP. Then, help students recognize the learning strategies typically associated with these styles. Finally, train students to "stretch" their learning styles through systematic use of new, relevant learning strategies (Oxford 2002).

4. In a heavily teacher-oriented learning background typical of Chinese culture, knowledge of students' individual learning styles preferences could help them to assume responsibility for their own learning and select learning strategies that build on their innate preferences. For students who are passive recipients of teacher informational deposits, learning styles and student responsibility could be a revolutionary idea, to which they might need guidance.

5 Conclusion

This study found that Chinese Maritime students show a preference for visual, auditory, kinesthetic, collaborative, passive and modeling learning styles, which is a natural outcome of Chinese socio-cultural factors, such as the Confucian philosophical tradition, collectivism, the hierarchical social structure, the "face work" tradition and Chinese education and native language backgrounds. The present findings, especially the cooperative nature of Chinese Students, which has been highly controversial (see Nelson 2002; Stebbins 2002) among western scholars, proves to be of significant importance to the discovery of the true nature of Chinese students learning styles. The passive and modeling

styles of Chinese students, which have been scarcely identified, are of significant value to English teaching in China.

Identification of Chinese students' learning style preferences can guide the selection of appropriate instructional methods and materials to maximize foreign language teaching and learning. Especially for teachers of English from other countries, some knowledge of Chinese students learning style preferences will greatly enhance teacher - student understanding and achieve desired educative function.

References

Eliason, P. 2002. Difficulties with cross-cultural learning styles assessment. In J. M. Reid (ed). *Learning Styles in the ESL/EFL Classroom.* Beijing: Foreign Language Teaching and Research Press.

Gao. Y. 200l. Learn how to learn -- Comparative research on learning style preferences. *Teaching English in China* 24/4: 49-55.

Kinsella, K. 2002. Understanding and empowering diverse learners in ESL classrooms. In J. M Reid (ed.). *Learning Styles in the ESL/EFT., Classroom.* Beijing: Foreign Language Teaching and Research Press.

Kroonberg, N. 2002, Meeting language learners sensory –learning-style preferences. In J. M. Reid (ed.). *Learning Styles in the ESL /EFL Classroom.* Beijing: Foreign Language Teaching and Research Press

Nelson, G, L. 2002. Cultural differences in learning styles, In J. M. Reid fed.). *Learning Styles in the ESI, /EFL Classroom,* Beijing: Foreign Language Teaching and Research Press.

Rossi-Le, L. 2002. Learning styles and strategies in adult immigrant ESL students In J. M. Reid (ed.). Learning styles in ESL/EFL Classroom. Beijng: Foreign Language Teaching and Research Press.

Stebbins, C. 2002 Culture specific perceptual learning style preferences of postsecondary students of English as second language. N J. M. Reid (ed.). *Learning Styles in the ESL/EFL classroom.* Beijing: Foreign Language Teaching and Research Press.

Li Zhengshuan & Su Wenmiao Socio-Cultural Background and Chinese English Majors Learning Styles 2006. CELEA Journal29/3: 72-81

Yang, Nan. 2004. Action research on promoting learner autonomy. CELEA Journal 27/6: 105-109.

Appendix I

Questions for Interviews

1. What is your chief method(s) of learning English (e.g. reading books, listening to audiotapes or watching videotapes, doing role plays, talking with people, etc.)?
2. Do you consider yourself a visual or auditory learner?
3. Do you learn better when the teacher provides you with some visual aids than without?
4. Do you work best alone or with peers?
5. Do you enjoy group work or do you like to learn independently?
6. What kind of class activity do you like best?
7. Do you enjoy taking part in role plays in class?
8. Do you often learn English by reciting some passages?
9. Do you describe yourself as an active participant or a passive one in class?
10. Do you often answer questions voluntarily in class? What if you are not sure about the topic being discussed?

Appendix II

<div align="center">

Learning Style preference Questionnaire
</div>

Name_____ **Age** _____ **Date**_____ **Male** _____ **Female** _____

Directions: This survey has been designed to assess the ways you usually prefer to learn. Read each of the following statement and think about your recent experience of learning English. Decide whether you agree or disagree with each statement.

SA=Strongly Agree; A=Agree; U=undecided; D=Disagree; SD=Strongly Disagree

Please respond to each statement quickly without too much thought. Try not to change your responses once you have chosen them. Please answer all the questions carefully.

ITEMS　　RESULTS	SA	A	U	D	SD
1. I prefer to learn by listening to a lecture, a tape, an MP player, the radio or watching TV than by reading.					
2. I prefer to learn English by acting in class.					
3. I learn more and do a better job when I work with others in class.					
4. I enjoy working on an assignment in small groups.					
5. I hope we do a lot of group work in class.					
6. I visualize pictures, numbers, words or stories in my mind while reading or Listening.					
7. I remember things better if I speak it out loud.					
8. When I take part in a performance in class, I learn better,					
9. When I hear something I remember easily.					
10. I understand written homework or test instructions best than just listening to them,					
11. When I read, I underline the important or difficult parts to make the main idea stand out.					
12. I often read newspapers, magazines or books for information or pleasure.					
13. When I study alone, I remember things better.					
14. I write or draw while listening to a lecture in order to concentrate.					
15. When I speak, I make gestures with my hands, especially when I can't think of a word or something.					
16. I use my fingers when l count or when I make a list of what I am saying.					
17. To remember a new word, I prefer to hear it or read it aloud to myself.					
18. When I work by myself, I usually do a better job on the assignments.					
19. I understand and learn better when I participate in role play.					
20. I learn better in class when the teacher gives a lecture.					
21. Most of the time, I would prefer to work with two or three classmates rather than by myself.					

22. I take notes, but not necessarily for future use. It just helps me remember better.					
23. I hope we have regular opportunities in the class to work with a partner.					
24. To remember a new word, I must see it or write it several times.					
25. I learn better if I make drawings when I read or listen.					
26. 1 learn best in class w hen I participate in class activities.					
27. I prefer working on assignments by myself.					
28. I wish the teacher would give us more opportunities for us to work alone,					
29. I remember more and better by reading than by listening Io lectures, radio,tapes or MP players.					
30. I prefer to work alone in class.					

Scoring Sheet

Instructions: There are 5 questions for each learning category in this questionnaire. The questions are grouped below according to each learning style. Each question you answer has a numerical value:

SA	A	U	D	SD
5	4	3	2	1

Fill in the blanks below with the numerical value of each answer. Add the numbers, multiply the answer by 2, and supply the total scores for each learning style.

VISUAL   TACTILE

6. _____   11. _____   10. _____   14. _____
12. _____   16. _____
24. _____   22. _____
29. _____   25. _____
Total _____ x 2 = _____(Score)   Total _____ x 2 = _____(Score)

AUDITORY   COLLABORATIVE
1. _____   3. _____
7. _____   4. _____
9. _____   5. _____
17. _____   21. _____
20. _____   23. _____
Total _____ x 2 = ____(Score)   Total _____ x 2 = _____(Score)

KINESTHETIC   INDEPENDENT
2. _____   13. _____
8. _____   18. _____
15. _____   27. _____
19. _____   28. _____
26. _____   32. _____
Total _____ x 2 = _____(Score)   Total _____ x 2 = _____(Score)

Major Learning Style Preference 38-50
Minor Learning Style Preference 25-37
Negligible

STRENGHTENING THE COMMUNICATION ON BOARD THE SHIP WITH A MULTICULTURAL ENVIRONMENT

Paula MANOLACHE, M. Sc
Lecturer, English Language Department
Romanian Maritime Training Centre
69A, Pescarilor St. 900581 Constantza – Romania
Email: office@ceronav.ro
Tel. + 40 241 639595
Fax: +40 241 631415,

Abstract

Inspired by the IMEC 20 Conference theme and by the „European year of the intecultural dialogue – 2008" declared by the European Union, the CERONAV training staff tried to add new dimensions to the classroom events.

The objectives, aims and strategies of the English training sessions converged towards the encouragement of communication on board, the success of which can improve safety awareness and instill a climate of trust and well being of the multi-national crews. The paper tries to offer an alternative to the stressful and multi-faceted life of seafarers, namely the maintenance of a „social harmony" both at work and off duty. The first part analyses the context in which the multinational crews interact and communicate, considering the stressful circumstances they are confronted with when at sea. The main part is dedicated to a linguistic and cultural seminar of a special format, recently organized: „Seafarers' integration in a more complex world", the discussion starting points being „Specific cultures" and „From a loaner to a socializer". Items of the" imaginary adventure" are also presented in this section.

The conclusions of the seminar showed that:
* *The intercultural communication is more than speaking English well, it is a matter of rapport, respect and harmony.*
* *Our identity seems to be best sustained by a world of cultures and experiences significantly different from one another.*
  The author hopes that the Maritime English lessons are efficient whenever a successful communication occurs in a „real" work and social context, beyond the confines of a classroom.

Key words: intercultural dialogue,improved communication,diversity,common values, education,friendly environment Abbreviations:ME: maritime English; CERONAV: Romanian Maritime Training Centre; EU: European Union

1   Introduction

1.1   Overall Objectives

* Bridging geographical, social and cultural distances between seafarers of different

nationalities.

- Developing skills and attitudes that enable the trainees to interpret and understand other cultures.
- By trusting the intercultural competence concept, to help Romanian seafarers to have better relationships with their foreign counterparts.
- Trying to focus on differences: Unity in diversity.
- Opening a more valuable cross-cultural dialogue among IMEC participants.

1.2 Aims

Since 2008 was declared "European year of intercultural dialogue", we found useful to add new dimensions to the training events. Accordingly, we focused on:

- Developing intercultural competence and awareness.
- Improving language skills.
- Developing learner/teacher autonomy for the success of training events.

1.3 Strategies

- Collecting information from trainees' experience with mixed crews.
- Searching through authentic sources of information.
- Collecting feedback from ME colleagues and subject matter experts.
- Remembering own experience.
- Making the best use of technical facilities.
- Searching for tips to reach wider audience.

2 Arguments

Maritime safety is a broad concept. It includes measures affecting everything from world wide transport systems to the individual seafarer. Maritime safety is ultimately determined by the crew's actions on board. A single human mistake can destroy in a moment what takes years to build up.

Instilling a high level of safety awareness in the crew is perhaps the most important job when it comes to eliminate mistakes due to human factor. Education, training and practice are important measures, but a sense of well-being plays also a central part.

The ship as a workplace must be attractive if the employees are to feel at home. Working and living conditions are definitely of high priority, as is a good choice of recreational activities. Personnel who enjoy their work have a positive impact on maritime safety determination. Psychology plays an important role in human performance and behaviour. For example, due to an unfriendly environment, the human element can worsen: limited space, long isolation of crews from their families, alienation or lack of frank communication may impair the climate of trust and well-being. Psychological aid is welcomed either to prevent a collapse or in case of need. All involved stakeholders should focus on continuously enhancing the quality of work and of onboard living conditions for crew. This is our problem too: the institutional trainers' commitment. We have always to bear in mind that:

A seafarer, who feels secure and well-taken care of, will give more than 100 per cent in the workplace.

Voices of individual seafarers have been heard saying that "*the modern-day ship who serves as both workplace and home is too pressurized an environment for us to help perform tasks*

safely, because of stress and fatigue from long hours and irregular work patterns". We, the trainers of different specialties, make common cause with the seafarers: "Effective dealing with stress, fatigue and alienation in the marine environment requires a holistic approach. There is no one-system approach to addressing the above mentioned factors, but there are certain principles (e.g. lifestyle habits, rest, workload, communication) that must be adopted to manage the human element issues."

Encouraging the communication on board seems to be a key subject for our training sessions. A maritime English teacher has therefore the possibility to shape or reshape the trainees' attitudes, perceptions and behaviour by offering, at all levels of fleet employees, (cultural, linguistic, professional), training programmes (or sessions) in a varied and non-monotonous way dealing with the "improved communication at sea".

The European Commission proposed that 2008 be declared "Year of Intercultural Dialogue" a European year which can raise citizens' awareness of the communication role.

The enlargements of the Union has resulted in interaction between Europeans and the different cultures, languages, ethnic groups and religions on the continent and elsewhere. Dialogue between cultures would therefore appear to be an essential tool in forging closer links both between European peoples themselves and between their respective cultures.

Featuring both political and cultural events, the European Year is expected to:

- Promote intercultural dialogue as an instrument to assist European citizens, and all those living in the European Union, in acquiring the knowledge and attitudes to enable them to deal with a more open and more complex environment.

- Raise the awareness of European citizens, and all those living in the European Union*, of the importance of developing active European citizenship which is open to the world, respectful of cultural diversity and based on common values.

This offered an opportunity to Romanian education and training institutions to pay particular attention to this initiative and, in this globalizing world, to promote own cultural heritage and creativity and join E.U. policies and programmes.

In respect to the E.U. 2008 agenda, „CERONAV" Constantza stimulated exchanges and dialogues with foreign partners as we have already joined some projects, e.g. PLATINA 2008, NELI 2009, EWITA 2008.

The English language experts understood that nowadays, more than ever, the seafarers language needs should be continuously related to the socio-cultural dimension. We remember what Dario Fo, the famous Literature Noble Prize winner pointed out: „*Even*
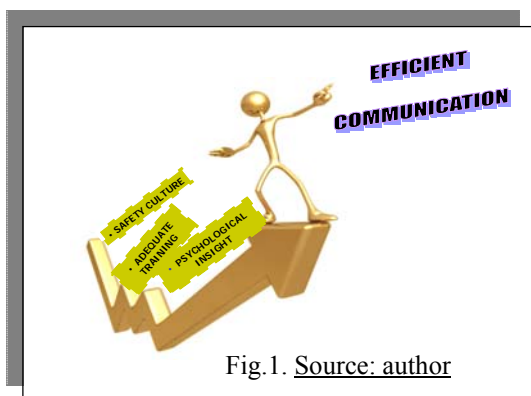

Fig.1. Source: author

before Europe was united in an economic level or was conceived at the level of economic interests and trade, it was culture that united all the countries of Europe". Europeans share a common cultural heritage which is the result of centuries of creativity, migratory flows and exchanges. They also enjoy a value of rich cultural and linguistic diversity which is inspiring and has inspired many countries across the world. It means that the „international scene" is much larger than Europe. We may enjoy the cultural richness and diversity and explore them both within Europe and world-wide. The IMEC is the utmost example of a successful cultural and linguistic partnership: all the continents are represented,

---

 * Even Africa joined this project, the Pan-African Parliament took an active part, organizing a „Semaine

Africaine" opened towards the African diaspora.

North hemisphere joined South hemisphere, West joined East and all together! It is a „community"where we can find freedom for expression, respect for diversity, intercultural dialogue, harmonization and, at the same time,   advice and encouragement for our work. The element which is ideally strengthening our friendship and to whom we dedicate part of our life is : THE   MARITIME   ENGLISH LANGUAGE.

3   The Seminar At CERONAV

3.1   Format/steps/activities:

Title: Countries with seafaring tradition:
        France, Poland and Romania.
Topics: Outline of specific cultures. Historical,
        social,   cultural,   economical,
educational   background.   Seafaring   tradition: history and update. Romanians, Polish and French seen as shipmates.

Fig.2. Source:author

- A two-day seminar: 1+3 hours.
- Participants: navigation and engineer officers.
- Language competence: upper intermediate English
- The topics are relevant to the course content: Modules I and V.
- We chose three target countries (including our own) applying a   triangle on   the map of Europe, the angles of which indicated three countries. There resulted the France – Poland– Romania triangle (West – Central – East Europe).
- Methodology: - communicative, cognitive and affective- key role given to the trainees
- Language: a "competences and skills" mix: social + linguistic + pragmatic competences interwoven with reading + listening + spoken production + spoken interaction.
- Briefing and coordination: I devised a plan and distributed it to the participants prior to the lesson. I suggested some approaches to make them better "visualize" their contribution. Then I facilitated discussions, joining myself in (just a little bit) or managing the groups' dynamics.

3.2   Summarizing The Plan and Reviewing The Techniques:

The meeting was a four-phased one:

Fig.3. Source:author

Subject specifications
Didactic sequences   Teacher's requirements
Guidance of materials

Finding complementary and supplementary topics
Choosing the materials to cover the topics
Organizing the involvement (tasks /group)   Trainees'   autonomy
Opening a competition among groups: attractiveness
of presentations and of debates

3.3   Classroom Feedback. Advantages and Shortcomings.

Strong points: The challenge was rewarding because:
   - It developed curiosity and a spirit of inquiry.
   - We enriched knowledge of countries and populations.
   - The learners were given responsibility and autonomy.
   - The group work facilitated discussions and brought dynamics.
   Weak points   -   Case studies lacked.
                 -   Criticism was avoided.
                 -   The trainees having mixed abilities, the strong readers and more
                      confident speakers were favoured.

4   Conclusion

According to our opinion, the main assets of this experience were:
- Firstly: the simultaneous and successful development of both language competences and skills (e.g. social relations, politeness, register, discourse on one hand and writing, reading, listening, spoken production and interaction on the other hand).
- Secondly: we all enriched culturally by getting essential knowledge of specific cultural contexts.
- Thirdly: we used authentic media to represent the culture; for example: books, travel guides, publicity, newspapers, magazines, films, posters and websites to the great satisfaction of our trainees.
- Actually, the topic covered three areas of the highest interest for the participants: "culture and society", "personal life" and "education, training and business".
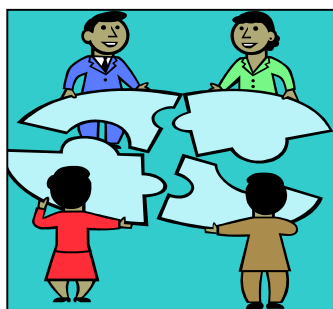
A key idea was promoted by the participants:

"Intercultural awareness and dialogues can strengthen Europe and even the world."

All the above said is true, but if we are to leave the academic register,

"Friends, 't was amazin' deadly inventive, refreshin' and funny !

To our surprise, it worked !"

5   Future Projects. Suggestions and Hints

- Choosing general topics, e.g.:

"Bridging cultures across Europe/Asia/Africa Americas, etc: North and South, East and West or other target zones" or:

"East meets West in promoting well-being of the seafarers";

"Diversity means unity and not a barrier between people".

- Choosing also more specific topics, relevant to the theme:

"Share and compare particular achievements and experiences on bridging cultures/ Promoting well-being of the seafarers";

"Equal opportunities, non-discrimination and greater cohesion among and for seafarers"; "Creating the profile of co-national seafarers and observing the differences and similarities with their colleagues from other countries"; "Seafarers seen as "ambassadors" of   the intercultural dialogue":

The seafarers are among the first to discover that diverse languages and cultures they come in contact with represent a rich heritage of the world.

- Promoting and exchanging good practices for the above emblematic aspects of life at sea are strictly related to culture and education.

Hints: *Leave your own shell!*
Use topic (sub-topic) mostly familiar to you!
Do not strive for excellence, be efficient!
Learn and share while having a good time!

Good luck!

6   Items of Materials Used For A Series of Presentations: "Intercultural society"

POLAND	FRANCE	ROMANIA

POLAND

One of the largest of the countries of Eastern Europe, Poland was the first of these countries to liberate its government from the communist domination endured for 45 years. It was the relegalization of the trade union Solidarity and the agreement to hold partially free parliamentary elections that appeared to have opened the floodgates of radical reforms that spilled over into other countries of the Soviet bloc. In 1989, a year of drama unmatched in modern history, government after government collapsed in Eastern Europe and politically transformed not only Poland but also East Germany, Hungary, Czechoslovakia, Bulgaria, Romania, and the Soviet Union itself.

Outline of Culture

The style and personality of Polish life has been shaped over 1,000 years. The national culture developed at the crossroads of the Latinate and Byzantine worlds, in continual dialogue with the many ethnic groups in Poland. The people of Poland have always been hospitable to artists from abroad, and eager to follow what was happening in other countries. In the 19th and 20th centuries Poles' concentration on cultural advancement often took the place of political and economic activity. These factors have contributed to the versatile character of Polish art, with all its complex nuances.

Dialogue and the penetration of cultures have been major characteristics of Polish tradition for centuries. Customs, manners and dressing style have reflected the influences of east and west.

John Paul II is often called the Pilgrim Pope. For the first time in the history of the Church he held prayer meetings attended by representatives of all the major religions. He established a dialogue with members of the Judaic religion and has made 100 overseas apostolic visits, a number of times to Poland.

The most important messages of John Paul II's pontificate are respect for human life from

FRANCE

Background

Although ultimately a victor in World Wars I and II, France suffered extensive losses in its empire, wealth, manpower, and rank as a dominant nation-state. Nevertheless, France today is one of the most modern countries in the world and is a leader among European nations. Since 1958, it has constructed a hybrid

presidential-parliamentary governing system resistant to the instabilities experienced in earlier more purely parliamentary administrations. In recent years, its reconciliation and cooperation with Germany have proved central to the economic integration of Europe, including the introduction of a common exchange currency, the euro, in January 1999. At present, France is at the forefront of efforts to develop the EU's military capabilities to supplement progress toward an EU foreign policy.

French cuisine is famous world wide. French cheese and French wine are very popular both as ingredients and as accompaniments. The cuisine from north-east shows influences of Spanish cuisine, Catalan cuisine and Italian cuisine. The glasses are never empty in France, always full with wine. Other drinks enjoyed by the French include armagnac, cointreau, the cider or the calvados.

The French are also famous for desserts especially pastries, crepes, choux a la crème etc.

The phenomenon, known as "French paradox", is the relatively low rate of heart disease and obesity in France as compared with other Western countries. Despite the generally high intake of saturated fat in the French diet, only 7 percent of French adults are obese. French habits:
- red wine
- slow eating
- small portions size
- high intake of fruits and vegetables
- shopping traditions: quality over quantity
- walking - "naturally active"life

Cultural blending

Now, the interracial blending of some

ROMANIA

Romania has its unique culture, which is the product of its geography and of its distinct historical evolution. Romanians are the sole Christian Orthodox among the Latin peoples and the sole Latin people in the Eastern Orthodox area. The Romanian sense of identity has always been deeply related to their Roman roots, in conjunction with their orthodoxy.

A sense of their ethnic insularity has kept Romanians available for a fruitful communication with other peoples and cultures.

Romanians had a favorable historical context and chose the Western way of life, mainly French model, which they pursued steadily and at a very fast pace.

From the end of the 18th century French became (and was until the communist years) a genuine second language of culture for Romanians. The modeling role of France especially in the fields of political ideas, administration and law, as well as in literature was paralleled, from the mid-19th century down to World War I, by German culture.

Heritage of the minorities

Hungarians living in Transylvania and the so-called Transylvanian Saxons (ethnic Germans of Transylvania) made many important contributions to the region's architecture, including numerous churches, fortifications, and town centers.

Romania was the cradle of Yiddish theatre, and to this day Bucharest is home to a State Jewish Theater, despite the small number of Jews remaining in the country.

Romanians proved they ideally can live in a multiethnical society.

Language: Romanian is a Romance language, belonging to the Italic branch of the Indo-European language family, having much in common with languages such as French, Italian, Portuguese, and Spanish. In the modern times Romanian vocabulary has been strongly influenced by French and Italian, lexical similarity with Italian is estimated at 77%, followed by French at 75%, Sardinian 74%, Catalan 73%, Spanish 71%, Portuguese, and Rhaeto-Romance at 72%.

Language sample:

1.English text:
"All human beings are born free and equal in dignity and rights. They are endowed with reason and conscience and should act towards one another in a spirit of brotherhood."
(Universal declaration of Human

conception to natural death, for human rights and the working-man's rights, the struggle for peace, opposition to totalitarianism, a new evangelisation and worldwide renewal, especially among young people.

Most significant maritime activities:

The Polish shipbuilding industry is the second largest in the EU (topped only by Germany) in terms of output and in 2006 ranked fifth in the world with 2.3 % of the global market.

Poland provides almost one quarter of the jobs (50,000–80,000) in the EU maritime sector. It is estimated that one job in a shipyard creates three jobs in the marine equipment sector.

The majority of the European seafarers are Polish (35,000 jobs both aboard the vessels registered in Poland and under other flags, representing approximately 12 % of the total seagoing professionals in the EU).

Importance of maritime policy (relevant proposals):

- preserving the European maritime skills base, providing young Europeans with better career prospects in the maritime sectors, including establishment of a Certificate of Maritime Excellence, as well as improving the image of the maritime professions, in

particular with regard to seafaring;

- creation of a Common European Maritime Transport Space and new ports policy that takes into account the multiple roles of ports, with an aim to preserve and increase the competitiveness and sustainability of the EU shipping and ports industries;

- supporting the formation of multi-sector maritime clusters and regional centres of maritime excellence and encouraging cooperation between research and industry

supporting development of the coastal and marine tourism.

- promoting cooperation: management of shared seas.

native French and newcomers stands as a vibrant and boasted feature of French culture, from popular music to movies and literature. Therefore, alongside mixing of populations, there also exists a cultural blending (*le métissage culturel*) that is present in France. It may be compared to the traditional US conception of the „melting-pot". The French culture might have been already blended in from other races and ethnicities, in cases of some biographical research on the possibility of African ancestry on a small number of famous French citizens(Alexandre Dumas father, Empress Josephine Napoleon).

French Slang: l'argot, in French is a very casual way of talking French. You should not use it in a formal situation where politeness and good manners are required. But with good friends, in a relaxed context, you can use it to create a friendly linguistic environment. But beware, not everybody has the same understanding of l'argot.

Verlan is a form of French slang that consists of playing around with syllables. Verlan is actively spoken in France, many verlan words have become so commonplace that they are used in everyday French.

Verlan was invented as a secret language, a way for people (notably youths, drug users, and convicts) to communicate freely in front of authority figures. Because much of verlan has become incorporated into French, verlan continues to evolve - sometimes words are "re-verlaned."

Vigorous maritime trade:

Some 564 ports of all kinds (commercial, fishing, sailing) are to be found along France's extensive coastline: 5,500 kilometers in metropolitan France and 1,500 kilometers in its overseas territories. The majorities of merchant ships arrive at - or leave from - one of France's six major ports (north to south: Dunkirk, Le Havre, Rouen, Saint-Nazaire, Bordeaux and Marseille). Together they account for over 50 % of France's external trade (75 % with countries outside the European Union).

Present in all sectors, the fleet is characterised above all by its youth. French oil tankers are on average only eight years old, compared with sixteen years for the European fleet and nearly nineteen for the world as a whole.

Rights)

2.Contemporary Romanian: Highlighted words are French or Italian loanwords:

"Toate fiinţele **umane** se nasc **libere** şi **egale** în **demnitate** şi în drepturi. Ele sunt înzestrate cu **raţiune** şi **conştiinţă** şi trebuie să se **comporte** unele faţă de altele în **spiritul fraternităţii**. "

Adaptability—"Learn or Perish" mentality. Throughout history Romanians have learned to adapt to the changing forces surrounding them, adopting at times both passive acquiescence and active resistance in order to preserve themselves. This characteristic has become, over time, an integral part of the national psyche. Men agility, adaptability, and improvisation prev in the Romanian mindset. In the Romanian their

instincts for adaptability and flexibility were honed by life under the brutal police state of Nicolae Ceausescu. It developed in the people a natural tendency to be observant, to be adaptable in order to survive under a harsh totalitarian regime.

Romanians are very social and talkative people. They like to spend time in company and they are fond of having conversations. Beside their love for philosophy and conspiracy theories, they also have a taste for humour. But beware, make sure you are not the subject of their jokes, because they are usually not very flattering. Except when they joke about themselves.

Romanians seen by themselves:

- affective, rather then cognitive
- insightful and humorous
- socializer
- distant from norms and patterns
- tolerant, free of prejudices
- compassionate, symphathetic
- social drinker (not heavy!)
- little nationalist
- strongly united family ranks high
  in common mentality
- passionate travellers: 10% of the population became „citizens of the world" We are still waiting for them back!

Romanians metaphorically seen by famous co-national writers and philosophers*:

Ethno-psychologically they manifest:
- "bitter happiness"
- "sunny sorrow"
- "respite in decisions"
- "tragical serenity"

----

*Geo Bogza, Constantin Brancusi,
        Constantin Noica, Octavian Paler

References

Journal articles:
Murphy, C. (2008) "Progress for the proficient" in "English Teaching Professional",
Issue 56,   May 2008.
Vela, Emilce (2008) "Improved through integrated workshops" in "English Teaching
Professional", Issue 56, May 2008.
Proceedings:
Cheallaigh, Martina Ni (2008) "Languages as the Building-blocks of Intercultural
Dialogue",
ICC Conference, London, 14 May 2008.
Mittendorfer, F. (2007) "Much more than just language in the classroom", ICC Conference,
Sweden, 23-25 March 2007.
Holden, Nigel (2008) "Language, business networks and the quest for the world's
resources", ICC 15th Annual Conference, London 2008.
Web pages and sites:
www.ec.europa.eu
www.coe.int/lang
www.safetyatsea.net
www.nautinst.org
www.wikipedia
www.enjoyfrance.com
www.infoplease.com
www.poland.gov.pl
www.3nationalgeographic.com
www.thereareplaces.com
www.etprofessional.com

PROFILE :
Mrs. Paula MANOLACHE, MSc.
Senior lecturer at the Maritime Training Centre "CERONAV" Constantza,   serving at the
same time as expert adviser for the projects in the maritime training field.
Subject specializations: general and maritime English;
maritime safety and security.
She is the author of numerous student and teacher coursebooks.
Special interests: multimedia language learning environment; globalization and
employability in the maritime industry; electronic resources and copyright.
Future projects: short-term courses construction;   experimenting online self-study for
post-graduates.

PROPOSAL TO CREATE AN INTERNATIONAL EXAMINATION IN THE IMO SCMP PHRASES AS THE FIRST OF A SERIES OF INTERNATIONAL MARITIME ENGLISH EXAMINATIONS

Stephen Murrell
The Training Company
Via XX Settembre 34/11, 16121, Genova, Italy
smurrell@thetrainingcompany.org
+39 010 540964
+39 010 5533147

Abstract

Maritime Language teaching is severely handicapped by the lack of an objective measure of maritime language capacity

Key words: The IMO regulations concerning SMCP phrases are ineffectual until an examination of those phrases exist

1   Introduction

A few years ago my company received a commission to write a course for the 'IMO SCMP IMO Standard Marine Communication Phrases'.The client, a large Italian shipping company gave me a copy of the IMO SCMP phrases and pointed to this passage written in the forward, 'under the International Convention on Standards of Training Certification and , Certification and Watchkeeping for Seafarers 1978, as revised 1995, the ability to use and understand the IMO SCMP is required for the certification of officers in charge of a navigational watch on ships of 500 gross tonnage or more'This particular client imagined a situation where an insurance company refused to honour an insurance policy in the case of an accident, because the crew had not been trained according to the IMO regulations. He wanted the Training Company to prepare a course so that his crew could be trained , and shown to have been trained in the IMO SCMP. Eventually we created an interactive self access CD Rom with self assessment tests (to be discussed below) before we could get to work we needed to know what IMO wanted It IMO to ask what they meant by the 'ability to use and understand the IMO SNCP phrases.' IMO told me to call the next day and each call concluded with me being told to call another IMO employee. No-one at the IMO defined what is meant is by 'the ability to use and understand the IMO SCMP', and I don't see how they could as no definition exists. No-one answered the question but IMO told me to contact the appropriate National authority (Confitarma, the Italian ship-owner's association.) and ask them.I explained to Confitarma that I was writing a course to satisfy the IMO SCMP requirement and could they tell me what was meant by 'ability to use and understand the IMO SNCP phrases.'   They couldn't. At the moment ship owners are legally obliged to train their crews, in 'the ability to use and understand the IMO SCMP' Maritime English

teachers are expected to teach 'the ability to use and understand the IMO SCMP' but there is no definition of what this means.

There seems to be an assumption within the maritime English teaching that there is a universal idea of what constitutes an aptitude with the IMO SCMP. However, in the absence of any definition or qualification, it is mistaken to assume that institutions and teachers all over the world are teaching the same material or evaluating the way students have learnt the material

2   Section 2 What Does IMO Mean by Their Regulation That 'all watch officers must have ability to use and understand the IMO SNCP phrases'?

I know what I think 'ability to use and understand the IMO SNCP phrases.' means. My IMO SCMP students are prepared according to these ideas. Students at the World Maritime University are prepared according to what their teachers think constitutes an ability to use and understand the IMO SCMP. Maritime institutes all over the world are following their instincts but there is no benchmark measure of 'the ability to use and understand the IMO SCMP' just an IMO regulation.

There are the ROC and GOC (GMDSS certificates) which are international and examine a small proportion of the IMO SMCP phrases (the 'Distress Traffic') but there are no other tests. Is there a parallel situation in any other areas of Maritime training? Would Master's certificates be issued without measuring navigation skills?

It probably isn't necessary to explain why universal examinations are necessary but I shall.

3   Why Mariners Need An International English Examination

1 People die and are injured because English language training is inadequate (see the IMO web site or read Sara Robinson's excellent 'Safety at Sea' Daily Telegraph/IMEC Website) If Maritime English Teachers are working to different standards, lack of comprehension and misunderstanding between seafarers is going to increase. IMEC is doing a lot to make sure that Maritime teachers work to the same standards but it cannot solve the problem alone. A public examination, or series of examinations for would ensure that all teachers are teaching their students the same standards and to the same levels of comprehension

2 Most teachers are unable to teach the entire SMCP phrase book. One reason is that there are too many phrases and students are often not motivated to learn the IMO SCMP (see **.** José Manuel Diaz Pérez IMO Standard Marine Communication Phrase sand teaching their use in VTS-context) and my other paper for this conference Stephen Murrell 'The SMCP phrases is too long' Every teacher, whatever their   teaching , have to decide what part of a syllabus can be taught with the time and money available. Maritime English teachers all over the world are deciding which part of the IMO SMCP phrases to teach. They choose between sentences like

B1/2.2.3.2 Switch of the hotel ventilation Or

A1/2.2.2.1 Superbuoy adrift in vicinity

There isn't usually the time and the money to teach them all.

Thousands of teachers in different cultures with different qualifications are editing the IMO regulation phrases that seafarers learn Of course seafarers can't understand each other. If all Maritime English teachers were preparing students for an internationally developed examination the mariners would learn the same things.

3 hips recruitment is an international activity. Unscrupulous agents exaggerate the linguistic capacity of potential recruits. Ship owners would appreciate an objective measure of the linguistic ability of new crew. An examination in the IMO SCMP would be the first part of a

series of examinations that allowed ship owners' to assess the linguistic capacity of their potential crew members .

4   An Exam Suitable For Measure Capacity with IMO SCMP Phrases Does Not Exist

Various members of the Maritime EFL industry often argue that adequate examinations exist. I don't think this is true.

The IMO SCMP uses the simple present and the present continuous tenses. Mariners must learn to pronounce the phrases and understand them mainly via radio. The ability to use and understand the IMO SCMP requires listening and speaking ability and a very limited grammar knowledge - about A2 on the Common European Framework of Reference for Languages (CEFR) and a very heavy vocabulary load , To evaluate if a mariner has this capacity we should measure these skills   and nobody does, or not officially.

The GMDSS certificates , is cussed above measure a seaman's capacity to understand and use   about 10 % of the IMO SCMP. 90% is not measured

The IMO and IMEC told me they considered that suitable examinations existed to measure and suggested:

The Cambridge PET (Preliminary English Test) Level B1 of the CEFR

FCE (First Certificate in English) Level B2 of the CEFR

CAE (Certificate in Advanced English) Level C1 of the CEFR

CPE (Certificate of Proficiency in English) Level C2 of the CEFR

TOEFL Level B2 of the CEFR

All the examinations listed test writing , reading, speaking and listening skills. For these examinations writing and reading are at least as important as speaking and listening the skills mariners need to use SCMP. The four exams were developed to measure second language speakers for English and American universities. Those skills are useful for mariners but students for the IMO SMCP phrases don't need those skills. A lot of our potential students want to learn the basics language skills required for the job and nothing else and the people who pay for our teaching want to save money. Our clients, both those who learn and those pay for the teaching would be benefit if we introduced an examination relevant to the material we teach.

There are national authorities that conduct examinations in Maritime English, but there are 195 nations in the world. Can maritime teaching professionals conform to 195 different standards? (In Italy there are eight different authorities offering 8 different examinations so there may be more examining boards than and if they are all testing different things mariners will be confused and there will be more deaths)

Several Crewing Managers have told me they train their seaman using Marlins. Marlins have produced a valuable self access course that covers and tests maritime vocabulary but it is dedicated to general Maritime linguistic skills. Marlins do not deal with the IMO SCMP and does not have a recognised examination. The Marlin's measure of spoken English and listening comprehension is not designed to measure a mariner's capacity with IMO SCMP (this isn't a criticism of Marlin's it is a good product it is not designed for this job) If a sailor tells a manning manager he has 'done Marlins' the manning manager does not know if it is true, and true or false, the manager has no guide to the seman's capacity with the IMO SCMP which all deck officers are legally obliged to use.

The TEFL industry is expanding testing except in the field of Maritime English teaching. The maritime English teaching is going against the general trend in TEFL

TEFL is introducing more examination (Cambridge have eight now, TOEFL two, Trinity 12 levels etc. there are examinations in legal English, etc). Various important and effective

maritime industry professionals have told me that there is no need for a maritime English examination .

5   Conclusion: Suggestion for an approach to creating an Examination in Maritime English

For the IMO SCMP phrases we need a 'recognised examination' that checks a mariners ability to use and understand the IMO SCMP vocabulary concentrating particularly on listening and speaking abilities .

This examination could be the first of a series of examinations for deck and engineering officers following the levels of the Council of Europe framework.

The examination would be more useful if as many members of the industry as possible were involved. Maritime English teachers could check the examination was effective .

The IMO SMCP was written to stop accidents so ideally a union representative would be involved to make sure that the items covered in the exam are those that can help assure security.

It would be good if IMEC and IMO could check the examination to see if they considered it to be fit for purpose .

Manning officers would be consulted to make sure that the examination could be useful for assessing their manning requirements.

Ideally the examination would be 'recognised ' by the quality control procedures of the language teaching industry. (The Council of Europe, Cambridge University etc.) We would like to develop a series of exams A1, A2, to C2 in Maritime English. That would be administered through recognised test centres using computers and skype.

Here at this IMEC meeting I would like to know if anyone disagrees with the concept of an examination and if they do why they disagree. I would also like to discuss a possible way ahead .Anyone who would be interested in participating as writer, test centre, experimental administrator or just criticising is invited to contact Stephen Murrell at the Training Company after the meeting or via e mail smurrell@thetrainingcompany.org .

We will be publishing the examinations produced on www.maritimeenglishexams.com from 1 December and invite comments and contributions.

One examination that concentrates on the IMO SCMP vocabulary listening and spoken English. It has been 'frame-worked' (included in the Council of Europe   language levels) at level A2 and is currently being assessed by the Cambridge University ESL quality control and it was written   by the Training Company, and developed with   Messina Shipping and tested at the Italian Shipping Academy. This could be the basis for an international examination. It concentrates on listening and written skills. There is room for improvement and we would gladly supply copies if anyone cared to use it , and send there feedback to the Training Company contact me (smurrell@thetrainingcompany.org)

I am proposing this examination as a base to be built on by Maritime English teaching professionals If this examination is not acceptable I hope we can get together and develop something else because eventually an exam will have to be developed. We will be happy to pass on our experiences in having exams quality controlled

Today I think it would be useful to exchange views on the use of a Maritime English examination to both to legitimise the IMO SCMP phrases and help maritime English teachers decide their syllabus. It seems to me a fundamental requirement of Maritime English teaching that an examination is developed. If any delegates don't agree I would like to know why. If any delegates agree and I would like discuss a possible approach to working together to create an exam for the IMO SCMP phrases. And collect names of people interested in becoming a potential partner/participant in the project

We will be glad to hear from anyone who wishes to contact us after the conference
Via our web site wwww.thetrainingcompany.com
From December model exams should be available on www.maritimeenglishexams.com

Who Will Pay For It All ?

The last point that any language teaching professional must ask is who will pay for this work? The European Union might be interested in funding an international effort to introduce quality control for Maritime English teaching.

Biography

Stephen Murrell graduated in communication in 1979. He began working in the film industry and then became a higher education teaching lecturing in Communications. He worked as an English teacher in the UK , Greece and Italy and took a post graduate diploma in EFL . He opened his own school the English Conversation Club to apply his ideas about the importance of student participation in the language learning process. The new methodology was very successful and it was applied to a variety of original courses that developed the idea that learning English was natural and pleasant. He wrote and administered the state railways scheme to teach commuters English. He introduced informative articles in English to three national publications and began 'edutainment' English courses for cruise ship passengers (Costa, and Festival) He began teaching maritime English to mariners in 1997.
Stephen founded the Training Company srl to apply the ideas developed for student participation in the language learning to occupational training. The Training Company works or has worked with Confitarma, Costa Cruises, Festival Cruises, Messina Shipping, Princess Cruises, Premuda Shipping, The Italian Maritime Academy, Fratelli Cosulich etc
He has recently written a self access interactive CD to teach the IMO SCMP phrases

A BLENDED LEARNING APPROACH FOR ACQUIRING MARITIME ENGLISH VOCABULARY AND PHRASES

Masahiro SUGIMOTO
Oshima National College of
Maritime Technology
1091-1 Komatsu, Suo-Oshima,
Oshima-gun, Yamaguchi, JAPAN
Email: sugimoto@oshima-k.ac.jp
Phone & Fax: +81-820-74-5494

Fumio YOSHIDOME
Oshima National College of
Maritime Technology
1091-1 Komatsu, Suo-Oshima,
Oshima-gun, Yamaguchi, JAPAN
Email: yosidome@oshima-k.ac.jp
Phone & Fax: +81-820-74-5615

Abstract

Oshima National College of Maritime Technology (Oshima NCMT) has been implementing an "onboard training through English" program since 2007, by which college students carry out essential shipboard operations in English. Although effectiveness of the "onboard training through English" program was confirmed, it was also recognized that the practical English training alone was not effective to improve students' communicative English skills.
This paper will present a blended learning approach to improve the Maritime English training at Oshima NCMT. The "onboard training through English" program should be regarded as a productive output activity integrated with other two learning experience: communicative classroom activities and self-learning with CBT materials. Effectiveness of the integration of different learning methods at different learning stages will be discussed. Self-developed e-learning materials for mastering vocabulary and phrases will be presented.

Key words: blended learning, content-based instruction, onboard training, e-learning

1   Introduction

In 2007, Oshima National College of Maritime Technology (Oshima NCMT) for the first time introduced English communication training onboard the college training ship, "Oshima-maru." During training cruises for several days, college students carried out shipboard communication for some principal operations such as leaving/entering port and starting the main engine in English.

The first year experience in practical Maritime English teaching/learning has provided both subjects and language teachers with useful suggestions to improve college students' communicative competence in Maritime English. Effectiveness of the "onboard training through English" was confirmed. Students were highly motivated, so that noticeable improvement in English communication skills was observed in a short period. On the other hand, it was recognized that the practical training alone was not enough to maintain the students' motivation as well as to improve their language skills mainly due to insufficient length and frequency of the onboard training programs.

In order to complement the "onboard training through English" program, content-based blended learning approach has been taken to effectively improve students' communication skills. The practical language production training is integrated with content-based input activities in a classroom setting and through computer assisted learning. The Maritime English learning takes place while students pay attention to maritime subject matters in which they are inherently interested. It is imperative for successful content-based blended learning to maintain coherence of maritime contents being taught in each teaching medium. This paper mainly discusses the content-based blended learning approach for acquiring maritime vocabulary and communication phrases at Oshima NCMT. Firstly, the section one describes how the "onboard training through English" program is integrated with other learning methods. Then, e-learning contents developed for vocabulary and phrases acquisition are presented in the section two. Finally, the section three discussed the effectiveness of the content-based blended Maritime English learning.

2 Content-based Blended Learning Approach For Maritime English

2.1 Content-based Blended Learning

Blended learning is a integration of Computer-based Training (CBT) and other teaching media, such as teacher-led class, group study and practical training. Since each teaching approach has both advantages and disadvantages, they can compensate with each other by blending different teaching approaches within a single curriculum. Some aspect of Maritime English skill requirements, such as vocabulary acquisition, listening practice, and grammar study, will lend themselves to learning by CBT. On the other hand, speaking skill acquisition requires the interaction of learners in the classroom setting (Mathews, 2007).

Content-based Instruction (CBI) is language instruction that focuses on the subject matter being taught. Students learn contents through a target language; as a result, they will learn the language through the contents. CBI will facilitate learning of the target language by increasing learners' motivation. Students can learn language by paying attention to topics which concern them.

The Maritime English program at Oshima NCMT takes a content-based blended approach where the practical "onboard training through English" is integrated with face-to-face classroom sessions and e-learning. Students make use of their English skills to learn maritime topics in the classroom and computer labs while they use English to carry out given operational tasks on the college training ship. Language inputs, such as maritime vocabulary, standard phraseology (SMCP), and grammar, are given through classroom activities and e-learning; they are all necessary to accomplish shipboard operations during the training cruise on the college training ship. When aimed language forms are presented in a coherent way, it is easier to learn and recall when they need to be used (Stoller, 2002). Without the content coherence, the blended learning would be just a mixture of difference learning methods that would cause confusion to learners.

Classroom Activities

As a preparation for the "onboard training through English" program, students studies Maritime English vocabulary and communication phrases during the Maritime English classes. Those vocabulary and phrases are all necessary for the practical onboard training afterwards. A handbook containing those words and phrases, called "English Communication for Cadet Ships" was prepared and provided for students. Since most technical terms and phrases were unfamiliar to the students except for some phrases, such as

wheel orders and engine telegraph orders, it was agreed on among instructors that the maximum number of new words or phrases given to the students at each class should be ten. At each input activity, words and phrases given to the students are specific to one subject matter that was selected from maritime topics relating to essential shipboard operations. Those operations include entering/leaving port, anchoring, and leaving anchorage for navigation course students, and warming up, starting, and stopping of the main engine for engineering course students. Therefore, it is important for the students to recognize that what they are learning is for production activities during the practical onboard training and all relevant to the safe operation of the training ship. By understanding the importance of learning those vocabulary and phrases, students are motivated to think and learn the subject matter through the use of given language input.

The input activity begins with presentation of target words and phrases by reading the handbook and listening to the recorded voice. Then, students are instructed to check the meaning of those words and phrases. What is important during this practice is that students should always bear in mind a sequence of the shipboard operation in question so that they can learn both language and the content. After that, they are instructed to read them out until they can pronounce accurately and fluently. In addition to the reading out, students are engaged in role play practices with some pictures or drawings displayed on a whiteboard. Such visual role-play aids will enhance content and language learning by adding some sort of reality to classroom activities. Since explicit attention is placed on improving students' communication skills throughout the Maritime English curriculum, more time is spent on listening and speaking activities than before.

E-learning

Several e-learning contents for Maritime English training were created in 2008. Topics of those contents are the maritime vocabulary and internal communication for entering/leaving port, anchoring, leaving anchorage, machinery operations etc. Content-based approach is taken in selecting the vocabulary and communication phrases from perspective of their practical use in communicative contexts. The words that can be learned with the maritime vocabulary contents are all relevant to essential onboard operations and prerequisite for the further learning of communication phrases. The phrases that can be learned with the internal communication contents are all necessary for the practical onboard training. Therefore, it is important that, at the beginning, students are instructed that they are learning those words and phrases not as isolated language practices but for the practical use in real shipboard operations.

Onboard Training Through English

Oshima NCMT has its own training ship of approximately 250 GT, Oshima-maru, which gives essential practical training opportunity to students. At each year, students take practical training on the Oshima-maru, period of which varies from half a day exercises at the college dock to four-day's training cruises. As they progress in a course curriculum which is a combination of classroom lectures, simulator/workshop exercises, and the onboard training, students obtain theoretical knowledge and practical skills in either discipline and become ready for one year seagoing experience onboard much larger training ships of the National Institute for Sea Training (NIST).

From 4th year of the shore-based study, students of the maritime technology department experience English communication onboard the college training ship. They should carry out essential shipboard operations in English. At the beginning of the training cruise in English, students seemed to be embarrassed in communicating with their colleagues and instructors

in English, which is very unusual for most Japanese in their daily life. However, with progress of the training cruise, the instructors and students alike tried to use English as much as possible to create English environment onboard.

Even though students had already learned maritime vocabulary and communication phrases necessary for conducting essential shipboard operations, most students had difficulty in comprehending given instructions or reports, and even more difficulty in sending accurate messages to other stations. This explains that speaking requires students to take more active roles and to pay more attention to syntactic processing than that required in listening (Ryan, 2007). When those students tried to communicate in English, they recognized the difficulty in structuring their output (Williams, 2005). As Swain argued, "noticing the gap" between what they want to speak and what they actually can speak will facilitate their intake of words and phrases necessary for filling the gap (1995). Noticing what is lacking for successful onboard communication can be positive feedback to classroom activities and e-learning by increasing the students' attention to the language input.

3   E-Learning Contents for Maritime English Training

3.1   Vocabulary Contents

The vocabulary contents take a form of electronic flashcards in a PowerPoint format. A stack of flashcards is a popular study aid for Japanese students to memorize English vocabulary, where an English word appears on one side and its Japanese translation on the other side. Unlike the flashcards that have English/Japanese entries, the e-learning vocabulary contents utilize visual imagery so that students can associate target words with images not with Japanese translation. As can be seen in Figure 1, the first slide contains a picture for a noun or an animation for a verb and a sample sentence with blanks in place of the target word while the next slide contains an English entry, a complete sample sentence, and pronunciation of both the word and sentence.
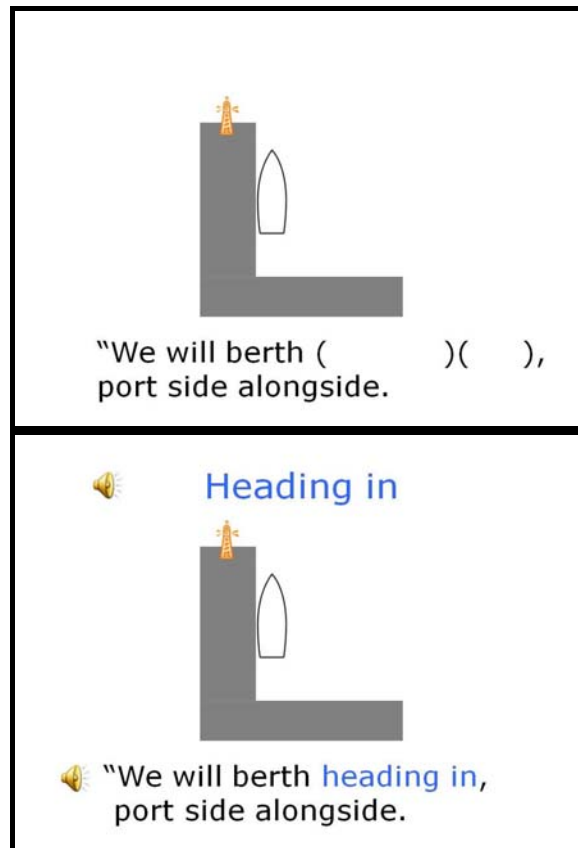
Figure 1 - Vocabulary content

3.2   Communication Phrases Contents

The internal communication contents take a form of an animation movie in a Flash format. The communication contents enable students to practice a role play of their own choice. Taking the leaving anchorage content for example, communication takes place among the bridge and forward station. If a student chooses to practice the forward station's part, he/she should respond verbally to an order from the bridge, and then he/she can confirm what was supposed to be said by clicking a "next button" on the screen. It is important for students to understand proper procedure of each operation before starting a role play practice. Otherwise they cannot give any instructions to complete an operational procedure even if they can simply repeat instructions back. With the communication contents students can learn three things: communication phrases for essential shipboard operations, standard procedure for each operation, and an important communication rule of sending and receiving instructions/reports and confirming them to ensure the safety of shipboard operations. Figure 2 shows a snapshot of the leaving anchorage content.
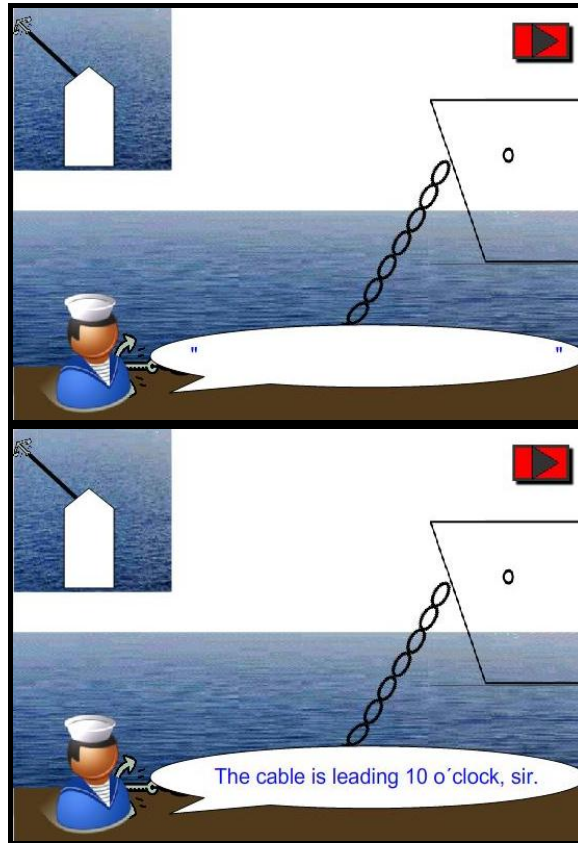
Figure 2 - Communication phrases content

4 Vocabulary and Phrases Test

At the beginning of the academic year 2008, 32 students (15 navigation course and 17 engineering course) in the 4th year of the maritime technology department took a maritime vocabulary and phrases test (first test). The test consists of ten questions of maritime vocabulary and another ten for communication phrases either in navigation or marine engineering discipline depending on each student's specialization. About one month later, the same 32 students took the second test consisting of the same 20 questions (10 words and 10 phrases). Between the first and second test, the students learned those words and phrases in the Maritime English classes, with the e-learning contents, and through the four day training cruise.

4.1 Comparative Analysis of The Two Tests

Figure 3 shows a change in the students' scores between the first and second test. Although both navigation and engineering course students have extended their knowledge in vocabulary and communication phrases, the engineering course students showed larger increase in the scores than their counterparts. While the navigation course students increased the vocabulary score by 1.1 and the phrases score by 0.3 on average, the engineering course students showed an increase by 1.7 and 1.6 respectively. The difference in their performance improvement could be explained by the difference in relative difficulties between the two tests (one for the navigation students, the other for the engineering students) which might have caused different level of motivation for study. The average total score of the navigation course students in the first test was higher than that of

the engineering students. There is a tendency among the students not to endeavour to learn language inputs when they think that they are already familiar with them.
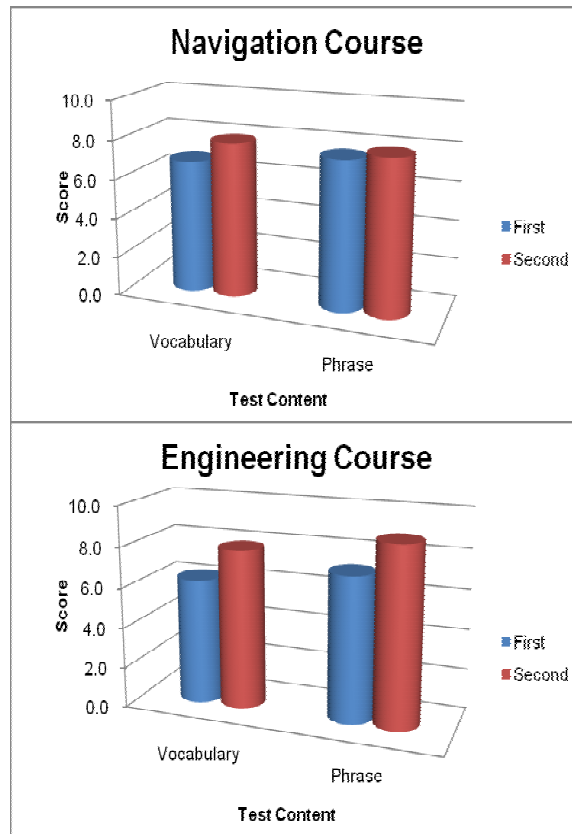

Figure 3 - Change in test scores

Just after the second test, the students subjectively evaluated how much their knowledge of maritime vocabulary and communication phrases have been extended since the first test. Their self-evaluation of the progress in the vocabulary and phrases learning is consistent with the difference in the test results between the navigation and engineering students. As can be seen in Figure 4, while some 45 % of the engineering students thought that they made a good improvement in learning Maritime English vocabulary and phrases, only 20 % of the navigation course students evaluated themselves favourably.
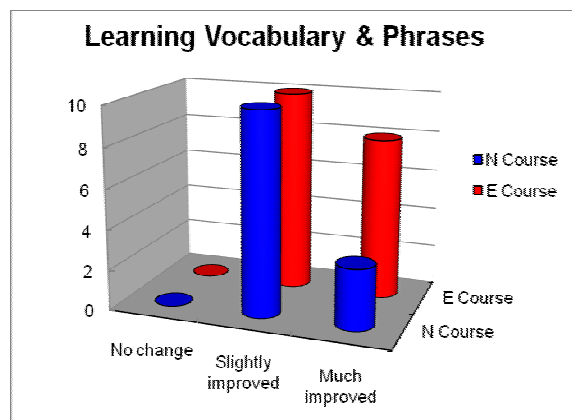

Figure 4 - Students' self-evaluation

4.2   Effectiveness of The Blended Learning Approach

The students were also asked to give their feedback on the blended-learning approach in acquiring maritime vocabulary and phrases after the second test. For acquiring both vocabulary and communication phrases most students thought that the onboard training is very effective. This will support an idea that task-based output activities facilitate language learning by giving learners real communicative experiences. During the training voyage, the students were required to make efforts to communicate in English in order to carry out shipboard operational tasks. Each time they encountered difficulty in making themselves understood they noticed the gap between what they wanted to say and what they could actually say, so that they paid attention to words and phrases that would fill the gap (Swain, 1995). With such attention through productive use of the words and phrases in real operational situations the students' language awareness is effectively raised and they absorbed language inputs into their long-term memory. In addition to the onboard training the students recognized that they could effectively absorb language inputs through the Maritime English classes specific to the subject matters. To compare with the onboard training and classroom activities, the e-learning gained relatively low approval as an effective learning activity. This can be explained by the fact that the students had used the e-learning contents only a few times and those contents still needed some improvements to encourage students' self-learning.
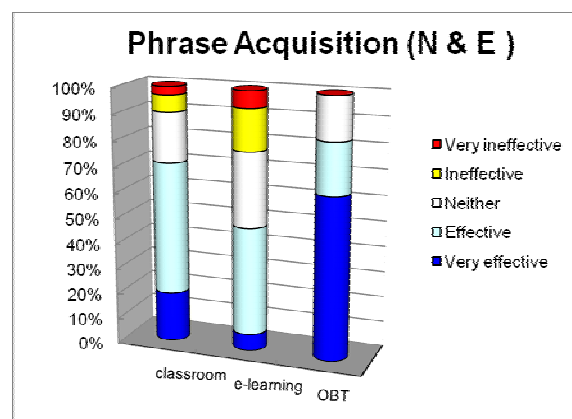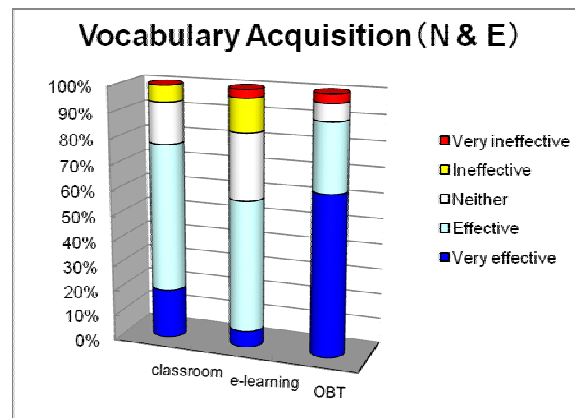

Figure 5 – Effectiveness of each learning approach

5   Conclusion

To improve students' communicative English skills Oshima NCMT has started the content-based blended approach in the Maritime English curriculum. The blended learning will be only successful when there is a unifying thematic focus in each learning approach.

Although language inputs are mainly presented and learned both in class and through e-learning, each learning approach has its own strength. Traditional classroom activities are useful for improving speaking proficiency through the face-to-face interaction of learners. E-learning, on the other hand, is an effective and flexible approach to allow students to learn vocabulary or to practice listening. The "onboard training through English" program offers students real opportunities to communicate to carry out tasks using English that they have learned at school. When students recognize difficulties in producing language outputs their learning of language input will be stimulated.

In order to make the Maritime English curriculum with the content-based blended approach more effective, more focus should be placed on oral communication in class, and more opportunities to learn wider variety of e-learning contents should be given to students. Those improvements are planned to be implemented step by step with close cooperation between English teachers and subject instructors from 2009 onward.

References

Mathews, E. (2007). The value of content-based language training for the aviation industry. Second ICAO Aviation Language Symposium, Montreal. Retrieved August 20, 2008 from http://www.icao.int/icao/en/anb/meetings/ials2/Docs/17.Matthews.pdf

Ryan, J. (2007). A review of the role of output in second language acquisition with anecdotal examples from a Japanese learner's experience, *Language and Culture: Bulletin of Institute for Language Education at Aichi University. No.17*, 39 – 48. August 20, 2008 from http/cobaltt/modules/strategies/Stoller2002/stoller.pdf

Swain, M. (1995). Three functions of output in second language learning. In G. Cook & B. Seidlhofer (Eds.), *Principle & practice in applied linguistics* (pp. 125-144). Oxford, UK: Oxford University Press.

Williams, R.T. (2005). Key concept in second language teaching and learning – Focus-on-form in Japanese language classroom context, *Research Bulletin of Takamatsu University. No. 44*, 1 - 16

Biography

Mr. Sugimoto is a First engineering officer of the college training ship "Oshima-maru" at Oshima National College of Maritime Technology in Japan. He is also an instructor of Maritime English both in classroom and on the training ship. He has 14 years sea experience onboard the NIST's training ships. He was awarded BSc in Maritime Science at Kobe University of Merchant Marine and MSc in Maritime Affair (MET) at WMU.

Mr. Yoshidome is a professor at the Oshima National College of Maritime Technology in Japan. He has taught reading, comprehension and ESP for more than 25 years at tertiary level. He received his MA in English Language Teaching from Hyogo University of Education.

COMPUTER-BASED MARITIME ENGLISH VOCABULARY DEVELOPING PROGRAM

Naoyuki Takagi, Ph.D.   And   Yoko Uchida, Ph.D.
Tokyo University of Marine Science and Technology
2-1-6 Etchujima, Koto-ku, Tokyo, Japan
Email :takagi@kaiyodai.ac.jp
Phone&Fax: +81-(0)3-5245-7449Phone

Abstract

In view of the fact that building a sufficient technical vocabulary is a necessary condition for successful communication at sea, the Tokyo University of Marine Science and Technology has been developing a Maritime English database that consists of entry words and phrases with example sentences. This paper presents a Maritime English vocabulary building computer program that utilises a subset of the database entries rearranged into small subsets with manageable numbers of items to be mastered in a week or so. The grouping is based on (1) situations in which vocabulary items are most likely to be used such as "anchoring," "ship handling," and "life boat operations," and (2) parts of speech such as closed-class adjectives and adverbs (e.g. "ahead," "abeam," and "overboard"). The program comes in the form of an htm file with JAVA-SCRIPT codes for easy distribution and modification, and has audio and interactive features .

Key words: Vocabulary Development, CALL

1   Introduction

This paper presents the Maritime English Vocabulary Developing Program (MEV-DEV) developed by the present authors to be used for the Maritime English courses offered at the Tokyo University of Marine Science and Technology.

In countries where maritime technical subjects are taught in vernacular languages, developing Maritime English vocabulary is a necessary condition (but of course not sufficient) for the mastery of even an "adequate" command of English for deck and engineering officers to perform their duties in English.

Building technical vocabulary constitutes a major challenge for any English teacher involved in the instruction of ESP (English for Special Purposes). For deck cadets, the Maritime English teaching profession is blessed with the Standard Marine Communication Phrases (SMCP) and it is a perfect starting point. However, the SMCP are meant to be "minimum standard of competence" as is stated in the STCW 95, and there are more things that need to be expressed than the phrases covered by the SMCP.

As part of the Maritime English Initiative Project funded by the Ministry of Education, Culture, Sports, Science and Technology of Japan, the authors began creating a Maritime English Database (the project is still continuing) that works as an online English-Japanese and Japanese-English Maritime English dictionary. To further utilize this resource, the authors have decided to build a computer program that helps learners to master Maritime

English words and phrases by using a subset of the above-mentioned database and adding new items when necessary.

The authors believe that CALL (Computer Assisted Language Learning) is most beneficial in introducing new words and phrases to be mastered as homework using its "multi-media" function. One can give a list of new vocabulary items to be learned over the Internet, say, by the next week. Students can access the site in which those items are presented, and learn them as they listen to them. Once those items are mastered, classroom exercises can be directed more toward actual communication using those vocabulary items in meaningful contexts rather than monotonous presentation of words and phrases.

Discussed first in this paper is the content of the MEV-DEV program, that is, how the lexical items to be mastered are structured, and how those items were selected and grouped into small units in the program. The next section focuses on the software and its interactive features. Finally, the authors will call for international cooperation among IMLA-IMEC Maritime English teachers to expand the vocabulary items and example sentence recordings with more accents of English.

2   Program Content

Content Structure

Each lexical item in the MEV-DEV program comes with its Japanese gross, an example sentence containing the item, its Japanese translation, a note (optional), and the recording of the example sentence (WAV format) read by the authors.

Here is an example. Original notes are in Japanese, but English is used here.

English word/phrase: be at anchor

Japanese gross: 錨泊している

Example sentence: You are at anchor in a wrong position. (SMCP)

Japanese translation: 貴船は間違った位置に錨泊している。

Note: be at anchor = lie at anchor = be anchored
                "I am anchoring." means "I am going to anchor." or
                "I am in the process of anchoring my ship."

The original contents are stored in Excel files and can easily be distributed to students on the Internet. Students can print those files and carry print-outs around to study them, say on a commuter train, even without computers.

2.1   Item Selection

Lexical items to be mastered were chosen to cover basic Maritime words and phrases for deck cadets. What constitutes "basic" Maritime vocabulary is in and of itself an interesting issue (e.g. Pritchard, 2007), but the authors took a more "intuitive" approach in the item selection. The rule of thumb was to include those items that the authors (ordinary English teachers) had to learn in the course of educating themselves in deck-related matters. Since the program was created with Japanese students in mind, special attention was also paid to items that are confusing to native speakers of Japanese, for example, "rudder" and "ladder." Example sentences in this program were mostly collected from the SMCP and other maritime publications in the public domain (e.g. STCW95, SOLAS, COLREGS, etc.), textbooks, materials available on the Internet, a self-study DVD program on life saving appliances edited by the second author, and through the authors' personal communication with mariners. (See the reference section for the list of main publications, except those in

the public domain.)   In many cases, original sentences were modified (often shortened) so that they would become good example sentences.

2.2   Item Grouping

To facilitate steady vocabulary building, the MEV-DEV program is designed to present target words and phrases in units of 50 to 100 items. Each unit is further divided into 5 sessions, each of which containing about 10 to 20 items. The grouping into units and sessions is based on either situations (e.g. anchoring, ship handling, lifeboat operation) or parts of speech (e.g. closed-class Maritime adjectives and adverbs such as "ahead," "abeam," and "overboard").

3   Software

3.1   Program Architecture

The MEV-DEV program runs on Internet Explorer using JAVA SCRIPT only. It is nothing but an htm file that contains JAVA SCRIPT codes. There is no "server-side" programming involved. The server on which the MEV-DEV program is installed only sends files to local machines, and no information is uploaded to the server from local machines. Thus, there is no way one can track the progress of each learner. This may seem to be a disadvantage, but indeed is a welcome advantage when it comes to making the program available on the Internet, for installing a web-page that contains JAVA or PHP codes that run on a server is not often permitted.
Since all the scripts built in the program run locally, it can be downloaded or copied to a computer and be run locally with no Internet connection whatsoever, as long as the machine has Internet Explorer installed. Thus, students can use the program even at sea on their own personal lap-top computers.
The program was written in such a way that requires no external files except sound files (WAV format) that contain recordings of example sentences. Anyone who wishes to modify the program can download the page and sound files and edit the original file using a text editor or word processing program. There is no need to buy a commercial program.

3.2   Interactive Features

To make the program interactive, learners are presented with a Japanese word or phrase that corresponds to an English item to be mastered. Also presented is the Japanese translation of the example English sentence that contains the target word or phrase. By clicking on the "LISTEN" button, a learner can listen to the example sentence. This way, the user can confirm his/her answer aurally, or listen for a correct answer, although spelling is not given at this stage. This part is also expected to improve listening comprehension as well. Advanced learners can give themselves a better challenge by trying to come up with the original English sentence based on the Japanese translation.
By typing in the answer in the text box and clicking on the "CHECK" button, users can obtain feedback on their answer in the text box on the screen (right or wrong). At the same time, the script of the example sentence and a note (if it is available) appear, and the user is encouraged to listen to the example sentence again when the answer is correct, and to type in the correct answer by referring to the example sentence script.

4 Concluding Remarks

The program, content Excel files, and sound files are available from the TUMSAT's Maritime English Initiative Site (http://www2.kaiyodai.ac.jp/~takagi/mei/english/index.html).

Instructions on modifying the program are also posted. All one needs to do is to change the Japanese grosses and example sentence translations into one's own language. One may assign this task as homework to one's advanced students and ask a technical instructor to see if their answers are authentic.

Adding or deleting items is also easy. Depending on the level of one's students, some items may not be necessary. One may also find it necessary to introduce additional words and phrases. The authors would appreciate it if those new items could be made available to us, so that we can distribute them in Excel format over the Internet.

Should anyone find the program useful, we would like to ask him/her to contribute sound files of his/her accent of English. This way, Maritime English teachers/students of the world can share a variety of accents of English encountered at sea. Instructions on how to make recordings are also posted on our web page. Your kind cooperation would be greatly appreciated.

The MEV-DEV program at present only covers words and phrases for deck cadets. The authors are planning to create a new version of the program for engineering cadets as well. Cooperation in this respect from IMLA-IMEC teachers would also be appreciated.

Ever since the authors started to teach Maritime English, many mariners and experienced Maritime English teachers assisted us wholeheartedly through various seminars held on TUMSAT campus and onboard training ships. Since we owe so much to their generosity, we feel it is our responsibility to share what we have learned in the form of the MEV-DEV program. We honestly hope that this program will be of some assistance to young cadets who must learn Maritime English before they can make their dreams come true at sea as well as to teachers who must learn Maritime English so that they can teach it better to their students.

References

Pritchard, B. (2007). Minimum (technical) vocabulary – some issues in maritime English. Proceedings of IMLA-IMEC 19 in Rotterdam. Available on the IMLA-IMEC web page (http://home.kpn.nl/kluij016/).

Main Example Sentence Resources

Hayler, W.B. and Keever, J.M. (2003) American Merchant Seaman's Manual (7th ed.) Maryland: Cornell Maritime Press

Japan Captains' Association (2008) Life Saving Appliances. Operation and Maintenance Fundamentals. (DVD) Tokyo:Japan Captains' Association

MacElrevey, D.H. and MacElrevey, D.E. (2004) *Shiphandling for the Mariner (4th ed.)* Maryland: Cornell Maritime Press

ANALYSIS ON THE TENDENCY OF SEAFARERS' ENGLISH TRAINING

Huang Liping
English Department of Qingdao Ocean Shipping Mariners College, China

Abstract

English training is one of the most important one among trainings for seafarers in China. In the article I'll introduce the English training programs we put forwards, make analyses on advantages and the problems of these training items, and the potential demands from the Shipping companies and the tendency on the training.

Key words: ME training seafarers certificate of competency

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. We organized seamen's oral English training on them and we obtained some experiences on it.

Being seafarers in China firstly should meet the need of the requirements of Chinese MSA, which includes the aspects of English writing, listening and speaking.

1   Certificating System

Chinese MSA is directly responsible for seafarer's examination, training and certificating. In August 1, 2004, the Code (Code 2004) on Competency Examination, Evaluation and Certification for sea-going seafarers came into force to replace Code 1997.
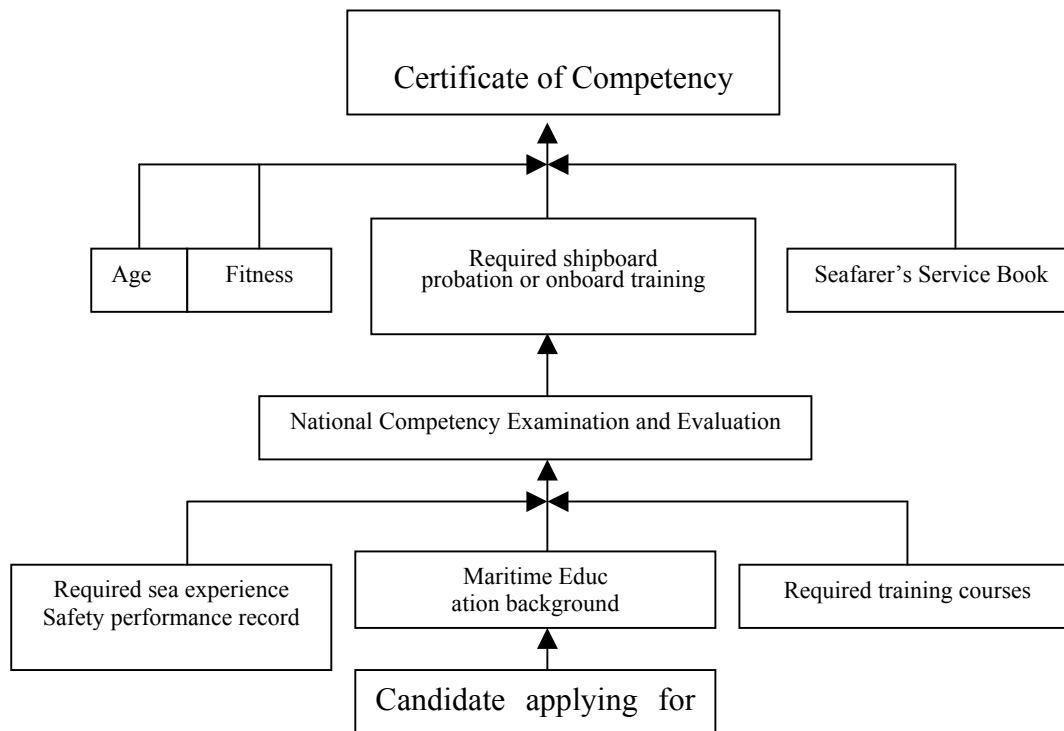
```
                    ┌──────────────────────────────────┐
                    │      Certificate of Competency     │
                    └──────────────────────────────────┘
                                    ▲▲
         ┌──────────┬───────────────┤│├──────────────────────┐
         │          │               ││                        │
   ┌─────┴──┬───────┴──┐  ┌─────────┴┴──────────┐   ┌─────────┴──────────┐
   │  Age   │ Fitness  │  │  Required shipboard   │   │ Seafarer's Service │
   │        │          │  │ probation or onboard  │   │       Book         │
   └────────┴──────────┘  │      training         │   └────────────────────┘
                          └──────────┬────────────┘
                                     ▲
                     ┌───────────────┴────────────────┐
                     │ National Competency Examination │
                     │         and Evaluation          │
                     └───────────────┬────────────────┘
                                    ▲▲
         ┌────────────────┬──────────┤│├────────────┐
   ┌─────┴────────┐  ┌────┴──────────┴┴──┐   ┌──────┴──────────┐
   │ Required sea │  │   Maritime Educ    │   │ Required        │
   │ experience   │  │  ation background  │   │ training courses│
   │ Safety       │  └────────┬───────────┘   └─────────────────┘
   │ performance  │           ▲
   │ record       │  ┌────────┴───────────┐
   └──────────────┘  │ Candidate applying for │
                     └────────────────────┘
```

Figure 2   Certificating systems

It is required that Masters, senior officer and watchman serving on sea-going vessels flying Chinese flag should hold valid Certificate of Competency appropriate to sailing area, type, classes of tonnage or power of main engine, and to the rank engaged in. In addition, master and deck officer should also hold GMDSS Certificate if fitted. Besides of general requirements on age and fitness, Code 2004 sets out detailed provisions on.

Besides of general requirements on age and fitness, Code 2004 sets out detailed provisions on requirements of applying for a Certificate of Competency (CoC), including appropriate education and training, sea-going service experience and good safety performance record, national competency examination and evaluation, and shipboard probation and training.

As for education background, all the cadet or seafarers who have successfully finished courses in approved universities, vocational colleges, and intermediate schools can apply for certificate. However, those graduated from intermediate vocational school are not allowed to apply for certificate at management level, unless they undertake additional approved 1-year school courses.

Before applying for a CoC, candidates should finish designated training courses and get some certificates or documents. For example, deck candidate for certificate at management level should undertake a training course on shipboard medical care.

Only those have served on board as an appropriate rank for at least a certain period can apply for CoC. Normally it is 12 months except for Master or First Engineer, it is 18 months. The service age is registered in Seafarer's Service Book. Furthermore, those who have poor safety performance record in this book are not permitted to apply for certificate. Service experience is not required for marine cadets who are undertaking maritime education.

Whoever is satisfied the three above requirements may apply for national competency examination and evaluation. Operational skills are examined in competency evaluation, while knowledge is tested in paper or electronic examination. National MSA is directly

responsible for national evaluation and examination. Cadets are required to pass evaluation before taking examination, while no such a requirement for other candidates.

After a candidate passes the Evaluation and Examination, shipboard probation or shipboard training is required before he gets a CoC. This period is at least 12 months for a candidate applying for CoC at operational level; no detailed period for applying for CoC at management level. During this period, candidates for operational level should finish Shipboard Training Book, and for management level, Shipboard Probation Book.

On completing all the above process, a cadet or candidate can get a CoC with which he can work on board as an appropriate rank. To those who served on special type of vessels, they should take additional training courses and hold appropriate certificates before boarding the ship.

1.1   Some Issues To Be Addressed

Seaman is still said to be one of the most dangerous professions in 21 century. High Risks come from not only the navigational surroundings but also social surroundings. Now it is a very normal phenomenon that the crew are made up of two or more nationalities. Internal social communication other than working communication is essential to those who are isolated and far away from family and friends. There are many barriers, except for language, to hinder social communication between crews, such as authority, culture difference etc. Therefore it is necessary for MET to provide marine cadets with special education on social communication to improve their ability to smooth internal and external social communication.

2   Organization of ME Listening and Speaking Training

Quite some seafarers, though obtained the CoC, can't be well-performed in their work on board. At the beginning of 2003. we went to visit shipping companies and made some investigation on what they need on seafarers' English training and got to know that 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 exam 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 to have a new training programs to meet the new demands of the international shipping market. 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 satisfied the need of their position. The aim of the training is to improve the trainees ME listening and speaking abilities within the 2 months, and help them to achieve the ability of communication in English so as to meet the need of their position on board ship.

We designed two class types, one is for deck officers, the other is for engineering officers. They are both small-sized classes, average 20 to 25 students per class. There are 26 teaching hours every week. The subjects are ME listening, ME speaking, everyday English listening and oral English by foreign teachers. In order to obtain the aim, we require that most of the class time is in English for teachers, and students should try their best to follow the teacher. Teachers should pay attention to the react of the students in classes and make sure that most students can follow most of 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 arrange more teaching hours for ME speaking than others, so within 2 months 2 of the 3 books for each class 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 of English can have the chance to follow only if he works hard. Book three are tightly connected with their job on board ship, so it is of great help for them. Book two can be self taught with the help of its disk and the knowledge of book one.

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.

3   Comments On ME Listening –speaking Training

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 for your reference. As for the future tendency of the ME training for the seafarers, in my opinion, three aspects should pay attention to.

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.

References

Chinese National Maritime Safety Administration. Code on Chinese seafarers competency examination, evaluation and certification, 2004.

Zhaolin Wu (2003)   Research on the reformation and development of maritime education, P61-70. Dalian: Dalian Maritime University Press

BRIEF SELF-INTODUCTION:

Huang Liping associate professor of English, engage in ME teaching and training for over 12 years, 3 years' engagement in the seafarers ME training organization and management.

E-mail: qdhlp@sohu.com
Tel: 0086 0532 85752291   013963937091
Address: 84 Jiangxi Road,
**   Qingdao Ocean Shipping Mariners College**
**   Qingdao, 266071**
**   P.R.China**

IT'S HIGH TIME SMCP GOT WELL UNDERWAY IN CHINA

Liu Gang
Associate Professor, Dean of Foreign Language Department
Nantong Shipping College, Nantong, Jiangsu, P.R.C.

Abstract:

The IMO-SMCP —— Standard Marine Communication Phrases, the use of which is required under STCW 78/95, was made known to Chinese Maritime institutions about the same time it came into being, and was duly introduced right after it was adopted by IMO around year 2001. Almost a decade has passed since, but knowledge and circulation of SMCP have been small and received success befitting the size. Its implementation in China is not satisfactory. This paper reviews how SMCP is going on currently, and how far it has gone in China. The author probes in the paper the problems incurred in the course and analyzes the reasons for the unsatisfactory implementation. In the paper, the knowledge of the international regulations referring to SMCP and the importance of using SMCP in China maritime institutions is emphasized and possible suggestions for proper remedies are offered. The author finally concludes: It's high time SMCP got well underway in China, with the consideration to the international safety of lives and properties at sea and the clean ocean environment.

1   A Brief Review of IMO-SMCP

In 1973, at its twenty-seventh session the Maritime Safety Committee agreed that where language difficulties arise, a common language should be used for navigational purpose, and that language should be English. The consequence was the 1977 adoption and development of Standard Marine Navigational Vocabulary (SMNV), and it was amended in 1985. SMNV was widely used to train the seafarers' communication abilities for quite a good period. Sea Speak, also by Fred Weeks and collaborators, was born in 1984. It was later introduced and recommended for use particularly in communication at sea by VHF. Though being one of the best publications at the time, the latter was much less influential in the China maritime community.

A number of sea accidents came directly of language inabilities resulting in the serious consequences of loss of lives and properties and ocean environment. The "Scandinavian Star" incident in 1990 and the "Sea Empress" accident, led to the revision and extension of SMNV, under IMO, making it more useful and offering a considerably wider and updated range of phrases. Thus, at its sixtieth session, in 1992 the Maritime Safety Committee instructed the Sub-Committee on Safety of Navigation to develop a more comprehensive standardized safety language than SMNV 1985, taking into account the changing conditions in modern seafaring and covering all major safety-related verbal communications. The IMO-SMCP was adopted by the Assembly in November 2001 as resolution A. 918(22) and the usage of these Phrases is required by the International Convention on Standards of Training, Certification and Watch keeping for Seafarers (STCW 78/95).

Therefore, Governments are recommended to give the IMO-SMCP 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.

The intended SMCP is 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."

2   The Introduction of SMCP Into China

SMCP was made known to Chinese maritime institutions about the same time it came into being, and was formally introduced right after it was adopted by IMO. The use of SMCP is required under STCW 78/95.

As early as 1999, when SMCP was still a draft under perfection, with the knowledge and awareness of the importance of SMCP to the maritime industry and institutes, I wrote for the journal 《NAUTICAL EDUCATION RESEARCH》in its No.2 (quarterly), a paper titled 《The Impact of SMCP on the Future Education and Training of Maritime Oral English in China》. I had every reason to believe that it would yield a significant influence on our teaching and training of the navigation and ship-engineering students and seafarers, for the improvement of their Maritime English (ME) listening and speaking ability. I envisaged that our concentration of teaching and training of ME for communication would be inevitably shifted to the SMCP based teaching and training. I expected then, that it would lead a drastic revolution in our way of teaching and training, the material, the syllabus we were using, and hopefully to a very positive consequence for students' or trainees' English communication competence meeting STCW requirements in the field of ME for communication, within the maritime institutions in China.

Thanks to the common efforts made by both the Chinese government administration concerned, like MSA China, and ME teachers / instructors, the SMCP was duly introduced to China when it finally came into being, around year 2001.

3   The SMCP Coverage In China

Almost a decade has passed since the introduction of SMCP to China. We may now wonder how far it has gone and how it is working in China.

According to my knowledge, SMCP in China has not reached the extent as we had earlier expected. With Maritime English being a specialization obscured by studies whose acceptance is more widely taken for granted, oversight inherent amidst so many other works, to some extent, left implementation of SMCP in China to Maritime English teachers, rather than respective government administrations. There is a Chinese saying: "The loud thunders are heard yet little rain is seen.", and the situation where the SMCP is concerned fits the saying. True, there is some emphasis, among maritime institutions, on using the SMCP to teach the ME communication featured courses, i.e. in, Maritime English Listening and Speaking, yet students' ability thereof, can not be proportionally assessed.

It is a bit sad to note, to date, we see few SMCP-based course books on our shelves or in the bookstores. Of the books that could be virtually used for teaching purpose, we see very few maritime institutions actually have the SMCP-based teaching syllabus, and therefore the teaching of ME by use of SMCP is limited to different levels. In many maritime colleges and universities SMCP is not adequately taught, and we see very little SMCP related software or courseware developed and circulated in our institutions. We even see, as an authoritive means of assessing the students' ability in English communication at sea, the

Maritime English Listening and Speaking is officially assessed in special PC rooms by special software, with less emphasis on the use of SMCP. The way assessment is currently conducted leaves much room for improvement. Despite the fact the importance of SMCP is known, its popularity and welcome have failed our hopes.

Among shortcomings of bringing SMCP into Maritime English instruction in China there have been efforts to our credit. Many have worked translating SMCP into Chinese or generating dual language versions of SMCP. Some worked to employ the entire program or selected parts, and designed multimedia courseware for facilitating Maritime English learning. On scales to capabilities others performed similar trials. But all that is far from our expectation.

To our detriment, knowledge and circulation of SMCP were small and received success befitting the size.

In a word, SMCP, like a vessel, though already started her voyage with obliged mission, is not yet fully underway in China.

4 Why So?

While we are reflecting on how far SMCP has gone and how it is working in China, we can not help checking why we are confronted with the embarrassment: on one hand, according to STCW 78/ 95, in the section referring to the competence in function for Navigation at the operational level, officers are required to "use the Standard Marine Navigational Vocabulary as replaced by the IMO-SMCP and use English in written and oral form", and so far as the English Language is concerned, officers should have "adequate knowledge of the English language to enable the officer to use charts and other nautical publications, to understand meteorological information and messages concerning ship's safety and operation, to communicate with other ships and coast stations and to perform the officer's duties also with a multi-lingual crew, including the ability to use and understand the Standard Marine Navigational Vocabulary as replaced by the IMO-SMCP". (STCW: Function: Navigation at the operational level) Therefore the importance of using SMCP in our ME education / training is clearly meant here. On the other hand, the ongoing practice is observed to be far behind our notion as stated in the previous paragraph.

The reasons might be as follows:

- The understanding of the importance of SMCP is confined to different levels. So far, few institutions have particularly designed or developed the respective curriculum and set the SMCP-based course accordingly. And even with the related course offered in the rare situation, its position is far lower than expected.
- Teachers at large are rarely provided with convincing reasons to use the SMCP for teaching purpose, and the number and importance of international regulations concerning the use of SMCP is not adequately emphasized.
- Very often, neither teachers nor students / trainees are aware of these basic pieces of legislation, or of the importance of using SMCP in their professional activities, so they are very likely to stay away from SMCP.
- The lack of relevant knowledge and information may account for the small popularity and welcome of SMCP, so its circulation is limited in China，and the use of SMCP in Chinese seafarer education and training is neither emphasized nor stipulated.
- No or very few ideal coursebooks based on SMCP coinciding with SMCP teaching have so far been developed and made available, the books like the formerly employed 《Wavelength 》based on SMNV by Capt. F.F. Weeks, which was so widely used in our ME education and training on VHF, then GMDSS communication and other ME communication related subjects. The fact that very few coursewares or similar sources

to go along with the SMCP teaching are available also prevents us from using SMCP effectively and adequately. Though so, there are many well designed and well developed SMCP-based coursebooks and coursewares suitable for teaching or training purpose, mostly seen abroad, but they are usually rather expensive, "too expensive", in many cases to afford, in the minds of college (university) administrators.

- Phrases, presented in isolated or semi-isolated sentences or even shorter forms, usually rather mechanical, though very important to safe navigation and clean ocean, are difficult to handle in class for teaching purpose from linguistic point of view, cf. SMNV, as was a lot more welcome and accepted, because of the completeness of phrases / sentences, and its contextuality (in form of grouped dialogues), rendering it a lot easier to practice in class, therefore largely preferred and favoured by both teachers and students.

- In the China context, teachers in maritime institutions who bear the burden (rather than responsibility) of helping students achieve the high pass-rate in the official examinations and assessments, are observed to teach what is examined and assessed, largely for seamen's certifications. We would call that "Exam-Centered Education".

  The problem is, the government administration concerned seems to have failed in some way, in getting the use of SMCP stipulated or stressed in maritime institutions in China.

  The existing means of examining the Maritime English in the seamen's qualification exams is exclusively based on multiple choices which focus mainly on technical stuff rather than language competence, and it's normally done alternatively in paper form or by computer. As to the assessment of ME for Listening and Speaking, the listening part is also based only on multiple choices, and its speaking part on reading aloud while speaking with voice recording, both realized via computers rather than face-to-face talk. The means of examining and assessing the seamen's Maritime English is totally designed with the consideration merely for easy and expedient handling. And further more, what is examined and assessed is usually anything but the ability as required of seamen, to use the language reaching the standards as per STCW 78/95 and other international regulations like SOLAS.

- Personnel working for VTS and PSC in China seldom use SMCP as required or recommended by relevant IMO regulations, and similarly, Chinese ship officers and engineers on board and pilots are rarely found to use it in their professional performance. This has contributed more or less to the existing state in maritime education and training in China.

5   It's High Time SMCP Got Well Underway In China

With the reasons why the SMCP is hampered on her voyage in China taken for granted, I would like to focus on the necessity, on part of ME teachers, instructors and trainers, of a good understanding towards those very important international regulations referring to SMCP.

5.1   IMO Resolution A.918(22)

In Resolution A.380(X) by which IMO adopted the Standard Marine Navigational Vocabulary; The provisions of regulation V/14.4 of the International Convention for the Safety of Life at Sea, 1974, requires 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; The standardization of language and terminology used in such communications would assist the safe operation of ships and contribute to greater safety of navigation; 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 the standardization of language and terminology used. Having considered the recommendations of the Maritime Safety Committee at its sixty-eight and seventy-fourth sessions, the Assembly—

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-SMCP 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-SMCP 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.

5.2   IMO Resolution A.857(20)

Guidelines relating to VTS: 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-SMCP should be used where practicable.

5.3   STCW / 95

STCW Code, Table A-II/1. Function: Navigation at the operational level (columns for competence and knowledge, understanding and proficiency) clearly states —
Competence:Use of the Standard Marine Navigational Vocabulary, as replaced by the IMO-SMCP, 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-SMCP.

5.4   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-SMCP, 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-SMCP-.

5.5   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 SMCP to enable them to carry out the duties of a VTS Operator using the English language.

5.6 IALA Model Course V-103/1

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.

In order to get IMO SMCP widely circulated in China and effectively taught in our maritime institutions, with the hope SMCP will be set on the right course, be properly steered, and get well underway in China, we should not only be well aware of the those relevant regulations summed above, which function as the light houses on the voyage, but also to take all countermeasures based on the discussion described under section V of this paper. I would like then to make the following suggestions:

1）High concerns are highly expected from the government administration like MSA, to the SMCP requirement of Chinese seafarers, giving an emphasis on the teaching and learning of SMCP in all maritime institutions in China, and the requirement to be stipulated clearly in related documents governing the seafarers education, training, examinations and assessment.

2) MSA is also expected to get the seafarers language competence meeting the STCW standard, rather than the overlapped choice-based technical knowledge, examined and assessed in the seamen's qualification exams, by updating their means thereof and revising the relevant outlines of examination / assessment. For example, the assessment for oral competence should be firmly based on the proper use of SMCP contents and phrases. Only in that way can the "conducting bar" (referring to official exams and assessment by MSA) function positively, leading a correct direction for SMCP-based teaching in China.

3) Instructors and teachers should exercise great efforts to make the necessity of IMO SMCP related regulations as well as the importance of using them known to the students / trainees. And instructors too, need an according, rigid study before hand.

4) Maritime institutions are advised to develop the SMCP-based teaching curriculum with suitable hours guaranteed, and compulsory use of SMCP should be made by writing its teaching into syllabus, and have the mastery of it constantly checked / assessed. "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." (Peter Trenkner)

5) The relative coursebooks, coursewares, and other materials to be used for the SMCP based or related teaching and training are demanded, as in course teaching of ME for Listening and Speaking, GMDSS Communication in English, and Maritime English (in reading and writing) as well. The alternative way is to buy them from either domestic or abroad, they are worthy of cost. This suggestion is more directed for the college or university officials in charge.

There are various software and text book producers 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.

6) The use of various simulators, if available, such as navigation simulators, VTS simulators, is highly preferred in teaching SMCP related communication. "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." (Peter Trenkner)

7) Students' concentration on the passing of examinations on ME and assessment on ME Listening and Speaking, GMDSS Communication, as conducted by MSA China for seamen's qualification should be well shifted to that on the English language competence training, and the teachers should make the similar efforts to help students realize the shift, bearing in mind the ultimate objectives of ME teaching and education. To achieve this goal, SMCP should be taken into sufficient consideration both by teachers and students in their daily teaching and learning activities.

There might be lots other remedies and suggestions which can facilitate solving our problems discussed in the paper. I would therefore welcome the contributions in this regard from our colleagues and persons concerned both from home and abroad.

6   Conclusion

Getting the SMCP well underway in China is not an easy thing under the Chinese background. With the consideration to the international safety of lives and properties at sea and the clean ocean environment, there is no reason for us to delay any more the voyage of SMCP in China —— It's high time SMCP got well underway in China！ Yet realizing the goal requires us, from maritime institutions to shipping related bodies, from ME instructors, teachers and students to government officials concerned, to make combined efforts, the painstaking efforts obviously. I am optimistic to envisage the SMCP in China being steered towards her right destination in the near future.

References

FOREWORD—SMCP, Prof. Dr. Peter Trenkner, IMLA Sub-Committee on Maritime English

IMO Resolution A.918(22): IMO Standard Marine Communication Phrases.

IMO Resolution A.857(20): Guidelines referring to Vessel Traffic Services. Section 2.4 "Communication and reporting."

STCW-95: STCW Code, Table A-II/1. Function: Navigation at Operational Level (Columns for competence and knowledge, understanding and proficiency).

IALA Recommendations V-103: Recommendation on Standards for Training and Certification of VTS Personnel.. Table 1 VTS Operator Competence: columns for competence and knowledge, understanding and proficiency.

IALA Model Course V-103/1: VTS Operator, Part B, Module 1: Language, Section 2, Subject Framework

《IMO Standard Marine Communication Phrases and Teaching their Use in VTS-Context》 Prof. Dr. Peter Trenkner，Wismar University - Dept. of Maritime Studies

《Alternative use of a VTS simulator for SMCP teaching: Exploring new paths for a powerful training tool》. José Manuel Díaz Pérez

A COMMUNICATIVE LEARNING AND TEACHING STRATEGY FOR ENGLISH FOR SPECIFIC PURPOSES IN CHINESE MARITIME HIGHER EDUCATION INSTITUTIONS

Robyn Pyne
Associate Lecturer and PhD Candidate
The University of Plymouth/Dalian Maritime University
The University of Plymouth (Shipping and Logistics Group), Drake Circus,
Plymouth, Devon, PL4 8AA
robyn.pyne@plymouth.ac.uk
Tel: 0044 (0)1752232867
Fax: 0044 (0)1752 232249

Xuejun Gong
Associate Professor
School of Foreign Languages, Dalian Maritime University
1 Linghai Road, Dalian, China, 116026
xuejungong@yahoo.com

Abstract

In the fields of Navigation and Marine Engineering, the final certification examination for Maritime English (ME) competency is comprised chiefly of multiple choice and true/false questions. Evidence presented in this paper illustrates how this assessment approach fosters a surface style of learning on behalf of the students and how teaching is forced to adopt this style also. One of China's largest educators of Navigation and Engineering students, Dalian Maritime University, is presented as a case study for this discussion. Empirical findings from longitudinal ethnographic action research by two educational practitioners – one English and one Chinese - are reported in pursuit of promoting the development of an alternative learning and teaching concept. This paper champions the development of a student focused, communicative approach to programmes taught in English in Chinese maritime higher education institutions as a solution to enhancing the depth of students' ESP learning. Practical applications for course coordinators and teachers are given great consideration in the paper and International Maritime Organisation (IMO) model course based competency targeted teaching units are presented as a solution.

Keywords: Assessment, motivation, communicative teaching, curriculum development

1   Introduction

In 2005 the BIMCO/ISF manpower survey figures confirmed China's position as the largest exporter of maritime labour. In the 2000 and 2002 surveys this was not the case, but in this short space of time China's maritime labour supply has grown considerably.   The most frequent category of the total maritime manpower supply from China (122, 208) is for ratings (79,504) over officers (42,704). The Philippines lie second for their total supply (120,399) having been overtaken by China with their supply of officers (46,359) exceeding that of ratings (74,040) (BIMCO/ISF 2005).   Factors for the decline in the employment of Filipinos are cited frequently as being in relation to the highly litigious climate of operation with mounting claims for compensation for injury and falsification of documentation (Zhao & Amante 2005:Lloyds Register Fairplay 2001). Factors cited for the increased employment of Chinese seafarers relate to wage rates and rising competency levels (MOC 2005).   One stark comparison between these two groups is that Filipinos use English as a second language (ESL), whereas for the Chinese English is a foreign language (EFL).   The major criticism and the major restriction in Chinese seafarers' employment mobility in the global fleet is the perception that they possess limited ability to communicate in English. Manning agents involved in this study indicate that growth in seafarer export would be even greater if all of their new recruits could perform well in appropriate English tests.   This poses a great problem for the maritime industry, as it needs highly professional individuals who are prepared to learn and adapt to situations. Cadets surveyed (Progoulaki, Pyne and Theotokas 2008) expressed a desire to work for five to eight years onboard before seeking a shore career. The majority wished to serve a minimum contract period of five years.   This means that the industry has little time to take on cadets and raise their professional and language competencies simultaneously.   The time for raising language competency lies during the time studying at maritime training institutions. High student numbers and few teachers means that this is a tricky situation to address. Teachers may not receive extra money or time to prepare for what is a more complicated class, but are expected to do so with little reward to motivate them. A revised solution is required.

It is the aim of this paper to explore ESP learning styles at one case institution in order to address the deficit between Chinese maritime cadets' 'communicative competence' and their 'communicative success'. Section two of this paper defines 'communicative competence' and 'communicative success' and looks to the i) relevant literature to outline the status quo of *teaching and learning of Maritime English at Chinese MET institutions.* This information is presented in combination with case study examples from the aspects of ii) the students, iii) student learning strategies and iv) exploring why assessment is fostering the rote learning stereotype, which acts to provide the rationale for the research that took place. Section three addresses the *research approach* taken including information about the research project staff's objectives and describes the action research paradigm employed. Section four presents a hypothesis based on the *findings and discussions of the research and practical applications for Maritime English course design* by discussing the language learning strategies employed by Chinese Students of EFL, maritime and non-maritime, both at the Chinese case institution and in at higher education institutions in the UK.   Section five describes experiences of *classroom trials of communicative learning* featuring two key groups of Deck Cadets, Master Mariners and Maritime Safety Administration (MSA) civil servants. Section six provides the paper's conclusions and is followed by a list of references.

2   The Teaching and Learning of Maritime English at Chinese MET Institutions

a) Communicative Competence and Communicative Success

Originally formulated by Hymes (1972), 'communicative competence' involves judgements concerning what the mind can manage in terms of grammatical structuring, what is required to achieve the linguistic goal in question and what society will accept: 'Competence is dependent on both knowledge and use' (Hymes 1972: 282). 'Communicative success' is the situation when all of these aspects have been applied, successfully and the linguistic goal fulfilled. Linguists stress that competence does not automatically equal success. This is important in ESP teaching and assessment as these two essential elements should not only foster and measure competence, but also seek to promote and assess success in context.

b) The Students

According to Zhao (2000), there is question as to whether the young men recruited to study Navigation and Engineering courses in China are going on to be 'high quality' officers and crew or just 'cheap labour'. In 2005, Zhao & Amante followed-up these claims with an in-depth study of maritime education and training (MET) institutions in China and the Philippines. They reported that the young men recruited into the MET system in China were not as well educated as those studying other subjects and that support for them in terms of scholarship was in adequate (Zhao & Amanate 2005). Empirical data from 2006 to 2008 backs-up this claim to some extent, but questions the severity of Zhao & Amante's claims. Progoulaki *et al* (2008) concur with Zhao and Amante (2005) and report that from a sample of students at China's largest training institution, Dalian Maritime University, the majority have peasant farming parents and as a result could not expect to have had access to the best schools, as a result of having been brought up in the less economically developed country-side. Zhao & Amante (2005) reported finding no urban students from the affluent coastal provinces among their survey, but 5% of students interviewed for the Progoulaki *et al's* (2008) study are reported as being from urban backgrounds.

One discovery from the empirical data is that rural students are usually hard working and have overcome some form of challenge to reach the institution. In their educational backgrounds they have done relatively well, but had not been exceptionally high achievers in their high schools. Those from urban backgrounds showed a trend between extremes. Some described themselves as 'lazy' and pre-occupied with other, non academic activities and hobbies e.g. practising and performing guitar music, and that they just didn't study very hard at high school. Whereas, the other extreme were a group of very hard working individuals who were promoted to the top classes and pigeon holed for civil service jobs. For the majority of rural students, getting into a university to study was their key motivation to pursue Navigation and Engineering courses, with fewer Navigation than Engineering students stating that they had any idea prior to arriving about their major or any genuine desire to work onboard merchant ships. Some urban candidates had seafaring relatives and although fewer in number than their rural counterparts, possessed more positive motivations to work at sea. Among those interviewed, there was a subtle difference between Engineering cadets and Navigation cadets, with the former group being more likely to have come from urban dwellings and to have selected their major based on informed choice and a desire to become a Marine Engineer. Some explanation for this was that it is viewed as a profession in China to be an engineer receives societal praise. For engineering there is a higher score requirement in the 'Gaokao' – the Chinese university entrance examination – and as a result these Engineering students have more choice of university courses upon graduation from highschool.

c) Student Language Learning Strategies

In all fields of language learning, strategies that go beyond cognitive processes, to include social and other elements of a communicative strategy, are common for the student. The maritime students in question, albeit unbeknown to all of them, in studying English are in pursuit developing their communicative competence. The maritime industry itself is demanding communicative success from Navigation and Engineering graduates. The institution and the students themselves impart conscious and subconscious strategies towards achieving this goal. Oxford (1990) classifies these language learning strategies and their orientation towards the development of communicative competence into a taxonomy, which at the top tier consists of 'direct' and 'indirect' strategies (Figures 1 and 2) . Each of these two groups is subdivided into three further categories (Table 1). In this taxonomy, 'metacognitive' strategies are understood to help learners to regulate their learning. 'Affective' strategies concern themselves with the learner's emotional requirements e.g. anxiety, while 'social' strategies lead to increased interaction in naturalistic settings which act to foster acquisition of the target language. 'Cognitive' strategies describe the actions of students to conceptualise in order to make sense of what it is they are learning, 'memory' strategies are those used for storage of information e.g. lists of vocabulary. 'Compensation' strategies resolve to fill gaps in their knowledge and to fill their speech in order to allow them to continue communication.
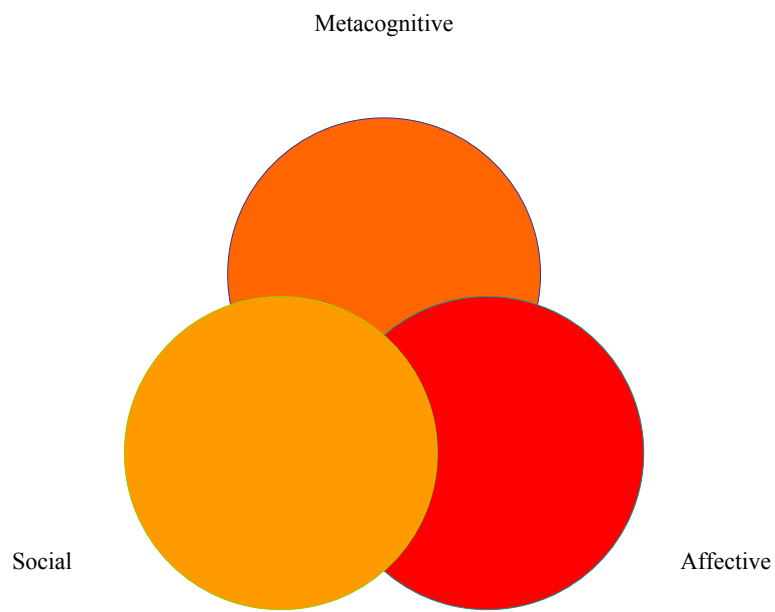
Figure 2 - Indirect Strategies
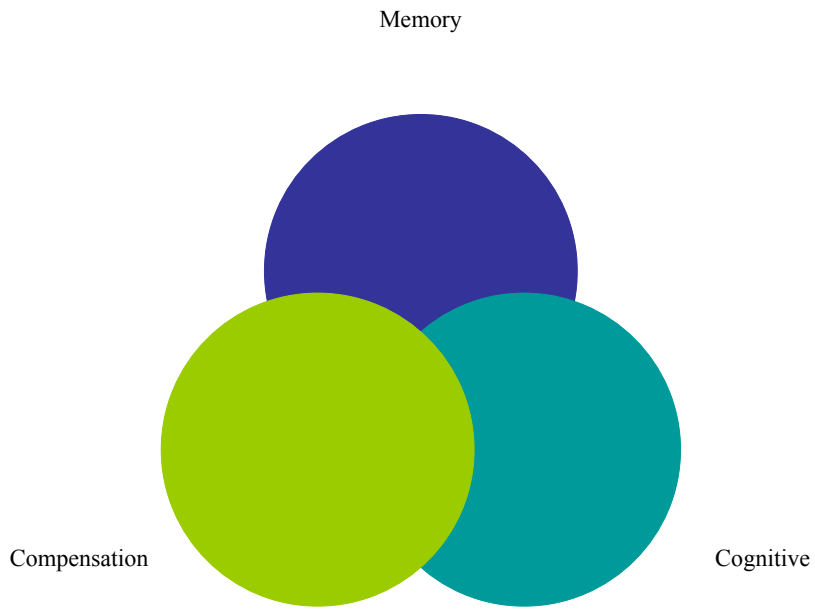
Figure 0 - Direct Strategies

Table 1:   Language Learning Strategy Taxonomy

Strategy	Description
	Direct
Memory	Creating mental linkages, applying images and sounds, reviewing well, employing action.
Cognitive	Practising, receiving and sending messages strategies, analysing and reasoning, creating structure for input and output.
Compensation	Guessing intelligently, and overcoming limitations in speaking and writing.
Metacognitive	*Indirect* Centring learning, arranging and planning learning, evaluating learning.
Social	Asking questions, cooperating with others and empathising with others.
Affective	Lowering anxiety, encouraging self, taking stock of 'emotional temperature'.

Source: adapted from Oxford (1990).
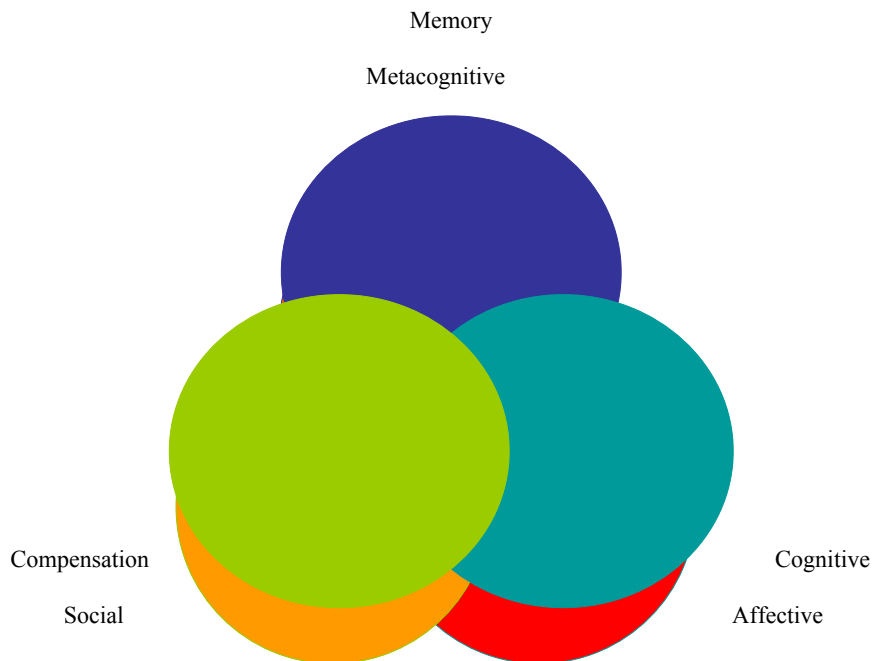
Figure 3 – Overly of Direct and Indirect Strategies to form a Communicative Strategy

d) Why Assessment Is Fostering The Rote Stereotype Conundrum

Success in the MSA exam for a 'Class A' Certificate of Competency (COC), permits access to much sought after international employment. As a result the exam must feature an English language element in line with the Standards of Training and Certification of Watchkeeping (STCW) convention. However, the industry continues to state that English language competence is still the greatest challenge for preparing Chinese cadets for the global labour market. It is hard to grasp why this disparity still exists with so many years of the same complaint being received. There have of course been advances and improvements in teaching e.g. the increase in number of native speaking English teachers, resulting in the best students becoming better. Yet, these better students rarely go to sea and are among an ever increasing in frequency 10% cream off the top of the pool, who go on to enter postgraduate education or the civil service. In addition as the numbers of recruits entering maritime institutions increases each year due to steep industry demand for manpower, sadly the worst students have become decidedly worse. Lower entrance requirements have been adopted to allow for higher student intake and more institutions have been approved and have had their status level raised to that of 'university' (CMET 2007).

The student demographic is more likely than a decade ago of coming from inland rural areas. There is nothing in the STCW to say that Navigation or Marine Engineering students must have grown up next to the sea and have it running through their veins, but there is a difference between the primary and secondary education standards between the poorer and less economically developed inland provinces in the West and the richer coastal cities of the East. In the coastal cities and in the Eastern provinces of China the standard of schools is much higher. In observations, those students who do the best with little effort are usually from the East and have lived in cities, are supported by professionally employed parents and went to good schools with the addition of native speakers as oral English teachers. Those who perform poorly or who have had to put in exceptional effort to succeed are from the West, have peasant farming or unemployed families and are in a lot of debt to have reached university in the first place (Progoulaki *et al*, 2008; Zhao & Amante 2005).

Unfortunately and indiscriminate of their Western or Eastern origins, despite the students' own desires to manage their learning and to manipulate these learning strategies to their optimum, there is great pressure upon them to learn by rote. Ramsden (2004:177) describes a situation where 'if students perceive that their learning will be measured in terms of reproducing facts or implementing memorised procedures and formulae, they will adopt approaches that prevent understanding from being reached'. The test of ME in China is presently based on multiple choice questions and preparation for the examination consists of memory cramming for this examination from a question pool. It is recognised widely at the institution, by its teachers and by its students, that this is not a healthy way to examine competence, but that with such high numbers of students and without a change in the exam there is no choice for the teachers and the institution but to continue to foster this approach. This assessment mode is certainly to blame for the rote conundrum. Observation activities at the case study institution raised comments from senior English teaching staff that examinations were necessary in the existing system to 'motivate' the otherwise assumed to be un-driven students. Reading around the topic after the research interviews had been carried out revealed a further theory of Ramsden (2005), which provides insight and much reasoning to the behaviour of staff and students in this situation.

> *In this view, because students are fundamentally lazy and the bright ones few and far between, assessment performs a vital secondary function of motivating the students; the threat of failure in a competitive situation is required to*

stimulate them to attend lectures and practicals and to do at least some private study'

Ramsden (2005:177)

There is great awareness among staff and students of the importance of the English element of the education programme for Merchant Marine Cadets, but at present there is a lack of empowerment for the institution's staff and their students to change the system to facilitate greater depth learning of language. The bottom line is that until the style of assessment changes, the teaching of Maritime English in institutions is stagnant to change.

3   Research Approach

3.1 Project Staff

Despite having highlighted the stale-mate situation between the formal MSA examination for a COC and teaching methods in the former section, research activities continue and on a practitioner level, where feasible, change has been observed. The year 2006 saw the beginning of a collaborative research programme involving the authors of this paper and their colleagues at Dalian maritime university. A sample from the twenty strong group of teachers from the School of Foreign Languages, whose time is shared between teaching College English texts and Maritime English, took part in an action research project (see section 3.2) to peer evaluate their teaching and to promote best practice. The principle author of this paper led this project, funded by the UK Economic and Social Research Council's research degree scholarship scheme. Supported by the Dean of the Navigation College and the Vice Dean of the College of Foreign Languages, in 2006 half of the Maritime English teaching group were involved in initial problem framing observations and in 2007 six volunteered to take part in follow-up classroom peer teaching observations and reflective documenting. In 2008 all of the staff took part in a survey relating to their professional opinions regarding the past and present situation of Maritime English teaching at the institution.

During the former academic period in 2007, the secondary author of this paper instigated a research investigation of his own to explore the learning strategies employed by his student charges. He had exposure as a teacher of the same College English materials to both Marine engineering students of English and those who were taking English as their major. He was inspired at the time to investigate if there were any differences in their approaches to learning and what effect this might have on their academic performance.

3.2 Action Research Strategy

Action research was used for this research investigation.   Such an approach can be useful when the action being studied can contribute towards improvements and when a project transcends a number of stages consisting of planning, acting, observing and reflecting, and the investigation itself calls on the consultation of outside parties and their wider participation in the project (Carr & Kemmis 1986). Education is not a field in which activities and pursuits necessarily go well or as planned at a first attempt.   It is a cyclical process of planning, acting and reflecting. In delivering a new aspect of the curriculum through a disciplinary context and with the introduction of new teaching modes, this process can be of great importance to the success of current and future teaching activities.

Further definitions of action research can be drawn from Cohen, Lawrence & Morrison (2000), whose work provides a synopsis of contemporary applications of this research approach in educational settings. Included in their summary are definitions by Hopkins and

Ebbutt from the 1980s that describe the combination of action with research as having the result of 'disciplined inquiry'. Through this disciplined inquiry, practitioners make attempts to 'understand, improve and reform' practice (Choen *et al.* 2000: 226).   In the instance of the research project described in this paper, the action research approach served to make a 'small-scale intervention in the actioning of the real world and a close examination of the effects of such intervention' (Choen and Manion in Choen *et al.* 2000).   The most apt definition that made this approach appealing in achieving the objectives of this study was that of   Kemmis and McTaggart, also read in Choen *et al.* (2000), which outlines 'to do action research is to plan, act, observe and to act more carefully, more systematically, and more rigorously than one usually does in everyday life'.

By entering a situation in which the desire for it to change has been expressed by more than one party, but that was continuing to act in the same manner, problem framing was a necessary as an important step in the process.   The key characteristics of action research appropriate to this study are:

- Its use of data in an ongoing cyclical process
- Its use of case study
- Its focus on concerns that of immediate concern to practitioners
- Its avoidance of potentially damaging isolating and controlling of variables
- Its inclusion of evaluation and reflection
- Its strive to render the research usable and shareable by participants
- Its incorporation of rich dialogue and discourse
- Its strive to be emancipatory

(Choen *et al.* 2000)

4   Findings and Discussion of Practical Applications for Course Design and Teaching

4.1 The Learning Strategies Employed by Chinese Students of EFL

One study executed by the secondary author of this paper focused on the six language learning strategies of Oxford (1990) as employed by Marine Engineering students and students majoring in English. Surveying was carried out during the teaching programme to establish how students approached their learning of English in light of Oxfords strategies as outlined in section 2.3 of this paper. When comparing the students from Marine Engineering majors with English majors, the English majors employ language learning strategies more frequently than the Marine Engineering majors. Overall, from among the six learning strategies, memory strategy, cognitive strategy and meta-cognitive strategy are most highly used in the learning process, and there is no obvious correlation between students' learning outcomes and use of compensation strategy. The survey results show that there is no correlation between the compensation and memory strategies**,** and that there are obvious correlations among the other five learning strategies; cognitive, compensation, metacognitive, social and affective. Results highlight also that that there is no specific correlation between the use of compensation strategy and students' academic achievement.

In light of learning outcomes, memory strategy is the most powerful strategy for the students. As a result of his findings the teacher in question concluded that for enhancement of learning outcomes memory strategy should be strongly encouraged in the teaching process.   This is very apt and appropriate for the Chinese system where the assessment reflects these outcomes and final assessment success in examinations is based on memory.

In light of their performance in these tests, in contrast to memory strategy, cognitive strategy and meta-cognitive strategy, emotional strategy and social strategy have less influence on students' performance.In terms of final assessment overall, memory, meta-cognitive strategy and cognitive strategy are the most influential strategies in learning. Emotional strategy and social strategy are the next most effective and compensation strategy plays little or no role in students' achievement test.

These findings are very contradictory to the thinking of Western Educators, who would hope to see greater importance placed on other strategies than memory to achieve the learning outcomes of their teaching programmes and for this to relate also to the students' level of success in corresponding assessment. In 2006, it was presented to IMLA by Pyne, Dinwoodie & Roe that although suitably qualified and tested for language proficiency, the 'language competency' variable remained a concern for Chinese postgraduate students studying outside of China. In a five year survey, backed-up by national data in year five, for four out of the five years Chinese students over other nationality groups expressed particular concern for the 'language competency' variable. One suggestion as to why this remained a weakness is that a statistically significant number of Chinese students over other nationalities expressed in relation to the 'social' variable being nothing other than 'unimportant' for them in achieving their transferable skills goals, including the 'language competency' variable. With other minority groups, the 'social' variable along with 'accommodation' is 'very important' when these students are seen in small numbers in class sets. Reasons given by the other nationality students for their emphasis on 'social' and 'accommodation' concerns, indicate that a lack of social opportunities for interaction is negative for their achievement of transferable skills, including the 'language competency' variable. Qualitative responses revealed that this response is heightened when their accommodation is not facilitative of social language learning strategies being employed. For the Chinese, on the other hand, they expressed little concern for the 'accommodation' variable in being a chance to enhance their language skills and results showed preference for accommodation with other Chinese students for 'social' reasons instead. Interestingly, the Chinese students' preference for organised activities within the curriculum, such as field trips, was statistically significant over other nationalities. Qualitative data revealed that they see sense in structured means for introducing social strategies to their language learning.

At the Chinese case institution, some EFL students create their own social learning opportunities through volunteering to aid foreign teachers, by making friends with foreign students and by organising 'English corner' events. Involvement at these events is usually through the structure of the 'student union' groups. The student volunteering union will organise an aid for a new teacher or a language friend for a foreign student. The English corners are organised by a similar union group with their interest in learning English. Its members schedule English corners, at which all communication is in English and students will raise a topic for discussion. A foreigner attending one of these events is like prey to hungry lions. English corners are common across China, run both commercially and by student groups. What is common about their make-up is that they are popular, deliberate and recognised events with clear leadership. At the case institution, these were attended well by students from non-maritime majors, in particular those who wished to study overseas in the near future.   They were not attended well by maritime majors.

These empirical findings have lead to the hypothesis:

Chinese learners of EFL at undergraduate and postgraduate level do not demonstrate personal responsibility for facilitating their language learning through social and emotional learning strategies.

This hypothesis is the basis for creating a communicative learning context within the classrooms at the case institution and the subject of the commentary in the following sub-section.

5 Classroom Trials of Communicative Learning With Deck Cadets, Master Mariners and MSA Civil Servants

Classroom trials of communicative teaching took two forms during the research period of two years at the case institution. The first group of students were those enrolled on Navigation courses in preparation to become officers in the Merchant Navy. The second was a group of civil servants in the MSA. The second group consisted of two sub groups, A - Master Mariners and Chief Engineers and B - graduate employees most of whom had been in post for three years. In both groups A and B, a majority proportion of students were formerly undergraduate students at the case institution.

5.1 Group one – Deck Cadets

Group one study activities targeted subgroup 'A' first year, and subgroup 'B' final year students in their study of Standard Marine Communication Phrases (SMCP). For both of these subgroups 'communicative competence' is measurable based on their College English Test (CET), with 'communicative success' being measurable through in-class activities.

5.1.1 Navigation Students Subgroup A

At the outset of the study year, this group of freshman students are very remote from the topic of Navigation. Some may have backgrounds allowing for existing knowledge of Navigational concepts, but the majority do not have this experience. As a result they are concerned primarily, at this stage, with learning the basics of maritime terminology in their own language. Teaching units developed from the IMO model course syllabus were used throughout one teaching term, with the objectives of:

- Eliciting and strengthening maritime vocabulary
- Contextual use of target language
- Needs analysis for feedback into general English learning

The classroom revealed that these students had a rigid and set expectation of learning English to include primarily a list of new words that could be learnt through self study in the confines of their dormitory. This was expressed by the group's monitor, who boldly raised the statement 'I don't think we are learning anything' at the end of the first class.   This was discussed further and it came to light that he questioned the 'learning' taking place as it didn't fit with the group's expectation of what learning English involved. The students had little exposure to foreign teachers and those with whom they had contact were using a set text. There was no textbook for this course, which caused some concern among the group. Instead, what took place were carefully planned activities based on the more basic aspects of the IMO model course with the aims of warming up the class to engage them, eliciting vocabulary and reinforcing its use, and then using it in very simple contextual situations. Another expectation of the group was of the strong discipline that should be enforced by the teacher, to make the students learn, and that while in the classroom it is the teacher who should be doing the talking.   This was evident as when the break time bell rang, there was a flood of questions and free use of the target language, but when class started up again they

were in recipient mode only. This highlighted the need for training for the group in the new role of the classroom for communicative learning and what would be expected of them each week. It also meant that lesson plans evolved from one another to meet the group's ability and needs, and preparedness to learn outside of their comfort zone. After the initial classes had taken place the group became accustomed to the style of learning, keeping vocabulary lists of their own for new words and drawing on these for future tasks.

5.1.2   Navigation Students Subgroup B

Teaching units were expanded upon for this more advanced group of learners.   Their immediacy to employment also meant that particular attention was given to pronunciation and immediate correction of errors.

- Eliciting and strengthening maritime vocabulary
- Contextual use of target language
- Pronunciation
- Immediate correction and drilling

Experience with this group over one teaching term revealed that they varied considerably from the freshman class as they had studied a series of texts for ME already. Their studies of ME had begun in the second semester of their third year in preparation for the MSA competency examinations. This constituted studying a multiple choice question bank under the guidance of a teacher from the foreign languages college. The majority of teachers involved in these lessons were English teachers with academic knowledge of Maritime English through their career experience and their own dedication to learning about the topic. Two of this twenty strong group were experienced as navigators and had qualification and experience teaching ME. The students' level of background knowledge and their exposure to foreign teachers already, made them a more flexible group to work with in terms of the communicative teaching approach being employed. However, when it came close to the examinations they regressed to learning by rote from their question bank textbooks and attendance dropped considerably.

5.2   Group Two – MSA Civil Servants

Group two study activities targeted MSA civil servants. The majority of students in Subgroup 'A' were recruited into the MSA as graduates of 22 to 23 years of age having passed the civil service entrance examinations. At the time of the research they were of average age 26, with a few exceptions who had served onboard in a previous career and who were of an average age of 34. Whereas subgroup 'B' were all civil servants concerned directly with maritime safety and with sea service as 'Class A' unlimited COC Master Mariner/Chief Engineer and had an average age of 39 years. Both groups were being prepared for the International Language Testing System (IELTS) examinations, but for different reasons.

5.2.1   Civil Servant Subgroup A

This group of students were on a clear career development path and were perspective postgraduate students on a World Maritime University maritime environmental management and protection related programme. Success in the three month English programme and securing an IELTS score of 5.5 would permit them to progress onto the

Masters degree programme. Many of the students were graduates of Dalian Maritime University and other key maritime institutions in China.

This class was very much an exam class and from the outset its focus was the IELTS date three months away. Text books were issued to students for the purposes of understanding the exam and for practice with exercises. Initially, the students were very receptive to the chance to be examined and to find out their current level and skills. However, they were reluctant to take early advice from teachers as to how to study and improve themselves over the given time period. There was great focus on the advice given by the book on all aspects of preparing for the test, but for each student their needs were different. Nerves were the greatest challenge for all of them at the beginning. Some of them saw the mock examination appointments as the chance to get over their nervousness of meeting face to face with the examiner and having to perform well in three parts of the test, but relied on the textbook for guidance and advice of how and what to study. The sense of immediacy was missing for some candidates, who seemed intent on doing what the book said when the time came as a means to pass the test. A minority took heed and persevered with the tasks they had been set. For the majority, it took repeated attempts to gain cooperation with unfamiliar study methods and repeated failure in mock tests on the same fault to drive home to them their individual study needs and the misguidance of the textbook in certain contexts.   Time was wasted at the beginning of the preparation period due to these barriers to learning.

5.2.2   Civil Servant Subgroup B

This group of students were on a varied career development pathway and those most successful in the programme would potentially have the chance to represent China at the IMO and others to take part in international conferencing. This older cohort had a differing educational background than subgroup A, in that they studied in maritime training institutions before they were universities and they did not experience as much language learning prior to their graduation. The very real possibility for selected group members to attend IMO meetings and to receive promotion upon their return to work as a direct result of their performance was a great incentive to them to learn and to be open to their teachers. Their experiences onboard and in multi-cultural settings also assisted them in accepting the individual approaches of their three foreign teachers for oral, written and ESP classes. This group were keen to learn and adaptable to context at the outset. A communicative classroom was easily achieved and their professional background aided the group's discipline during activities, which each had a leader and clear objectives to be achieved. Their experience onboard was explored through group and individual discussion to reveal their language learning in context for the sake of achieving professional objectives was a strong motivation for them to have made the improvements in their English so far. All had been immerged previously in a working environment using English as the dominant and common language. However, as time went on they became accustomed to the university environment and the influence of the other students around them in their shared accommodation. When it was announced to them half way through the course that they too should prepare for the IELTS examination, for the majority their desire to learn was overtaken by their preparation for the examination. Discipline had to be instilled with class registers being taken for dwindling attendance and reported to senior teaching staff.   Poor achievers dropped out of classes and stopped attending with others having intermittent attendance, favouring time alone with their exam textbooks over what became perceived as learning for learning's sake in the classroom.

6   Conclusion

Chinese students of EFL when in a native speaking country have the opportunity to employ social strategies to learning, but survey data suggests that they do not optimise this opportunity. On the other hand, Chinese students of EFL studying in China have few opportunities to employ social strategies, involving native speakers, to their language learning. In China the EFL students' scope for social strategy differs from when in a native speaking country. Their optimisation of these opportunities does not differ. In both cases, a small minority group take the opportunity through structured means to make foreign friends and to socialise with teachers in order to improve their spoken English. A small proportion of Chinese EFL students in China make chance acquaintance with foreign students and teachers and even fewer do this when in a native speaking country. When compared with other nationality EFL students, there is a significant difference in attitudes and behaviour to socio-linguistic concerns.

The revised solution to the issue at hand could be to address Maritime English at an earlier stage with the students. During trials of teaching with Freshman students, it is very possible for them to learn content and language at the same time and to have language reinforced through a carefully planned curriculum. By leaving their ME learning to the second term of the third year of study, students are forced into to the rote conundrum and to learn for multiple choice exams that are not facilitative of the depth of knowledge required of ESP for communicative success to be achieved. The key proposal to this is adopting the IMO model course and by designing communicative teaching units at appropriate elementary, intermediate, upper intermediate and advanced levels. At elementary and intermediate levels foreign, non-specialist, teaching staff can be involved in their delivery in the first and second years of university study of Navigation and Marine Engineering. At intermediate and advanced levels, professional English teachers with experience of teaching Maritime English or professional Navigators and Engineers with adequate training to teach English are required and native speakers can provide a supporting role for general, and in particular oral and listening classes.

References

Carr, W. & Kemmis, S. (1986) *Becoming Critical: Education, Knowledge and Action Research,* RouteledgeFalmer, London.

CMET (China Maritime Education and Training Research Group) (2007) *Research report on the development and reform of the Chinese Maritime education system,* (yet to be published), Dalian Maritime University Press.

Cohen, L., Lawrence, M. & Morrision, K. (2000) *Research Methods in Education,* Routledge Falmer, London.

Cole, C. and Trekner, P. (2007) *Yardsticks for Maritime English Assessment Purposes –a uniform tool for students, teachers, offices and end-users,* Proceedings of the International Maritime English Conference (IMEC) 2007

Liu, M. (2007) *Seamaster – An Innovation to Imporve Maritime English Training in China,* Proceedings of the International Maritime English Conference (IMEC) 2007

Lloyds Register Fairplay (2001) *Manning in crisis – competition pulling the Philippines down,* 11th October 2001, pp. 18 – 21

MOC (The Ministry of communications of the People's Republic of China) (2005) *The 2005 Report on China's Shipping Development,* The Press of People's Communication: Beijing [in Mandarin].

Hymes, D. (1972) On communicative competence. In Pride, J. & Holmes (eds), *Sociolinguistics*. Hrmondsworth: Penguin, pp. 269-293

Oxford, R. (1990) *Language Learning Strategies: What Every Teacher Should Know.* New York: Newbury House Publishers.

Progoulaki, M., Pyne, R. & Theotokas, I., (2008) Cooperation and competition in the global market: Manning issues of Chinese and Greek Fleets, *Proceedings of the International Association of Maritime Economists (IAME) conference April 2008,* Dalian, China.

Ramsden, P. (2004) *Learning to Teach in Higher Education,* 2nd Ed. RoutledgeFalmer, London.

Zhao, M. (2000) Chinese Seafarers: Value for Money of Cheap Labour? *Maritime Review 2000.* Seafarers International Research Centre (SIRC), Cardiff.

Zhao M., and Amante. S. (2005), Chinese and Filipino Seafarers: A Race to the Top or the Bottom? *Modern Asian Studies*, July, (39), Cambridge University Press, Cambridge, *pp.*535-557.

Acknowledgement

Theme Ⅰ Institutional issues

PART 2: WORKSHOP

MARITIME ENGLISH RELATED TO CAUSES AND CONSEQUENCES OF MARINE ACCIDENTS

Peter C. van Kluijven
Shipping and Transport College
Rotterdam – Netherlands
E-mail: kluijven@wxs.nl

Keywords: communication, negligence, breakdown, deficiencies, "Acts of God", active errors, root causes, Catastrophic, Major, Moderate or Minor consequences, P&I, etc

Workshop objective

To familiarize the learner with the wide scope of specific idioms and phrases related to the language used in reports concerning causes and consequences of marine accidents and disasters.

Workshop contents

The assignment for the participants is to determine the causes and consequences of a number of marine accidents.

Causes of marine accidents

The safety of passengers and crew, ship and cargo is determined by both internal and external factors, but most of all by the Human Factor.

The internal factors (IF) that may influence safety are: the ship's dimensions and draft, her rudder, propulsion system and navigational instruments.

The external factors (EF) are formed by weather conditions, currents and tides, characteristics of fairways and unforeseen events. In documents the term "Act of God" indicates that the ship- owner will not be held responsible for damage caused by natural disasters.Good seamanship refers to The Human Factor (HF) and depends on the quality of the seafarers on board. And because most vessels have been manned with multi-lingual crews, special attention should be paid to the introduction of the internationally standardised form of maritime communication on every ship in the world.

> **Types of human errors**
>   . ***active errors*** are errors that form direct causes of accidents and
>   disasters
>   . ***latent errors*** are errors that create conditions for active errors
> **Latent errors may be related to**
>   1. <u>Procedures and regulations</u> – are clear procedures and regulations available
>   and applied for routine shipboard tasks?
>   2. <u>Design and arrangement</u> – is the vessel and her equipment suited for the job?
>   3. <u>Maintenance</u> – is regular and effective maintenance performed?
>   ("general quality of the ship")
>   4. <u>On-board organisation</u> - hierarchy of personnel, pre-arrival/- departure meetings,
>   interactiveness, etc.
>   5. <u>Communication</u>
>   6. <u>Training</u>
>   7. <u>Error-enforcing circumstances</u> – factors that provoke the making of mistakes and
>   errors, e.g. pressure of time, fatigue, working conditions, culture gap, etc.
>   8. <u>Incompatible goals</u> – conflicts of safety and productivity, differences between on-
>   board and shore procedures, high demands, etc.
>   9. <u>Defences</u> – protection and measures (precautions) to prevent and/or control
>   hazards.
>   10. Crew's negligence

Consequences of marine accidents

Small or *massive fires*, *flooding* that will cause such a *list* that the vessel will capsize and be wrecked, collisions, groundings, acts of piracy, persons overboard, *injuries* and *casualties*, major *environmental pollutions*, minor damages or damages *beyond repair*: any mishap, incident, accident or disaster will inevitably have *consequences* for the vessel and cargo, her crew and the *environment*. These consequences may range from catastrophic to minor When there is a total loss of ship and/or cargo, loss of lives, or a widespread and severe environmental damage, we speak of catastrophic consequences When there is severe damage to ship and/or cargo, when seriously injured persons require hospitalisation, or when there is *severe* environmental damage, we speak of major consequence **.**When there is significant damage to ship and/or cargo, when injured persons require medical attention, or when there is significant *local* damage to the environment, we speak of moderate consequences. When there is minor damage to ship and/or cargo, when persons are suffering from minor injuries that do not require medical attention, or when there is hardly any environmental damage, we speak of minor consequences that are negligible.

Study the text (*see above*) and then indicate whether the following incidents, accidents and disasters have been caused by *"H.F."* (Human Factors) and/or *"I.F."* (Internal Factors) and/or *"E.F."* (External Factors).

In case of "H.F." indicate by means of numbers 1 to10 which latent error is the root cause of the accident.

Indicate the gravity of the consequences to ship and/or cargo, crew and environment with the terms *Catastrophic, Major, Moderate* or *Minor.*

Causes and consequences of incidents, accidents and disasters *(communication / acts by crewmembers / negligence / breakdown / "Acts of God" / circumstances, etc.).*	H.F. + latent error/ I.F./E.F or combination	Catastrophic; Major; Moderate; Minor.
1. Vessel has collided with a whale. Vessel suffered hardly any damage; no personal injuries.		
2. As we do not have any guidelines regarding circumstances and occasions that call for the presence of a lookout on the bridge, our vessel has collided with a container that was jettisoned by a vessel-in-distress. Severe damage; two crew-members were seriously injured.		
3. Vessel capsized and sank due to a miscalculation in the stowage plan that was imposed by the shore-office in order to meet the charterer's demands. No survivors found.		
4. A fire broke out when dangerous goods started to shift during a strong gale (Bft. 9 - Sea State-code 7). Severe environmental pollution was caused in the area.		
5. Vessel became unmanoeuvrable due to abnormal engine temperatures caused by leaking cylinder-head gasket that had not been replaced during the bi-annual general overhaul. Vessel went aground - hull moderately damaged.		
6. Vessel that transmitted an urgency-alert was wrecked because the Master of the only vessel that was able to assist was not a holder of the VHF Short Range Certificate and did not know how to respond.		
7. Vessel collided with a vessel on opposite course because the SMCP were not used during intership communication. Significant damage to both vessels and the environment has been caused.		
8. Vessel went aground due to unreliable charted data (uncharted shoal that had been reported earlier that month but which had not been entered in the Admiralty charts). There was hardly any damage to the ship.		
9. Vessel was abandoned when dangerous goods caught fire after a Both-to-Blame Collision ("*I have to anchor*" was misunderstood by the receiving vessel as "*I have anchored*"). Environmental pollution enormous!		
10. Chief Engineer mortally injured after explosion of a		

starting-air vessel whose relief-valve mechanism was not set to "*operational*".		
11. Vessel severely damaged in a collision with a submerged part of a Bergy bit. Lookout had fallen asleep		
12. The vessel had a collision with a coaster that did not comply with traffic regulations (violation of COLREGS-part **B**:"*Conduct of vessels in restricted visibility*") because the OOW was drunk. Hardly any damage.		
13. Person overboard during heavy squall. Sea State-code 6. The M.O.B.-boat was launched, but search was stopped after 2 hours.		
14. Significant damage to engine because seawater-inlets were obstructed by Nilas-ice.		
15. Six injured crewmembers due to act of piracy. All six have been hospitalized. Part of cargo stolen.		
16. Vessel not under command due to loss of rudder collided with submarine rock. Vessel damaged beyond repair.		
17. Vessel went aground and suffered significant damage because lights exhibited from fisherman were mistaken for leading lights on the pier. Fisherman was not complying with COLREGS-part **C**.		
18. Linehandler killed due to slack in one of the hawsers caused by unexpected swell.		
19. Bosun got severely injured while engaging the anchor winch after handsignal from the bridge (walkie-talkie inoperative)		
20. Vessel went aground and caused a small slick of oil; South-Cardinal buoy was mistaken for a West-Cardinal buoy by inexperienced helmsman.		
21. Lack of engine-power due to insufficient combustion-air caused by excessive exhaust backpressure. Vessel became unmanageable and was wrecked.		
22. Cargo of tobacco severely damaged by sweating-water due to bad stowage (no allowance for		

ventilation-space underneath the bales).		
23. Engine breakdown caused by crew's negligence, resulting in grounding, whereby rudder was slightly damaged. Jury rudder was installed. Voyage continued.		
24. Major pollution of the environment caused by contents of sludge tank that was thrown overboard .		
25. Vessel on fire after miscalculation of ullage in HFO-bunkertank. Total loss of cargo and an enormous environmental pollution.		
26. Vessel not under command due to leaking steering-engine cylinders has caused significant damage when she dredged anchor.		
27. Pressure of time has caused a list to port due to improper stowing. Part of cargo considered to have become worthless.		
28. Vessel is down by the head due to ballast pump malfunction. Full deck cargo jettisoned and considered to be lost.		
29. Dense fog, in which vessel has collided with a semi-submerged wreck in spite of experienced lookout. Vessel has suffered severe damage below waterline.		
30. Full cargo has deteriorated; ETA-Botlek had to be retarded two days due to fog (restricted visibility of <100).		
31. Eight containers were jettisoned (considered to be lost), because risk of grounding became imminent due to unexpected shoaling.		
32. Sea-going tug has lost her tow due to Tsunami. Very extensive slick of oil has polluted the area.		
33. All occupants of life raft could not be rescued; SART was inoperative due to uncharged batteries.		
34. Vessel suffered minor damage after proceeding through an area while gunnery was in progress. Consignee had demanded to "cut a corner" so that ETA could be advanced by 8 hours.		
35. A fisherman was wrecked after colliding with a bulkcarrier whose conning officer had not complied with the Regulations for the Prevention of Collisions at Sea.		

36. Vessel went aground because her draft exceeded 18 metres. No pilot book of the area was present. Significant damage was caused to bottom-plating, rudder and propeller.		
37. Vessel collided with a fisherman. The bridge had been left unattended because there was no watchkeeping-schedule . Not a single crewmember survived.		
38. Vessel with a top-hamper of 36 ft. had not lowered her mast and had collided with a bascule road bridge with a vertical clearance of 34 ft. Severe damage was caused to ship and bridge.		
39. Vessel disabled after collision in dense fog with tanker Vermont due to radar-malfunction. Severe environmental pollution was caused.		
40. Cargo significantly damaged because hatches had not been properly secured.		
41. ETA retarded due to suspended pilotage, resulting in severe deterioration of part of the cargo.		
42. Engine idle for 24 hours due to the use of improper (too low) lube oil viscosity grade by ignorant engineer. Full cargo of fruit considered as total loss.		
43. Vessel was not permitted to enter port because of lack of exemption certificate for carrying dangerous goods. Delay of 18 hours. Small part of refrigerated cargo deteriorated.		
44. Arrival of vessel delayed by category-3-hurricane. Hardly any consequences for ship, crew and cargo.		
45. Vessel went aground due to miscommunication with a VTS-Station. Vessel came afloat by herself at HW. Considerable damage.		

LET'S SHARE – BUT HOW?

Carl Johan Carlsson
Chalmers University of Technology,
Centre for Language and Communication
Gothenburg, Sweden
E-mail: caca@chalmers.se
Phone number: +4631-7725816
Mobile: +4676-1010540

Abstract

Around the world, many Maritime English (ME) teachers create their own teaching materials and exercises. Doubtlessly, these materials are both qualitatively and quantitatively impressive, yet kept in splendid isolation. Of course, it would seem simple enough for the collective community of dispersed ME teachers to share these materials and to establish cooperation between institutions and countries. However, there are issues that need to be overcome if this is going to happen.

This workshop aims at addressing some of the issues of sharing, and to discuss possible solutions to how materials can be distributed effectively across the borders. Today, there are many different formats of exercises, different software and platforms that are used, as well as different pedagogic and didactic approaches.

One aspect of different formats is that of the language of instruction, where cues and instructions may be given in the mother tongue rather than in English. So, the issue of bilingualism needs to be discussed as to whether it would be possible to use the same set of exercises in various environments by simply replacing the instructions.

Another issue is that of the media type and the possibility of implementing exercises into different platforms. As software and platforms often are costly and require specific formats, it would be interesting to explore the possibility of using a shared interface and format to allow free and easier access to shared materials.

In short, the focus of the workshop is to find ways of exchanging materials between ME teachers around the world.

Key words: exercises, software, pedagogy, sharing

1   Introduction

A while ago I was asked by a colleague from another ME institute on the other side of the globe if I would share some of my exercises for practicing some areas within ME. Of course I would be glad to be of any assistance and went about checking out the particular exercises (of which I had said I had plenty). However, it soon turned out that all my exercises had prompts in Swedish, rendering them useless in other language environments – which would be most parts of the world!

This "discovery" made me think about ways of creating materials that could be shared

between ME teachers in all parts of the world. Therefore, I think it would be interesting to discuss issues regarding language of instruction, formats, and methodologies for creating exercises. Furthermore, it would seem useful to look into ways of sharing and distributing materials and whether it would be possible to use any already available systems to facilitate this.

With this workshop I would like to address issues regarding the development and distribution of exercises and teaching materials, primarily within the scope of the SMCP and adjacent areas of Maritime English.

2   The workshop

The main focus for the workshop is to look at different types of teaching materials and the pedagogies that lay behind them as well as the constraints set by time, technology and curricula.

By establishing a common ground for various types of exercises in terms of format, language of instruction and learning outcomes, it would be possible to develop and share materials in an efficient and inexpensive way.

Often, the Maritime English teacher has to construct and develop most of the teaching materials that should be used in various Maritime English classes in her or his institution. This time-consuming and, not seldom, lonely work, requires both experience and solid subject knowledge. Therefore, a plethora of carefully crafted and well researched materials must exist around the world's ME institutions! Albeit, with no further distribution than within the own classroom walls, the community of ME teachers will not be able to benefit from the combined hours of work done in hundreds of classrooms around the globe.

Therefore, a discussion on how a wider range of teachers could share and exchange materials would seem welcome. As a step in that direction, I hope that this workshop will allow a first inventory of types of materials and teaching approaches in order to establish a framework for a common ground within the ME teaching community.

During the workshop, examples of exercises developed at Chalmers University of Technology will be discussed. The examples will range from "on paper" exercises to different digitally distributed exercises. Computer-based possibilities, such as platforms, programs and the web will also be an important part of the discussion. Here, authoring tools such as Lingus, language studio solutions, and, of course, self-study materials such as MarEng are important resources worth examining.

Doubtlessly, another interesting aspect to discuss during the workshop is the possibility for cultural awareness among students (and teachers!) that can be facilitated by sharing and exchanging exercises across the boarders. By including exercises developed in other countries, and thereby providing an "international setting", there is certainly an opening for insights that would be difficult to recreate otherwise - and perhaps not traditionally seen as part of the learning outcome?

3   Questions to discuss during the workshop

In order to exchange views as well as experiences, a number of questions have been put together. Hopefully these questions will help discuss different aspects of exercise formats and pedagogy. In all, the purpose is to make an inventory of practices and possible ways and means for sharing exercises and materials on an international scale.

1) What does the typical classroom situation look like when dealing with
teaching/learning SMCP related materials (facilities, number of students, equipment)?

2) What types of exercises are used (self-study, pair-work, vocabulary, phrases, dialogues etc.) and how do they look (structure, language of prompts, level of interactivity etc.)?

3) How easy/difficult would it be to exchange these materials (formats, platforms/programmes, need for translation, generic/specific etc.)?

4) What are the pedagogical reasons behind the various types of exercises and what learning outcomes are promoted?

5) Can exchanging materials and exercises help bring such aspects as multilingualism and culture into the curriculum of ME?

4   Conclusion

The main focus for the workshop is to investigate possible ways for sharing materials between different institutions of Maritime English education as well as what materials we actually can share. By discussing potentials as well as problems, and by sharing our different experiences, it is my hope that this workshop can be a first step in inventorying common grounds and possibilities for future cooperation.

A PRACTICAL ROLE-PLAYING PROJECT FOR MARITIME ENGLISH CONVERSATION COURSE

Yihsiang Kuo, Associate Professor
Foreign Language Teaching and Research Center
National Taiwan Ocean University
 # 2, Bei-Ning Rd., Keelung, Taiwan
TEL: 886-4-22477056
E-mail: yskuo@mail.ntou.edu.tw; annakuo168@gmail.com

Thomas Muravez, English Teacher
Rogaland Videregående Sjøaspirantsskole, M/S GANN
Tømmerrodden, N-4085 Hundvåg, Norway
E-mail: thomas.muravez@gann.no

Abstract

The aim of this workshop is to share and demonstrate an extremely interesting, useful, yet challenging Role-Playing Project which was successfully implemented in both presenters' ME conversation classes. This role-playing project was aimed at familiarizing students with Standard Marine Communication Phrases (SMCP), arousing their attention to and/or enhancing their English pronunciation, stimulating their imagination, and increasing friendship and cooperation among students (group members). This SMCP Role-Playing Project is a group activity for 4~6 students. It requires students to use recently acquired or previously taught SMCP and their imagination to create their own scenarios including intership, intraship, and ship-to-coast dialogues. Each group records the dialogues and finds or takes pictures that respectively match the dialogues. Then each group employs software such as Powerpoint or Moviemaker to edit and combine their recorded dialogues with appropriate pictures as well as sound effects. After editing the film, the participants save it as an electronic file (Powerpoint or Moviemaker). Finally, the electronic file is played in class and evaluated by the instructors and other group participants. Two or three student role-playing projects will be played in this workshop. In addition, the grading policy, instructions, and preparation time for this role-playing project will be explained in the workshop. Hopefully, this workshop will benefit ME teachers for future teaching and elicit some constructive suggestions or viewpoints for ME teaching.

Key words: role-playing project, Standard Marine Communication Phrases (SMCP) maritime English, maritime English conversation

1 Introduction

Role-playing has been widely accepted and pervasively used as an effective activity to enhance EFL/ESL students' English proficiency, especially in listening and speaking abilities. The current workshop paper is addressing the SMCP Role-Playing Project that

was administered to both authors' maritime English (ME) related classes in the 2008 academic year and turned out to be very successful and impressive to both students and instructors. For example, in the ongoing needs analysis questionnaire administered by the first author to her students taking the ME Conversation course with her, 100% of students indicated that the SMCP Role-Playing Project was effective to enhance their ME communication ability. The mean score for this group role-playing activity in terms of effectiveness was 4.8 out of 5 points, which was the highest mean score among four teaching activities. Students' extremely positive feedback on this SMCP Role-Playing Project stimulated the authors to write this workshop paper and share it with ME teachers in the world. The following paper will first elaborate on the SMCP Role-Playing Project in terms of (a) introduction, (b) guidance for rule finding, (c) grouping and task taking, (d) grading policy, and (d) agenda and then explain when to implement the project.

2   The SMCP Role-Playing Project

In order to provide students with meaningful and communicative activities to facilitate their ME learning, especially in Standard Marine Communication Phrases (SMCP), the SMCP Role-Playing Project was first designed by the second author and then revised by the first author. It accounted for 25% of the final course grade. The following is the description of the SMCP Role-Playing Project in terms of (a) introduction, (b) guidance for rule finding, (c) grouping and task taking, (d) grading policy, and (d) agenda.

2.1   Introduction: Giving a Situation for Problem Solving

<p align="center">SMCP Role-Playing Project: Crisis at Sea</p>

The teacher begins with: "Imagine you were in a crisis at sea and you really had to use the SMCP to communicate to the RCC (Rescue Co-ordination Centre) and other ships in an emergency."

2.2   Guidance for Finding the Communication Rules!

The teacher continues with: "Do you know the rules about VHF communication at sea?   Well this is the best place to start!" These references are then given.
1. The "General" of the SMCP (Chen, pages 11-15).
2. Handouts for "*International Maritime Language Program*" (2007).
3. *MarEng Learning Tool* (CD) (2007) -→ Advanced Level -→ Radio Communication -→ Units 1~3

2.3   Grouping and Taking a Group Task

Instruction:
Form a group of five~six members. (If the class contains few or some non-merchant

marine majors, then each group is required to have at least one non-merchant marine major in in order to distribute individual skills and non-merchant marine majors within each group.) With your group, you will create a powerpoint presentation where a "crisis at sea" is presented and show the appropriate VHF communication to be used in this situation. This means:

1. You will need to imagine a crisis at sea and find /write down the appropriate VHF language using the SMCP and its rules. You need to have three types of communication in your powerpoint or film:

(a) ship to shore (VTS or RCC)
(b) intership (ship to ship)
(c) intraship (within ship)

2. You will need to find or take pictures of the situation that occurs and put these in your powerpoint or film. Make use of the ship!!! Use the bridge, life boats, engine room, morgue, hospital, etc. But don't forget to ask for permission! Use of make-up and special effects is highly encouraged.

3. You will need to record the VHF communication used in the crisis and coordinate this with the pictures you have put in the powerpoint or film.

There are many ways to record sound, but powerpoint takes only certain kinds of sound files. There is a great program called GOLDWAVE, which you can download from the student server, below or here: http://www.goldwave.com/release.php

4. Everyone in the group needs to speak on powerpoint. No exceptions!!! Each person must have at least 30 seconds of their speech recorded. Please include a slide where you present the group members and the roles they have in powerpoint or film.

5. You must have your own picture taking devices, such as digital camera, cell phone, etc.

6. The following is a list of the group tasks. Please take one task after you form your own group and sign your name next to the task that you will take. (This encourages team building through negotiation and cooperation within the group.)

(a) Storyline   (2 students) : _____

(b) Recording   (1 student): _____

(c) Pictures   (1~2 students) :
_____

(d)PowerPoint   or   Film   making   (1   student)   :
_____

2.4 Grading Policy

Instruction:

- 1/3 is for the creativity in the storyline presented and how well the powerpoint or film is put together technically. The class as a whole will decide this grade and give it to the group as a whole.

- 1/3 is for the pronunciation of the VHF communication. Make sure you record as many times as necessary so that you can be understood! This grade will be given as an individual grade to each group member by the instructor.

- 1/3 is for how well the rules and language of the SMCP is followed in the powerpoint or film. This is given as a group grade and will be decided by the instructor.

2.5 Agenda for the Role-Playing Project

Instruction:

You will have 5 weeks (Week 10~Week 14) for this project. You are expected to use your own time as well as time for homework to get this done and turned in by Week 15.

Table 1: Procedure of executing the SMCP Role-Playing Project

Week 10 Grouping, Task Taking	1. T: announce the group Role-Playing Project to students and ask them to group themselves and take a task for this group project. 2. S: group themselves and take a task for this group project.
Week 11 Storyline Creation:	3. S: create/write their group storyline and then e-mail it to the instructor for proofreading. 4. T: proofread and revise students' storylines and then make an appointment with each group for a face-to-face discussion with their storyline.
Week 12 Storyline Proofreading and Revision	5. T: meet with each individual group and explain her/his revision or corrections of the student group storyline. 6. S: meet with the instructor for her/his comment and corrections and then revise storylines based on the instructor's feedback or their discussion with the instructor.
Week 13 Oral Practice & Feedback on Oral Practice	7. S: first orally practice or read out loud their own lines individually or with their group and then meet with the instructor individually or as a group for his/her feedback on their oral production of the storylines. 8. T: listen to each student's oral production of their partial lines and then give feedback in terms of pronunciation and intonation and work with the individual student on his/her problematic pronunciation if necessary. 9. S: do more practice of their own lines based on the instructor's feedback or corrections.
Week 14 Recording and Filming	10. S: record their lines individually or as a group. The recording man in each group is in charge of getting the recording task done. 11. S: The picture man in each group should give the taken or collected pictures to the film maker to edit/film their group project by matching students' sound files with the pictures. 12. S: The film maker edits/films the group role-playing project by matching the sound files (from the recording man) with the pictures (from picture man) and then e-mails the completed project (i.e., a film or a powerpoint file) to the instructor.
Week 15 Presentation & Evaluation	13. T: explain the grading rubric of the Role-Playing Project. 14. S: Each group takes turns playing their filmed Role-Playing Project. While one group is playing its filmed group project, the other groups evaluate it based on the grading rubric of the Role-Playing Project. 15. T: evaluate each group's filmed project and give comment and feedback after all projects are played or presented.

3 The Schedule: when to implement the project

The authors realize that role-playing is considered an application activity that is in the third learning/teaching stage of presentation, practice, and application. We are also aware of a need to pave the way for students to obtain or familiarize themselves with sufficient target knowledge in order to successfully accomplish role-playing. Therefore, the SMCP Role-Playing Project was implemented after the midterm exam in our syllabuses. For instance, students were required to participate in the SMCP Role-Playing Project after the midterm exam (in week 9), from week 10 to week 14. Before week 10, they had been intensively exposed to more than six weeks of SMCP instruction (i.e., presentation), SMCP oral assignments (i.e., practice), and individual SMCP oral quizzes (i.e., practice).

Then, they were given a written midterm exam which required them to translate 40 SMCP phrases from their first/native language (L1) into English. Since they had been intensively exposed to SMCP curriculum, instruction, and practice before they were required to do the SMCP Role-Playing Project (from week 10 ~ week 14), most of them were competent to write their own storylines or scenarios with help from the SMCP materials taught before the midterm exam. Such good timing or teaching order was one of the reasons for the successful SMCP Role-Playing Project.

4   Conclusion

Based on the data collected from freely talking with students and an ongoing needs analysis questionnaire administered after the presentation of the SMCP Role-Playing Project, most students indicated that this SMCP Role-Playing Project was the most impressive and useful activity they ever had to help them (a) apply SMCP in a meaningful and fun way, (b) improve their English pronunciation, (c) enhance their confidence in their oral English communication ability (d) exercise their creativity, imagination, and cooperation, or/and (d) become more familiar with their group members. With so many positive effects on students' ME learning, this group role-playing project is strongly recommended to be implemented in ME courses or ME Conversation courses.

Biodata:

Yihsiang Kuo (郭宜湘) is an associate professor at the Foreign Language Teaching and Research Center of National Taiwan Ocean University, where she teaches a variety of English courses, such as Maritime English Conversation, Freshman English, Basic English (Remedial English), Advanced English Grammar & Reading, and Listening & Reading. Her research interests include English for specific purposes, instruction methods, college English education, extensive reading, age effects, enhancing listening skills, and English vocabulary acquisition.

Thomas Muravez is a Maritime English instructor on M/S Gann, a school ship in Norway.

ORAL QUESTIONING

1   Introduction

Each participant will come forward and introduce another participant in illustration form. (Participants will be briefed on how to carry out the task and relevant criteria will be provided by the trainer.)

2   Next the participants will be divided into two groups, they will prepare questions on English grammar (10 questions each group)

3   Asking questions – a competition (each correct answer will score 10 points and the second attempt correct answer will score 5 points, the winning group will carry away a prize)

4   The trainer will note a few incorrect and correct questions during the competition and discuss the following

- Purpose of questions
- Formation of questions

5   The trainer will introduce types of questions

Closed
Open
The participants will prepare a close question and an open question
The trainer will explain the use of closed questions to hook the audience and then involve the audience to prepare questions in order to hook the audience on given topics.

6   The trainer with the use of power point will explain the following

- Types of questions
- Thinking activities (different levels of questions)
Participants will be grouped according to the number and they will prepare questions according to the levels explained
- Preparing questions
  Participants will discuss the syntax in preparing questions
- Questioning procedure
Participants will share their experiences
- Handling trainees' responses /questions
Participants will share their experiences
- Probing
Trainer will explain
- Hints and tips
- Precautions

7   Open discussion before the sum up.

The trainer at the end of the workshop a handout will be given to all participants. Learning by doing will be emphasized during this activity.

USING THE MARENG PROGRAMME IN PRACTICE

Barbara Katarzyńska
Gdynia Maritime University
Poland
E-mail: bakat@am.gdynia.pl

It has been over a year now since the EU MarEng project was completed after a three-year lasting material making programme and the CD-rom was produced and distributed to many
maritime education and training institutions.

The project has been developed as one of the EU Leonardo da Vinci programmes. It is an inter-active multi-media programme for both teaching and learning Maritime English. It is aimed at the students who study at maritime universities and colleges on daily basis and also at extra-mural students who study at home and come to school for their sessions and tests and exams.
It is also aimed at distance learners of Maritime English who work on board ships and in ports and import and sea-related companies.
The programme has been developed by the following partners from five different countries:
- University of Antwerp, Institute of Transport and Maritime Management in Belgium,
- University of Antwerp, Department of International Business Communication, BE
- University of La Laguna, Technical School of Navigation, Engineering and Marine Radioelectronics in Santa Cruz, Tenerife in Spain,
- Gdynia Maritime University in Poland
- Maritime Academy in Riga, Latvia
- University of Helsinki, Department of Translation Studies in Finland,
- University of Turku, Centre for Maritime Studies in Finland,
- Aland Polytechnic, The Aland Maritime Institute in Mariehamn, Aland Islands, FI
- Sudvest University of Applied Sciences, School of Maritime Studies in Turku, FI
Centre for Maritime Studies in Turku, Finland has been the co-ordinator of the MarEng project and the company Lingonet Oy, also based in Turku has been responsible for the task of putting the material into the required multi-media format and for recording most of the material and accompanying inter-active exercises.
The MarEng project has been evaluated and successfully piloted and tested by the advisory partners including:

- APEC ANTWERP / Flanders Port Training Centre in Belgium,
- Antwerp Maritime College in Belgium,
- Latvian Maritime Administration in Riga, Latvia
- National Board of Education in Finland,
- Oy Rettig Ab Bore in Finland.

Since it is one of the EU projects it has also been tested by many zero partners and teachers in maritime schools and colleges in Europe.

So far, the MarEng programme has included Maritime English teaching and learning materials at two levels: intermediate and advanced. The beginner's level is going to be developed within the next two years. The intermediate level is based on the idea of a virtual ship, the Marina on a voyage from the Port of Santander in the north of Spain to the Port of Kotka in the south – east of Finland.

The Marina calls at a number of ports on the way. The materials are based on the situations and the language used on board ships, in ports during the loading and discharging operations, in different shipping companies and in international shipping.

The intermediate level covers the following units:

Introduction
Unit 1   - In Port
Unit 2   - Welcome to a modern port
Unit 3   - Loading the MS Marina
Unit 4   - The Ship
Unit 5   - Leaving port
Unit 6   - In the fairway
Unit 7   - Heavy Weather
Unit 8   - Mayday
Unit 9   - The Crew and its tasks
Unit 10   - At sea – changing the watch
Unit 11   - Survival in an emergency
Unit 12   - Helicopter Rescue
Unit 13   - An Encounter with the Coast Guard

The advanced level materials cover:
- Port Operations
- Shipping and Maritime Management
- Cargo Handling
- Vessel Types
- The Engine Room
- Cargo Space
- Port State Control
- SMCP
- Vessel Traffic Service (VTS)
- Ice Navigation
- Weather
- Radio Communication
- Radio Medical

All the material is English –English based and all the units are accompanied by the inter-active exercises which the students are encouraged to do using the programme in a computer lab class or at home for self-study. The MarEng programmme is freely accessible on the Internet and its users are welcome to visit the website http://mareng.utu.fi.

It can also be downloaded as a whole for educational purposes free of charge.

Here I would like to offer a workshop on using the MarEng programme in practice in a computer lab, if possible, for those interested in it.

We can have a look at one of the units in the intermediate section and at the accompanying exercises, let's say unit 4 – The Ship and at one of the units in the advanced section, let's say The weather section or any other section the participants would like to do. The participants are welcome to follow and do the exercises

The users begin by clicking on the icon marked "I" for instructions which tell them what to do and how to navigate in the system. The user can listen to the recordings as many times as they need to do so and continue doing the exercises of different types.

Clicking on another icon represented by the book the user can find an alphabetically arranged glossary of basic terminology used in the materials.

The students who would like to learn or review their grammar and do some exercises in that section are welcome to click on the grammar ghost.

Those who would like to have print-outs of the recording will find them in pdf files.

If the student makes a mistake while doing the exercises, he or she can still try again by clicking on "keep on trying" until all the letters in red turn black and the students are told to continue.The students usually enjoy doing the interactive exercises very much and I hope the participants of the workshop will do so as well.

The objective of the MarEng programme is that it should be freely available on the Internet to be downloaded for the classroom use at schools and colleges or for self-study on board ship.

I would like to add that the Leonardo da Vinci programme agreed to allocate some funding for making the beginners' level materials and exercises and they will be completed by 2011.

CREATING BILINGUAL MARITIME DICTIONARIES - DEMONSTRATION

Dušan Fabe, Ph.D
senior lecturer Universityof Ljubljana
Faculty of Maritime Studies and Transport
Pot Pomorscakov 46320 Portorož Slovenia
E-mail:d.fabe@fpp.edu,
phone: 0038631371665

Abstract

The demonstration will show how students at the Faculty of Maritime Studies and Transport in Slovenia compile bilingual maritime dictionaries in class using TshwaneLex professional lexicography software. This will include project planning and its execution. The latter gives practical examples of lemmas they work on selected from various language corpora. Besides, the demonstration presents how they find senses, definitions, combinations, translation equivalents, examples, etc.

Key-words: dictionary, lemmas, senses, definitions, combinations, corpora.

Introduction

In creating maritime dictionary projects we use the TshwaneLex professional lexicography software. Students may work on a bilingual dictionary. Each student is assigned a definite number of lemmas to work on, which are selected from various maritime corpora. In order to find senses, definitions, combinations, translation equivalents, examples, etc., students use available on-line dictionaries.

Ever since I started to teach maritime English I have been fascinated with the semantics of its terminology. The fascination developed as I came across inexplicable examples of semantic changes,obscure etymology,different individual conceptualizations of semantic fields, vague understandings, etc. All this aroused curiosity and to satisfy it I conducted in-depth research into the subject field. However, it never resulted in a complex bilingual dictionary given my fear of team work and the extensive and complicated support needed to carry out such a demanding project. Now, having managed to obtain professional lexicography software (TshwaneLex), I was finally encouraged to start the project. Yet, I soon realised that still I alone could not cope with the huge project. Then, luckily, it occurred to me that my students could make up the team. And this I found turned out to be an excellent idea.

Project planning

The bilingual English–Slovene and Slovene–English dictionary project is supposed to be completed with the help of 3 generations of students. It started in February 2007 and is expected to be finished by June 2009. Since I have maritime English courses only with the first and the second year students, I decided to involve the second year students in the project. We have a computer lab with 22 computers available each year for 30 hours. Each student is given 30 lemmas to work on. These are selected from various maritime corpora; e.g.,maritime English textbooks, particularly IMLP, and also other maritime books and magazines. Some of the lemmas selected require more extensive analysis than others, of course, but on average all students have more or less the same quantity of work to do. They are further supplied with various existing monolingual and bilingual dictionaries to be able to figure out senses, definitions, combinations (collocations), translation equivalents, examples, etc. In addition, they are given access to available on-line dictionaries and encyclopaedias; e.g., a comprehensive Oxford English Dictionary and Wikipedia, which they like very much indeed. Their individual products count as a seminar work and constitute a part of their final grade. At the end of the three-year project I will have to gather all students' products, edit and revise them as necessary.

Demonstration

Students are given instruction, how to use the TshwaneLex lexicography software and their work is monitored by the teacher from the central computer. To start a new dictionary project they select the "File/New dictionary" menu option. A dialog will appear prompting for basic information about the dictionary project, such as the name of the dictionary and optional description. Under "Dictionary type" they select the bilingual (i.e. consisting of two "languages/sides") dictionary database. Once they are satisfied with the basic properties for their dictionary, they click "OK". The TshwaneLex editing environment will appear, allowing them to begin compiling their dictionary. For a bilingual dictionary, the interface is split down the centre and editing interfaces for each side of the dictionary are shown side by side.
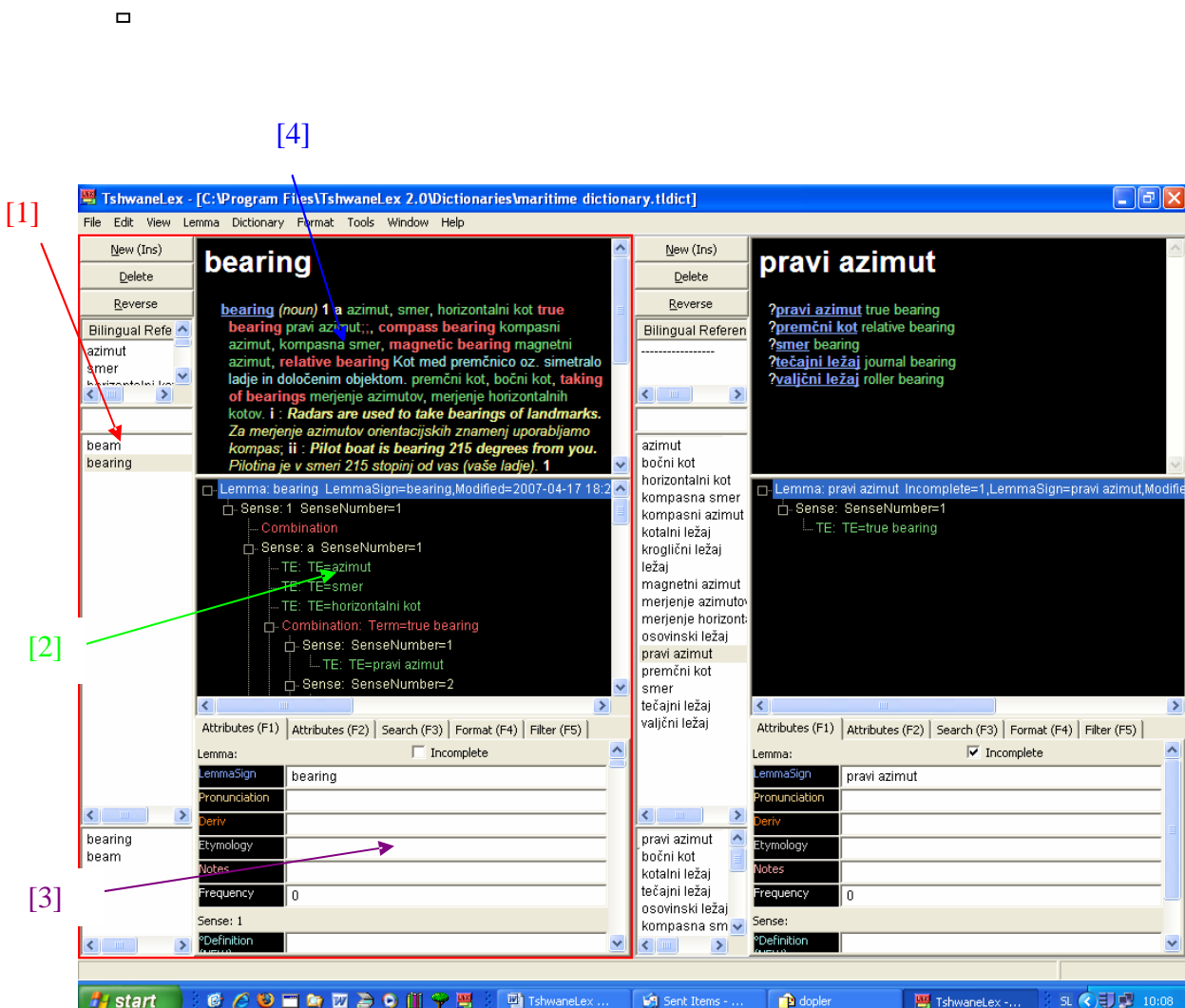
The four main editing areas, as indicated by the coloured arrows above, are the"Lemma list" [1], the "Tree View" [2], the "Attributes and Tools sub-windows" [3], and the "Preview Area" [4]. The editing interface of the other side (target language side) has the same (mirror-like areas). The editing areas will now be discussed briefly.The Lemma list [1] is a scrollable   list of all lemmas in the dictionary.New lemmas can simply be added by clicking on the "New (Ins)" button, or by pressing the"Ins" key on the keyboard. A dialog is presented, in which one can type the new lemma sign.

The Tree View [2] dictionary article has a hierarchical structure, e.g. a lemma contains senses which may further contain sub senses. The Tree View is used to view

or modify the hierarchical structure of an article, i.e. to add senses, sub senses, usage examples, collocations, cross-references, etc. Right-clicking on any element in the Tree View displays a menu with a list of editing options available for that element, such as adding child elements.

The Attributes and Tools sub-windows [3] consists of five sub-windows, which can be accessed quickly using the shortcut   keys "F1" to "F5". The first two sub-windows are used to edit the so-called attributes of the currently selected element

in the Tree View, i.e. the actual values that are associated with the element. For example, the "F2" indicates that the lemma is noun, verb or adjective.

The Preview Area [4] window displays an approximate representation of how the currently selected article will appear in print (a so-called WYSIWYG ("what you see is what you get") view), as well as displaying the articles immediately following the currently selected article. Note that the Preview Area updates immediately as changes are made in the Tree View or Attributes (F1 and F2) and Format (F4) sub- windows.

One very useful feature of the Preview Area is the displaying of *related cross-references* of the currently selected lemma – all lemmas that are cross-referenced *by* the current lemma, as well as all those that have cross-references *to* the current lemma, are displayed in the Preview Area.

For a bilingual dictionary, the four main editing areas are shown for *each language*, side by side. Each of these sides (containing the four main areas) is known

as a "language editing window", and the *currently active* language editing window is highlighted with a red border. The currently active language editing window may be expanded to occupy the entire TshwaneLex work area by selecting the "Window/Expanded view" (Ctrl+W) menu option. This is useful for increasing the size of the work area when working mostly on one side of the dictionary.

See below an example of the Tree View area [1] and the expanded Preview work area [2] of the lemma *bearing*.
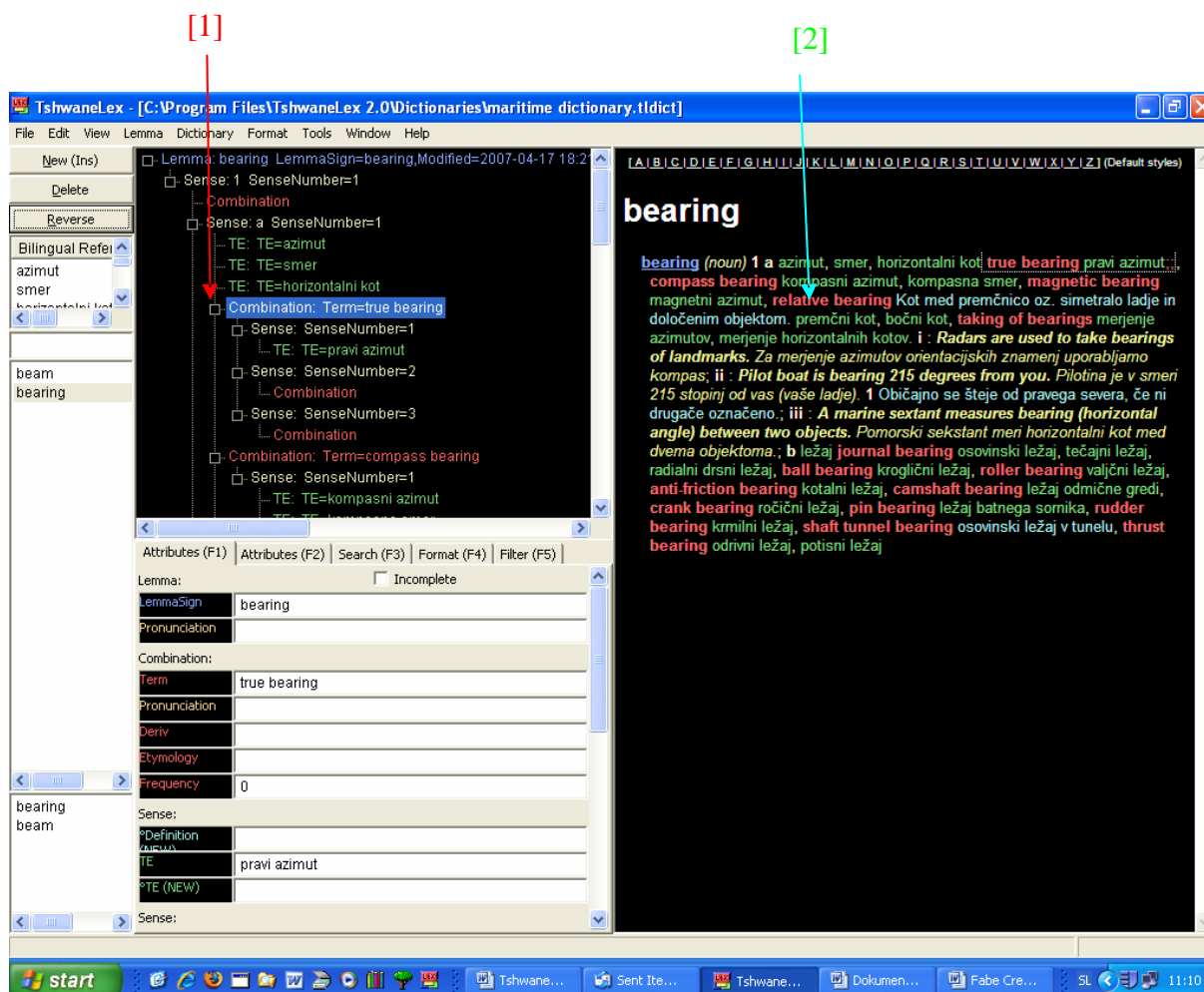
The TshwaneLex also provides functions for automated reversal of articles.These functions are intended primarily as an aid to speeding up the compilation of the reverse side of the dictionary. You may reverse the currently selected lemma or perform a *full* language reversal. The selected new reversed lemmas will be generated and added to the other side of the dictionary. The reversal may also be automatic. The related lemmas on the other side of the dictionary are immediately shown whenever you work on a lemma.That is, the language editing window for the *other* side automatically displays all articles whose lemma signs appear as a translation equivalent in the currently selected article. This allows for quick comparison, helping you to ensure balanced treatment of related lemmas on both sides of the dictionary.

See below an example of the reversal of the lemma *bearing*.

An example of the lemma *Heave*

The enlarged preview area

na morju; *The ship was hove to off the Cape of Good Hope* Ladja se je nenadoma zaustavila nedaleč stran od rta Dobre nade; to wind up naviti: *Heave at the capstan!* Navij vrv na motovilo!; put to its original place postaviti nazaj na izvorno mesto: *The anchor is hove home* Sidro je spravljeno na mesto - v sidrnem ustju; to refloat sploviti: *Heave the vessel off the ground!* splovite nasedlo ladjo!; throw vreči. *They heaved the body overboard* . Vrgli so telo v morje.

Conclusion

Let me conclude with the experience gained during the last six months working on the dictionary project together with my students. Involving students in the project was really an excellent idea, as I indicated already in the introduction to the paper. Students are extremely motivated to work on maritime terminology and on finding Slovene equivalents. For the first time in my teaching career I had to force them to leave the computer lab at the end of the classes. And, besides, what represented a tedious and exhausting task for me (handling the computer software), has turned out to be fun for them. I learned that they mastered the software easily, soon outmatching me. On the other hand, they needed more help while they were making up their own definitions of terms or while putting terms in context by writing examples in sentences. They needed assistance particularly while translating whole sentences into Slovene. And, finally, without this experience they would never have been aware of the available sources on-line to help them with understanding maritime terminology.

Creating minimum Maritime English vocabulary – a practical exercise

Boris Pritchard
Faculty of Maritime Studies
University of Rijeka, Croatia
bopri@pfri.hr
+38551338411
+38551336755

Abstract

The workshop is a continuation of the paper on a similar subject presented at IMEC 19.Workshop objective: To involve the Maritime English teacher in the process of creating the technical vocabulary within the syllabus and to engage subject teachers in determining the minimum vocabulary needed for the requirements of the IMO STCW 95 for separate levels.

Workshop contents:

In the introductory part the principles of creating the minimum technical vocabulary will be presented.

In Stage 2 of the workshop, working in four groups, the participants are expected to do some lexical research and practical work in determining the minimum technical vocabulary following the requirements of the three levels according to IMO STCW 98 by making reference to the four types of vocabulary presented at IMEC 20: GSL, AWL, general technical vocabulary, specific maritime vocabulary. A copy of the sample study text will be delivered to each group member.

In Stage 3 each group is to create and present one vocabulary learning activities for one specific STCW level, applying the communicative approach, and subsequently try them out within the group and possibly with other groups. This may involve use of the resources from the notebooks and the internet, if available.

The group results will be compared with those obtained from experts in the field (masters and pilots). Finally, the groups are to propose the conclusions of the workshop.

1 On some general issues in determining minimum technical vocabulary

Maritime vocabulary is the lexical component of Maritime English It is a special type of 'technical vocabulary' used in the maritime environment involving participants using English in a number of restricted typically maritime-related communicative events.The vocabulary encompasses both spoken and written language.

The term 'technical vocabulary is somewhat loose and is generally defined as a set of lexical items typical and statistically most likely to appear in specialised registers and genres, used for written and spoken communication among specialists (Pritchard 2007). The term 'maritime vocabulary' should be distinguished from 'technical terminology' in that the latter refers to a standardised set of vocabulary used by a body of peers or an istitution. It is supposed to represent

a semantically unequivocal set of terms in a particular field of human activity Both technical vocabulary and terminology can be narrow and wide in scope. As a result, the vocabulary of non-fiction text may be considered to fall within the scope of 'technical vocabulary' (cf. Chung & Nation 2003). In this work we are interested in the minimum vocabulary within a wider scope, i.e. encompassing not only technical terms (usually nominal phrases) but also minimum necessary semi-technical vocabulary. The term 'minimum maritime vocabulary' is here understood to stand for the vocabulary enabling communication, understanding and cognition of maritime discourse used by specific speakers of English who must meet the knowledge, skills and competence requirements for the three levels set out in IMO STCW Convention 1995: operational level - OOW of ships of 500 GT or more, management level - master of ships of 3000 GT or more, and support level – ratings making part of a navigational/engineering watch. The first two levels may also be compared to knowledge and competence in Maritime English for holders of BSc degree (maritime transport), B2 and C1 in CEF:112[1]), or Operational and Extended in the ICAO Rating Scale[2]. To help workshop participants prepare for their activities here is a brief survey of what is understood and implied under the term Maritime English Vocabulary. A typical Maritime English text represents one prominent register and a genre in the foreground, combined with one or two more registers in the background. Very generally, according to the subject-matter or extra-linguistic contents to which it refers, Maritime English can be sub-divided into the following 'types' or subsets of Maritime English:

1) Nautical English (the most traditional, narrow term for Maritime English, also referred to as 'seafaring English', 'the language of the sea', etc.)
2) Technical English (mainly marine engineering English, but also covering electrical engineering, marine technology, technology of transport, etc.)
3) Maritime English for communications, electronics, automation, information science, computer science
4) Legal English (used in shipping, maritime administration; maritime law and law of the sea also IMO conventions, codes, the language of IMO's mandate such as institutional texts on maritime safety and marine pollution prevention, etc.)
5) Business English (shipping, logistics and management of maritime transport, etc.).

Accordingly, with respect to the registers and genres above, and in addition to highly frequent

---

[1] B2 VOCABULARY RANGE: Has a good range of vocabulary for matters connected to his/her field and most general topics. Can vary formulation to avoid frequent repetition, but lexical gaps can still cause hesitation and circumlocution. VOCABULARY CONTROL: lexical accuracy is generally high, though some confusion and incorrect word choice occur without hindering communication.

C1 VOCABULARY RANGE: Has a good command of a broad lexical repertoire allowing gaps to be readily overcome with circumlocutions; little obvious searching for expressions or avoidance strategies. Good command of idiomatic expressions and colloquialisms. VOCABULARY CONTROL: Occasional minor slips, but no significant vocabulary errors. (CEF, p. 112)

[2] OPERATIONAL Level 4: Vocabulary range and accuracy are usually sufficient to communicate effectively on common, concrete, and work related topics. Can often paraphrase successfully when lacking vocabulary in unusual or unexpected circumstances

EXTENDED Level 5: Vocabulary range and accuracy are sufficient to communicate effectively on common, concrete, and work related topics. Paraphrases consistently and successfully. Vocabulary is sometimes idiomatic. ICAO Rating Scale 2008)

general English vocabulary (function words, etc.) and semi-technical vocabulary, the lexis of Maritime English can be categorised as follows (Pritchard 2003):

(i)   a very limited number (up to 5-7 %) of strictly technical / nautical terms, whose central lexical meaning (i.e. the word used in isolation, outside the context) is restricted to maritime use only and thus 'unambiguous' by nature (e.g. some terms referring to ship design and construction, general seamanship, cargo work, ship handling, etc. *fore-and-aft, halyard, starboard, bow, rudder, stevedore*),

(ii)   numerous semi-specific items (usually a semi-technical words), often highly polysemous, which are disambiguated in the maritime context only, e.g. some verbs, descriptive adjectives and basic concept nouns or semi-lexical nouns *(heave, haul, steer; clear, bound; line, set, position, time, situation)*,

(iii)   function words (e.g. auxiliary verbs) and semi-lexical items (*let, make, provide, set, get*).

(iv)   an unlimited number of very productive multi-word lexical units consisting of the words of general vocabulary having specific meaning in the maritime context and setting: compound nouns (*shipping forecast, deep-see trade, close-quarters situation, vessel traffic service, muster station, master station, land earth station, assistant engineer, finger pier, blue water*, *beat up*) and prepositional / adverbial phrases (*heave in, heave on, heave up, heave to, heave away*).

A more detailed division, adapted to the requirements of the Maritime English learner, includes the following vocabulary categories:

- terms used in ME only
- general English words acquiring a new (technical, specialised)   meaning
- word families (e.g. inflections, derivations), morphology
- multi-word lexical units (MWU) in ME: compounds, collocations, verbal phrases, idioms, phrases
- ME vocabulary across semantic relations (synonymy, antonymy, hyponymy; polysemy and homonymy/homography)
- word or term associations (lexical sets - clustering around some maritime-related topics or maritime situations
- words with a high degree of recurrence/frequency in ME
- fixed expressions in ME
- metaphoric use in ME
- terms belonging to a particular maritime register (field subject-matter)
- lexical elements of speech acts in ME (e.g. VHF conversations, etc.)
- lexical elements of maritime discourse
- archaisms in ME
- function words in ME text and discourse

The classification above can be reduced to the subdivision of vocabulary into four levels based on frequency of occurrence, as shown in Nation 2001, Chung and Nation 2003):

- 1st level: **high frequency words** – words belonging to GSL – 2000 most frequent words in English (80% of running words of academic texts and newspapers; 90% of conversation and novels) – all functional words (176 word families) and majority of content words; technically unmarked

- 2nd level: **academic vocabulary** (AWL) – a specialised extension of 1st level words – 8.5 % of academic texts, 4% newspapers, less than 2% of words in novels; also termed sub-technical or semi-technical vocabulary in technical texts; used in a wide range of academic fields but not highly frequent, though more closely related to high frequency words than to technical vocabulary; minimally related to a technical register

- 3rd level: **technical vocabulary** – 5% of the running words in specialised texts – words frequent in and related to specialised text or subject area but low frequency or not occurring in other fields
- 4th level: **low frequency words –** thousands of words - cover around 5% of the running words in texts; they are specific to a technical register.

Of the four levels above the technical vocabulary and low frequency words have been least investigated.

In the research and practical work involving the concept of minimum vocabulary, the following questions seem to be relevant, i.e.:

- What is minumum vocabulary?
- How many words does it include? How big is it?
- How can technical vocabulary be recognized/identified?
- What kind of words make up a technical vocabulary?
- etc.

For example, in analyzing the lexis of movie scripts, Neil Gratton (http://www.antimoon.com/forum/2002/157.htm) offers the following answers:

- It depends on what you need to be doing... for basic survival needs it's very hard to quantify but I'd guess between 300 and 1000 words (I assume you are already comfortably beyond this level!)

Category 1

Words such as grammatical or function words that have a meaning that has no particular relationship to any specific field, i.e. words independent of the subject matter. Examples are: ***THE, HAS, BEFORE, IT, BY, 14, APPROACH, REPORTED, LIGHT, PURPOSE, WATER, CALL***, ...

Category 2

Words that have a meaning that is minimally related to any specif field (navigation studies in our case), in that they describe the positions, movements, or features of e.g. the ship. Examples are: ***ARRIVAL, MASTER, DOCK ACCIDENT, REPORTEDLY, TIME, RESULT,PREPARE, PURPOSE, SHORTLY, SOUTHEAST,*** ...

Category 3

Words that have a meaning that is closely related to a specific field (navigation studies in our case). They may refer to parts, structures or functions of the ship, ship's voyage such as the track, egnine and steering operations. However, such words are also used in general language and may have some restrictions of usage depending on the subject field. Examples are: ***PILOT, PORT, CABLE, FREQUENT, CHART*** ... Words in this category may be technical terms in a specific field like navigation and yet may occur with the same meaning in other fields and not be technical terms in those fields.

Category 4

Words that have a meaning specific to a field (navigation in our case) and are not likely to be known in general language. They retain their meaning even without the context – and are therefore context-independent. They refer to structures, design and functions of the ship, aspects of sea, weather, current, semanship, types of navigation, etc.. These words have clear restrictions of usage depending on the subject field. Examples are: ***AMIDSHIPS, SMCP, STERNWAY,*** ...

- 40 Movie Scripts were analysed; each script used on average a vocabulary of 3050 words. (some movies like "Seven Years in Tibet","Ghost" and "Braveheart" used less than 1500 different words each)
- Actually, of these only 186 words were common to all 40 scripts, 37 I0 words were common to at least 90% of the scripts.

In the case of compiling dictionaries most studies today regularly rely on extensive study of corpora. The minimum vocabulary problem mainly focuses on the problem of indexing and other domains of information retrieval. In this workshop we shall combine the experiential method with the computational study of a sample text in order to arrive at a minimum technical vocabulary, i.e. excluding high frequency (GSE) and academic vocabulary (AWL) mendtioned above.

2 Methodology

For the purpose of the workshop at IMEC 20, the participants (Maritime English teachers and instructors) will be divided in to four study groups, each group being presented with the same sample text (*Report Number M03C0016, part: History of the Voyage – of an accident investigation report*, see below). Their main task is to compile several lists of the various categories of minimum technical (maritime) vocabulary (ten for each category) as shown in the classification   below.

The same sample text has also been given to a number of experts (experienced masters and pilots) acting as a reference group. The results achieved among Maritime English teachers will then be contrasted with those yielded by the reference group. The same will be contrasted with the study conducted by Chung and Nation (2003). The outcome of the analysis with some recommendations will be published on the IMEC website, following IMEC 20. The workshop also includes an activity whereby participants are required to use their experience and intuition in order to isolate the vocabulary most likely to be required by holders of BSc degree in navigation, navigating officers of the watch (STCW 1995 - operational level) and masters or pilots (STCW 1995 – management level).   The workshop, therefore, is envisaged as an exercise in vocabulary research on the one hand and a parctical activity in determining minimum maritime vocabulary for teaching purposes on the other.

For he purpose opf this workshop the reference group (masters and pilots) have been asked to assist the Maritime English teachers/instructors community in checking their intuitions about the lexical features of a special text (genre of navigation accident report) and in determining minimum technical (expert) vocabulary used for teaching purposes.

The methodology used in this workshop is based on research by T. M. Chung and P. Nation (cf. 'Technical vocabulary in specialised texts', Reading in a Foreign Language , Volume 15, Number 2, October 2003) and similar works dealing with minimum technical vocabulary in other specialised fields such as medicine, mechanical engineering, sociology, etc.. Accordingly, all vocabulary of any text (written or spoken, general or specific) can be divided into four categories:

3 Workshop Activities

1).Activity 1 (8 mins) (Group Work): Discuss and put down (on a flipchart or a PC or individual PC's) three main ideas that your group agrees about the two questions below:
  • How can technical vocabulary be recognized/identified?

- What kind of words make up a technical vocabulary?

Group leaders then report to the whole session and a common list of is created.

2).Activity 2. (15 mins) (Individual work followed by group work). Workshop participants first read the sample text below (Report Number M03C0016, part: History of the Voyage, page 3-4 below) individually and assign 10 words of your own choice to **Category** 3 (i.e. words used in navigation and seamanship but also used in other fields, professions, etc.). Only single words are to be selected. Then the results of individual work are discussed in the group and the group agrees on the ten words acceptable to the group as a whole. Participants can either highlight the words in blue colour in the text on their PC's or write them out in a separate list. It is advisable that the group leader also keeps evidence of the word lists agreed by the group on a PC (see attached file).

3).Activity 3. (15 mins) (Individual work followed by group work). Workshop participants first read the sample text below (Report Number M03C0016, part: History of the Voyage, page 3-4) and assign **10** words of your own choice to **Category 4**. (i.e. words supposedly used only in the maritime environment or in maritime related situations). Then the results of individual work are discussed in the group and the group agrees on the ten words acceptable to the group as a whole. Only single words are to be selected. Participants can either highlight the words in red colour in the text or write them out in a separate list. It is advisable that the group leader also keeps evidence of the word lists agreed by the group on a PC (see attached file).

4).Activity 4. (15 mins) (Individual work followed by group work) Finally, first individually and then as a group participants are required to select from the sample text **20** most frequent *multi-words* that, in their opinion, act as a single word (i.e. units containing two or more members/words, useally nouns, e.g. ***voyage plan, dredging operation...*** . These may also involve other word cominations e.g. ***bound for, heave up*** .... You can simply underline instances of such multi-words or make a separate list ((see page 6). It is advisable that the group leader also keeps evidence of the word lists agreed by the group on a PC (see attached file).

5).Summing up. (7 mins) The workshop holder makes a provisional summary of the results. This implies discussing two issues:
- How important is technical vocabulary in specialised texts? and
- How can technical vocabulary be learned and taught most effectively?

The four group leaders will be invited to propose, by the end of the conference, consolidated lists of the above categories of minimum maritime vocabulary as agreed by their respective groups. They will also analyse the degree of match or difference among the four groups, commenting on the pros and cons of the workshop methodology in determining minimum technical vocabulary and suggesting other methods.The results of group contributions and workshops discussions will be compared with those obtained from other maritime experts and with the results of the workshop activities conducted among maritime English teachers/instructors participating at the Shanghai Conference on Maritime English. The results will be published subsequently on the IMEC website (www.imla-imec.com)

References

CEF 2001 - Common European Framework of Reference for Languages: Learning, teaching, assessment. Council of Europe, Cambridge University Press, 2001
Chung, M.T. & Nation, P. (2003) Technical vocabulary in specialised texts. *Reading in a Foreign Language, Vol. 15, No.*
http://nflrc.hawaii.sedu/rfl/October2003/chung/chung.html)

Gratton, N. (2002) Minimum vocabulary (http://www.antimoon.com/forum/2002/157.htm)

ICAO 2008 – ICAO Rating Scale by which the labguage proficiency of pilots and controllers is measured. ICAO 2008

Nation, I. S. P. (2001). *Learning vocabulary in another language.* Cambridge: Cambridge University Press.

Pritchard, B. (2003) Maritime English syllabus for the modern seafarer: comprehensive or safety-related courses, *WMU Journal of Maritime Affairs*, 2003, Vol. 2, No. 2, Malmö: 149-166

Pritchard, B. (2007). Minimum (technical) vocabulary – some issues in Maritime English, IMEC 20, Rotterdam, 2007

Report Number M03C0016

Summary

On 15 April 2003, the tanker **Emerald Star** *was upbound in St. Marys River with a cargo of refined petroleum products for the Purvis Marine Limited dock in Sault Ste. Marie, Ontario. The bridge team consisted of the master, the second officer, a pilot, and the wheelsman. As the vessel approached Mission Point, the master observed two yellow buoys in the approach to the Purvis Marine Limited dock. The master, who was unaware of the purpose of the yellow buoys, conferred with the pilot, who advised that they were the same buoys used during dredging operations carried out in the previous year. At 1545, as the vessel approached the dock at a shallow angle, leaving the easternmost buoy to port, the vessel grounded.The vessel sustained structural damage to its hull. There was no pollution.*

History of the Voyage

In the early morning of 14 April 2003, the *Emerald Star* departed Port Huron, loaded with 2712 tonnes of regular gasoline, 3275.9 tonnes of low sulphur diesel and 500 tonnes of tank washing slops, bound for the PML dock in Sault Ste. Marie. The vessel was loaded for an arrival draught of 6.55 m. Before departing Sarnia for Port Huron, a voyage plan for the trip to Sault Ste. Marie had been prepared by the second officer. The master reviewed the plan and had used the sounding survey (dated 04 June 2002), which had been sent to the vessel by the charterer, to verify the available depth of water at the PML dock. A U.S. pilot boarded the vessel at Port Huron. At 1607, the *Emerald Star* was abeam of De Tour light and the pilot took the conduct. It was reported that, prior to this, he reviewed and discussed the voyage plan and sounding survey for the PML dock with the master.

As the vessel proceeded upbound, the master was informed that the tanker *Algonova* was berthed and discharging cargo at the PML dock and would not complete operations until the following afternoon. At 1950, the *Emerald Star* anchored in the Lake Nicolet anchorage area and waited for the berth to become available. On the following day, 15 April, the master of the *Emerald Star* was informed that the *Algonova* would be departing the PML dock. The bridge team consisted of the master, the second officer, a pilot and the wheelsman. At 1400, the *Emerald Star* weighed anchor and proceeded upbound for the PML dock. As the vessel approached Mission Point, located approximately 1.5 nautical miles southeast from the PML dock, the master and pilot noticed two yellow buoys in the approach to the dock. The master, not aware of their intended purpose, asked the pilot about the buoys. The pilot advised that the buoys were placed during last year's dredging operation. Reportedly, the pilot made a cellular telephone call to a fellow pilot to confirm the approach to the dock. The vessel was maintaining steerageway near Bayfield Dike Light awaiting the departure of the *Algonova*. The *Algonova* made a pre-departure call on very high frequency (VHF) radiotelephone to the USCG Sault Ste. Marie Traffic Centre. At 1522, the master of the *Emerald Star* then called the *Algonova* and asked about which side to pass the yellow buoys. The master of the *Algonova* informed the *Emerald Star* that it was his practice to pass in between the buoys. There is conflicting information as to what the pilot and the master discussed after receiving this advice, and whether there was agreement on how to approach to the

PML dock. In any event, the master decided to make an easy approach to the dock by passing the yellow buoys to port. There was no effective intervention from the pilot to dissuade the master from taking the easternmost approach. Having discharged its cargo, the shallow draught *Algonova* departed its berth, entered the main channel without passing between the buoys, and proceeded downstream. The *Emerald Star* then continued towards the dock, and the master took over the conduct of the vessel from the pilot for the approach. The second officer left the bridge to prepare for the berthing operation. The vessel proceeded towards the dock intending to keep the easternmost yellow buoy fine on the port bow.At about this time, a worker at the pump station at the end of the PML dock noticed that the vessel was proceeding outside the yellow buoys and informed PML staff. PML called the *Emerald Star* on VHF radiotelephone to warn the vessel to stay in between the buoys. Shortly after the call and before the master was able to change course, the vessel went aground at 1545. The reported position of the grounded vessel was 46°30.1' N and 084°19.44' W, approximately 1.4 cables off the dock but within the easternmost outer limit of the approach depicted on U.S. NOAA chart 14884. A sketch of the occurrence area is shown in Appendix A. Figure 1 shows the reported position of the grounded vessel in relation to the yellow buoys.The master ordered that soundings be taken around the vessel and within the hull. It was determined that there was no ingress of water and no release of pollutants. The vessel tried to refloat under its own power but was unsuccessful. As a result of attempting to go astern, wash from the propeller stirred up mud from the harbour bed, which blocked the vessel's intakes. The main engine had to be shut down and the strainers cleaned out. At 1800, when the Sault Ste. Marie Traffic Centre called the *Emerald Star* to inquire about its intentions, the USCG was informed that the *Emerald Star* was aground. Prior to this, no notification of the accident had been given to any relevant authority. The tug *Wilfred M. Cohen*, owned and operated by PML, was hired to assist in refloating the vessel. The tug arrived at 2130 and was made fast to the stern of the vessel. By now, cargo had been transferred internally to develop a list to port and lessen stresses on the starboard side. At 2145, the vessel was refloated. The vessel proceeded to its berth and unloaded its cargo without further incident. The vessel underwent an inspection by TC and a Class surveyor and was permitted to depart. The occurrence was not reported to the harbour master.
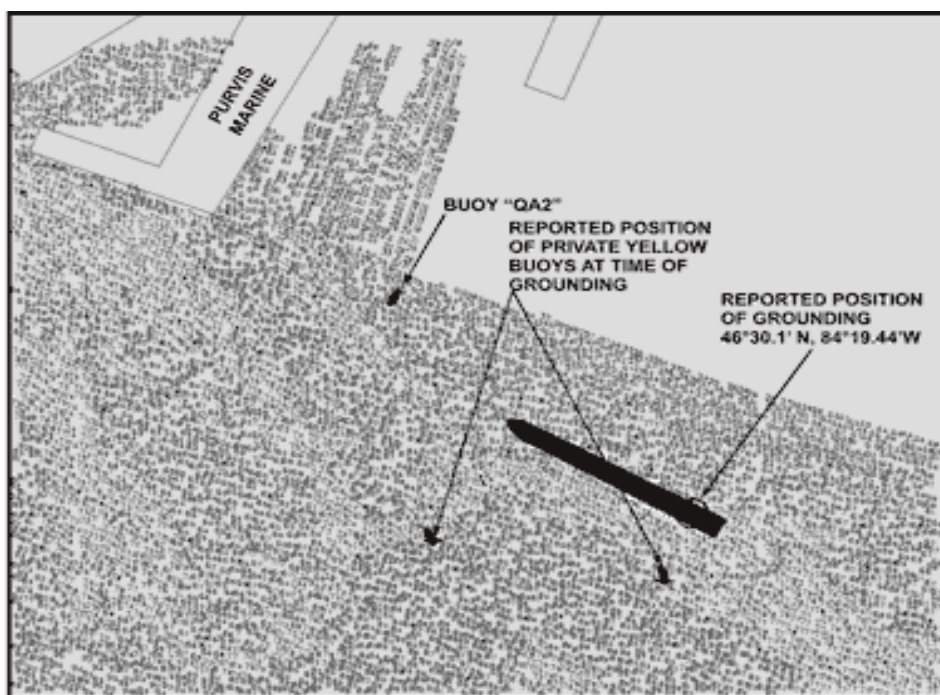
CANADIAN HYDROGRAPHIC SERVICE
DEPARTMENT OF FISHERIES AND OCEANS, CENTRAL AND ARCTIC REGION
SUBSET OF FIELD SHEET 1200346 JUNE 2000

Scale of Metres

WORKSHEET   - Activity 2

ANSWER LIST – Please insert the 10 words of cour choice from the text (**Report Number M03C0016**) to each category below:

	Category 3 Words that have a meaning that is closely related to a specific field (navigation studies in our case). They may refer to parts, structures or functions of the ship, ship's voyage such as the track, egnine and steering operations. However, such words are also used in general language and may have some restrictions of usage depending on the subject field. Words in this category may be technical terms in a specific field like navigation and yet may occur with the same meaning in other fields and not be technical terms in those fields.
1	
2	
3	
4	

5	
6	
7	
8	
9	
10	

Indicate the words that, in your opinion and according to your experience, are needed for the level of OOW on ships of 500 GT or more:

_____

_____

_____

_____

_____

_____ ...

WORSHEET   - Activity 3

	Category 4 Words that have a meaning specific to a field (navigation in our case) and are not likely to be known in general language. They retain their meaning even without the context – and are therefore context-independent. They refer to structures, design and functions of the ship, aspects of sea, weather, current, semanship, types of navigation, etc.. These words have clear restrictions of usage depending on the subject field.
1	
2	
3	
4	
5	
6	

7	
8	
9	
10	

Indicate the words that, in your opinion and according to your experience, are needed for the level of OOW on ships of 500 GT or more:

_____

_____

_____

_____

_____

_____ ...

WORKSHEET   - Activity 4

Please insert the 10 words of cour choice from the text (**Report Number M03C0016**) to the list of multi-words below:

	Multi-words in Maritime English (word combinations acting as single maritime words)
1	
2	
3	
4	
5	
6	
7	
8	
9	
10	

Please indicate the words that, in your opinion and according to your experience, are needed for the level od OOW on ships of 500 GT or more:

_____

_____

_____

_____

_____

_____ ...

Supplement 1:

Lexical competence- vocabulary range: Common European Framework (CEF 2001)	Language proficiency of pilots and controllers -Rating Scale – vocabulary: ICAO 2008
C2 Has a good command of a very broad lexical repertoire including idiomatic expressions and colloquialisms; shows awareness of connotative levels of meaning. **C1** Has a good command of a broad lexical repertoire allowing gaps to be readily overcome with circumlocutions; little obvious searching for expressions or avoidance strategies. Good command of idiomatic expressions and colloquialisms. **B2** Has a good range of vocabulary for matters connected to his/her field and most general topics. Can vary formulation to avoid frequent repetition, but lexical gaps can still cause hesitation and circumlocution. **B1** Has a sufficient vocabulary to express him/herself with some circumlocutions on most topics pertinent to his/her everyday life such as family, hobbies and interests, work, travel, and current events. Has sufficient vocabulary to conduct routine, everyday transactions involving familiar situations and topics.	**EXPERT6**: Vocabulary range and accuracy are sufficient to communicate effectively on a wide variety of familiar and unfamiliar topics. Vocabulary is idiomatic, nuanced, and sensitive to register. **EXTENDED5**: Vocabulary range and accuracy are sufficient to communicate effectively on common, concrete, and work related topics. Paraphrases consistently and successfully. Vocabulary is sometimes idiomatic. **OPERATIONAL 4**: Vocabulary range and accuracy are usually sufficient to communicate effectively on common, concrete, and work related topics. Can often paraphrase successfully when lacking vocabulary in unusual or unexpected circumstances

A2 Has a sufficient vocabulary for the expression of basic communicative needs. Has a sufficient vocabulary for coping with simple survival needs. A1 Has a basic vocabulary repertoire of isolated words and phrases related to particular concrete situations.	**PRE-OPERATIONAL3**: Vocabulary range and accuracy are often sufficient to communicate on common, concrete, or work related topics but range is limited and the word choice often inappropriate. Is often unable to paraphrase successfully when lacking vocabulary. **ELEMENTARY 2**: Limited vocabulary range consisting only of isolated words and memorized phrases. **PRE-ELEMENTARY 1**: Performs at a level below the Elementary level.

MULTIMEDIA PROGRAMMES IN TEACHING MARITIME ENGLISH

Olga Monastyrskaya
Odessa National Maritime Academy
8 Didrihsona Str.
Odessa
65029 Ukraine
E-mail: ONMA @ odtel.net
Phone: + 38 (048)731-10-59
Fax: +38(048)731-10-63

Abstract

The study of Maritime English materials includes multimedia CD-ROMs and the Maritime English software proper. All of them involve the use of personal computers either individually or in networked language labs equipped with multimedia class, e.g. Hi-Class-II. They are a part of the system of language learning popularly referred to as **CALL – Computer-Assisted Language Learning.** *One way to view classroom teaching and learning is as a group multimedia authoring activity. Applying computing technology in the classroom setting to support the classroom's group multimedia authoring and review experience should lead to an enhanced teaching and learning experience. The classroom provides a rich setting in which a number of different forms of communication co-exist, such as speech, writing and projected images. This workshop offers a brief demonstration of 3 multimedia Maritime English programmes, which are highly motivating for students. They create positive attitude to language learning, make students more enthusiastic and free in communication, and stimulate professional English learning. The interactive nature of multimedia programmes allows the four language learning skills to be practiced alongside, as in real life*

Key words: Maritime English software, Computer-Assisted Language Learning (CALL), group multimedia authoring activity, interactive nature.

We have examined several common teaching styles with respect to the challenges they present for multimedia capture and access. One of the main distinguishing features of a teaching style is the form of materials, if any, that are made available to students, either before or after the lesson. If material is made public, then we can augment it (using audio or video links, for example) with information captured during the lesson. If no material is made public, then we can only augment information that is produced as part of the teaching programme itself. The styles we have so far identified are:

Presentation

The teacher prepares a set of slides (the presentation) before class. The slides are displayed during the lesson, and copies of the slides are available to students while watching. During the lesson, the teacher may make annotations on the slides to emphasize or clarify certain points.

Public notes

The teacher prepares the content of the lesson before class, but in the form of a paper or set of organized notes and written tasks. Each programme has its individual listening, reading, written and speaking tasks which are available to the students while watching the programme.

Discussion

The teaching style emphasizes a communicative approach, when teaching should be.

Student-centered

While discussion we should highlight constant interaction between a) students as pair work; b) a student and a teacher.

In this style, the classroom session is more of a discussion in which all participants contribute more or less equally to the speaking. There may be a publicly available agenda for the class discussion that serves to highlight the topics that will be discussed. They are included in individual teaching materials relating to appropriate professional topics according to the curriculum.

Just as teachers have different styles for teaching, so too students have different styles for learning. Rather than address these different general learning styles, we focused on one of the primary student activities - recording information. We identified several different recordings, or note-taking, styles that a student could employ, each distinguished by the amount of recording that goes on.

Recording of a student's speech can help them in acquiring and developing pronunciation and listening skills, evaluating mistakes.

In the workshop I'd like to present the extracts from 1 video programme and 2 multimedia computer maritime programmes which are used in our multimedia English lab as a part of the curriculum for navigating cadets and demonstrate different teaching styles.

1. "International Shipping industry" by International Camber of Shipping; 2. "Personal Safety" by Seagull;   3. "Safety equipment" by Seagull.

All these programmes have the same target, i.e. acquiring necessary professional skills to reduce losses and improve personal safety, ship's safety and environmental safety.

The goal of the workshop is to demonstrate interactive nature of CALL, its greatly encouraging, brainstorming character in individual, group, pair or whole class work.

This programme map shows all language skills, task descriptions and focus which can be successfully used in the multimedia English lab.

Table 1

Language skills	Task descriptions and focus	Timing
Reading	1. Readingforspecificinformation 2. Multiple choice: reading for detail and global understanding	**20 minutes**
Listening	1. Multiple choice: understanding gist, main points, detail, function 2. Speech recording (e.g. SMCP, acting out in professional situations) 3. Note-taking or sentence-completion	**40 minutes**
Speaking	1. Social interaction 2. Professional discussion 3. Solving professional problems 4. Role-play	**40 minutes**
Writing	1. Drawing up a scheme 2. Filling in a chart 3. A report (e.g. a weather report) 4. Business correspondence	**20 minutes**

Let me present the sample procedure. Please watch the video clip and listen to the original authentic text. Before that we can propose pre-watching discussion when we want to draw out the students' ideas on the topic (e.g. guessing the situation; what terms related to the topic you know, the general information they know about the subject in pairs or groups etc.). I'd like to present different tasks which can be done while watching. All printed teaching materials presented in this workshop are available to each student before the lesson.

Table 2

The samples of the tasks	Remarks on the tasks
Watch the video clip by the International Chamber of Shipping publicizing the shipping industry. Exercise 1. You are going to hear information about International Shipping industry. Underline the words the speaker uses Flood economy law raw merchant value economics Blood row goods freeze coast million assets marine Liable food half low foot freight cost sale Exercise 2. Listen to the text again. Complete the gaps in the transcript	It's a phonetic exercise which focuses on phonemic differences of English phonemes. (Group discussion; In the end students give the examples from the text – note-taking) Listening for specific information. (Corresponds to the recorded text. The

The International Shipping Industry carries _____ of world trade. It is the life blood of the global economy. There are around _____ merchant ships _____ internationally, transporting every kind of _____. Without shipping intercontinental trade the _____ transport of _____ materials and the import and export of affordable food and manufactured goods would simply not be possible. Half the world would _____ and the other half would _____. Ships are technically sophisticated high _____ assets that can cost hundreds of millions of dollars _____. Their safe operation and _____ are crucial to the continual health of the world economy. And as world trade grows the international shipping industry has responded to the demands for its services. _____ estimates show annual freight rates of more than _____, which represents approximately 5% of the _____ economy. It is the availability, low cost and the efficiency of maritime transport that has in large part been responsible for recent _____ improvements in global _____.	missing words are maritime terms used in shipping)

Exercise 3. Listen to the information about the international character of shipping

      The shipping industry today is truly international, flying the flags of over 150 different nations and manned by over a million seafarers of most nationalities. It is also one of the safest, cleanest and most efficiently run industries.

The speaker enumerates the ways of achieving success in shipping.
<div align="center">Put them in order.</div>

- navigation rules   _____
- UN role   _____
- enforcement of IMO conventions   _____
- global framework of regulations   _____1_____
- construction standards   _____
- crew qualifications   _____

Exercise 4. You are going to hear an extract about the world fleet.
Listen to the recording and complete the chart .
Add the missing types of ships.There is a wide variety of merchant ships trading internationally and they fall into a number of categories.

Types of ships	Cargo transported	Cargo capacity
Container ships		
Bulk carriers		
Tankers		
Other ships		

Right column continued:

Listening for gist (While listening, students should understand the general information, number each point according to the sequence in which it's mentioned. Pay attention to the passage in italics which introduces the main idea of the recorded extract.)

  Listening for specific information
This part contains a lot of factual information which should be mentioned in the chart.

Listening for specific items.
Figures are the most difficult items for listening. At first you can encourage students to predict some facts using their own experience.
Group discussion

Exercise 5. You are going to hear an extract about the efficiency of shipping. Focus on figures. Listen to the text and define if the following statements are true or false. Correct the wrong ones. Continuous improvements in technology and efficiency have made the costs of moving goods by sea very competitive. 1. Over the last 50 years US wholesale prices have risen by almost 700%. _____ 2. During the same period bulk shipping costs have increased by just 70%. _____ 3. Transporting crude oil from the Middle East to USA is half a cent per gallon. _____ 4. Shipping a can of beer from Australia to Europe costs about 10 cents. _____ 5. Over three fourths of world shipping tonnage is associated with energy and metal industries._____			

The second sample procedure deals with multimedia maritime English programme "Personal safety" which covers the following points: Rules and regulations; Risk evaluation; Health and safety; Critical shipboard operations; Organization of work. For this workshop I've chosen "Risk evaluation". This table illustrates the short contents of this part, the task and their

Table 3

Short contents	The samples of the tasks	Remarks
Video clip "Accidents on board"	Pre-watching discussion on possible dangerous situations on board the ship	Listening for gist
Risk evaluation on different levels: Safety meetings (incl. a video clip "Safety meeting")	Answer the questions after watching Who is the first speaker? What problems does he want the crew to consider? What are his propositions? Why was the meeting called?	*Group discussion*
- Working meetings (incl. Patricia's explanation) - Individually in job situations and daily routine	Listen to Patricia and fill in the blanks: On most _____ there is a working meeting every week, in which next week's working _____ is discussed, _____ that may be potentially _____ are evaluated and required	Listening for specific information

	_____ and safety _____ are listed.	
Risk evaluation in job situations: - a risk of hurting yourself (incl. info about hazard sources) - a risk of hurting others - a risk of damaging equipment or ship	Pre-watching task (e.g., enumerate injuries which can happen on board because of seaman's negligence) The analysis of 3 routine situations, the errors made by seamen, ways to avoid them.	_Group discussion_
Risk evaluation. Questionnaire		_Group discussion_
Three routine situations - 3 video clips (incl. exercise on guessing)	1. Work out any of the situations given below through the questions: Chipping rust on deck mooring painting the hull bunkering cooking the dinner welding in the engine room loading the cargo	Listening for specific information
Exercise "Dress up the seaman"	2. Write down the names of all the safety equipment mentioned. What equipment wasn't necessary in situation 1? Why? Choose the safety equipment for the situation you have analyzed. Explain your choice.	Note-taking Drawing the schemes and pictures Composition
The description of 3 accidents with the analysis of mistakes and ways to avoid them	Fill in the blanks: A (mechanic) is on his way down from the bridge on the weather (ladder). There is a bit of a sea. He (slips) and falls three meters. Both legs are badly (hurt) both slightly broken. His back is (injured) and his left hand is (strained). Skip-proofing the (gangway) and ladder could have prevented this (accident). Good shoes and in bad weather the use of interior ladders and _____ can preclude such _____ situations. A galliard comes out _____ the slop. The _____ is wet and	Listening for specific information _(Corresponds to the recorded text. The missing words are_ maritime terms _used in shipping)_

	slippery, he slides and falls and _____ a major injury to his _____ with a result that he must go on sick-leave. The best _____ against this sort of _____ is also a skip-proof deck and proper ____ wear. Many _____ accidents have happened because the operator loses _____ of a high-pressure _____. A mechanic is flushing the _____. He slips losing his grip on the hose, falls and _____ a rib. Once again good foot-wear and the _____ of a high-pressure hose with the _____ that locks automatically if the hose slips could have _____ this injury.	

All these exercises are just a small part of the performance which can be offered by multimedia programmes. Some of these tasks can be used on Presentation and Practice stages of the lesson. During the last Production stage students should integrate all their knowledge in communication activities that highlight interactive nature of CALL. It can contain discussion, debates, role-plays, presentations; written reports, compositions stimulated by problem-solving tasks. Multimedia programmes combine the use of visual aids, authentic video materials, and original brief factual information presented in schemes, diagrams, pictures, slides. Teachers have the opportunity of training 3 language systems (grammar, vocabulary, pronunciation) and 4 communication skills (listening, speaking, reading and writing) at the same time. In a student-centered approach to teaching, the teacher stimulates students to active participation in real life situations, encourages independent thinking by analyzing, finding own ways for combating with the problems, increases opportunities to interact in English, manages pair and group work , makes friendly   and creative atmosphere during the lesson.

References

1 .B. Arons. SpeechSkimmer: Interactively skimming recorded speech. *In* Proceedings of the ACM UIST'93 Symposium. P. 187-196, 1993.
2. B. Pritchard. On some aspects of evaluating Maritime English materials – Checklists. In Proceedings of the IMEC 15. St.-Petersburg, 2003
3. Maritime English. Model course 3.17. IMO

INTERCULTURAL COMPETENCE ON BOARD

Olesya Lutsenko,Ba
ROC Zeeland, dep. Maritime Institute de Ruyter
Boulevard Bankert 130, 4382 AC Vlissingen, The Netherlands
Email: olutse01@roczeeland.nl
0031 118 558 700
0031 118 474 828

Hannie Stok - Knol
Hogeschool Zeeland, Dep. Maritime Institute De Ruyter
Edisonweg 4, 4382 NW Vlissingen, The Netherlands
Email: hknol@hz.nl
0031 118 489 000
0031 118 460 249

Abstract

Communication competence on board, esp. when communicating in a second language such as English, covers a wide range of cross-cultural issues. In the time of globalization and modernization, the shipping world is facing modern pressures. New and different situations ask for new skills and competences from seafarers where culture is recognized as having impact on communication and safety on board. In the shipping world as well as on board assertiveness at management level and in leadership needs to be well developed. Intercultural competence, esp. between European and non-European nationalities, and intercultural awareness of differences, stereotyping, prejudice, and behaviour are objectives in our presentation.

We will then compare intercultural competence on board to the formal and official STCW regulations, in which the English language as a communication skill is laid down. What is the common ground and what needs to be improved; this we will discuss in our combined presentation and workshop.

Key words: intercultural competence, cross-cultural management skills, non-European countries, assertiveness, STCW

A 3000 years old Chinese proverb on dealing with foreigners claims:
Who understands others as well as oneself will be granted success in a thousand encounters.

1   Introduction

Today, more than ever before, international crews require intercultural awareness and effective cultural communication skills. Cultural misunderstanding can easily create confusion or distrust which may result in less than optimal performance. Culture in an intercultural crew is now recognized as having impact on safety, management, leadership and team-building.
Most seafarers carry out their management tasks through/with multicultural crews.

Especially managers on board are increasingly required to operate in a way which demonstrates competence in dealing with people from different cultural backgrounds.

They have to demonstrate qualities such as reliability, open-mindedness, positivism, assertiveness etc. However, these qualities are exhibited and understood differently across cultures. Moreover, captains, officers, steersmen, engineers have to lead, manage, motivate, direct, inspire and generate a sense of trust in their divers crews. This means we need to provide our students with intercultural competence in order to operate more effectively as intercultural managers.

2   Intercultural   Competence on board.

2.1 Cultural Awareness course at the Maritime Institute de Ruyter, ROC Zeeland, Vlissingen, The Netherlands.

Instigated by the Ministry of Transport and Public Works, together with the STC Rotterdam, a new course Cultural Awareness has been developed with the main objective to increase the cultural awareness of Dutch and foreign students. With this course we attempt to prepare our Dutch students for life on board with multicultural crews, esp. at MBO levels. At the MIR we provide them with this Cultural Awareness Course to gain intercultural communication competence. Intercultural competence on board is the range of knowledge, skills and attitudes a seafarer displays in multinational working environment.

Knowledge: 1. Understanding of the concept of culture. Knowledge includes awareness of cultural differences and similarities, knowledge about international situations, stereotypes, prejudice etc.

Attitudes: 2. Interpersonal competence on board. Intercultural competence on board affects seafarers' attitudes and behaviour. Impact is made on common basic values such as respect, open-mindedness, honesty, confidence, assertiveness.

Skills: 3. Intercultural communication competence.

4. Cross-management skills.

5. Development and reflective competence. Seafarers acquire new cross-cultural skills to deal constructively with different, new and ambiguous situations in communication and management on board.

2. 2. Main objectives of the Cultural Awareness course.

Seafarers can communicate and work affectively and appropriately in intercultural crews, establish and maintain good relationships, carry out their tasks effectively with crewmembers of other cultures.

Deck officers, engineers, and steersmen can organize, take leadership, show initiative, and promote change where appropriate in assertive ways while respecting humanity's diversity.

Seafarers will be aware of their own strength, weaknesses and prejudices and will recognize areas in which they need to improve and become motivated to develop their intercultural competence.

2. 3. The main components of the Intercultural Competence on Board.

At the end of the course we expect that our students display the following competences:
I. Understanding of the concept of culture.

1.1 Common knowledge and awareness of the concept of culture, cultural differences, religions, values, perceptions and behaviours of other cultures.
1.2 Knowledge and awareness of the concept of stereotyping and main characteristics of other cultures.
1.3 Knowledge of the concepts of prejudice and discrimination and techniques to reduce prejudice on board.
1.4 Awareness of history between nations /cultures and its possible influence on safety.
1.5 Awareness of East and West concept of time.
1.6 Awareness of direct and indirect way of communication globally.

II. Interpersonal competence.

2.1. Display positive attitude towards different cultures and religions.
2.2. Display sincerity and candor in your actions.
2.3. Ability to respect and accept differences. (not misbehaviour).
2.4. Display fair treatment to all crewmembers without prejudice.
2.5. Display open-mindedness.
2.6. Calm and controlled behaviour facing difficulties, misunderstandings, conflicts.
2.7. Correct misbehaviour in an assertive way to improve on cooperation on board.
2.8. Awareness of Etiquette on board.
2.9. Ability to establish supportive relationships
2.10. You are self – respecting, self expressive, straight forward, direct, confident, valued.
2.11. Others feel valued and respected around you.
2.12. Others view you with respect, trust and understand where you stand.

III. Intercultural communication competence.

3.1. Good mastering of English language (listening, speaking, writing skills)
3.2. Awareness of and knowledge about different models of verbal and non - verbal communication.
3.3. Improve intercultural communication by means of active listening, awareness of the feedback techniques.
3.4. Ability to give clear orders and instructions. (Volume, tempo, articulation).
3.5. Ability to avoid and resolve misunderstandings.
3.6. Ability to start and maintain a useful dialogue with someone from a different culture.
3.7. Awareness of safe and unsafe subjects on board.

IV. Cross-cultural management skills.
4.1. Awareness of the impact that cultural differences have on leadership styles in motivating a diverse crew.
4.2. Using Assertiveness in leadership and management styles on board.
4.3. Awareness of the impact cultural differences have on conflicts on board and the ability to avoid or resolve intercultural conflicts in an effective way.
4.4. Ability to choose and make decisions, considering diversities.
4.5. Ability to take initiative in a new environment.

V. Development and reflection competence.

5.1. Interested in expanding knowledge about cultures.
5.2. Display motivation and interest in intercultural contacts
5.3. Self-analyzing competence. Ability to describe own competencies and limitations.
5.4. The potential to develop your limitations with conditions and timeframes.

## 2.4. Cross-cultural management skills and Assertiveness on board

There is a need for clear communication on board. Self awareness and assertiveness in communication may form a bridge between East and West. The goal is to communicate with assertion and avoid a direct Western and indirect Eastern way of communication.
There is a difference in using assertiveness in East and West.
Let us try to understand differences between values of European and non – European countries.

<p align="center">**Blue: Western countries. Red: Eastern countries.**</p>

**European values:** Respect needs to be earned. **Non- European values:** Respect for authority.
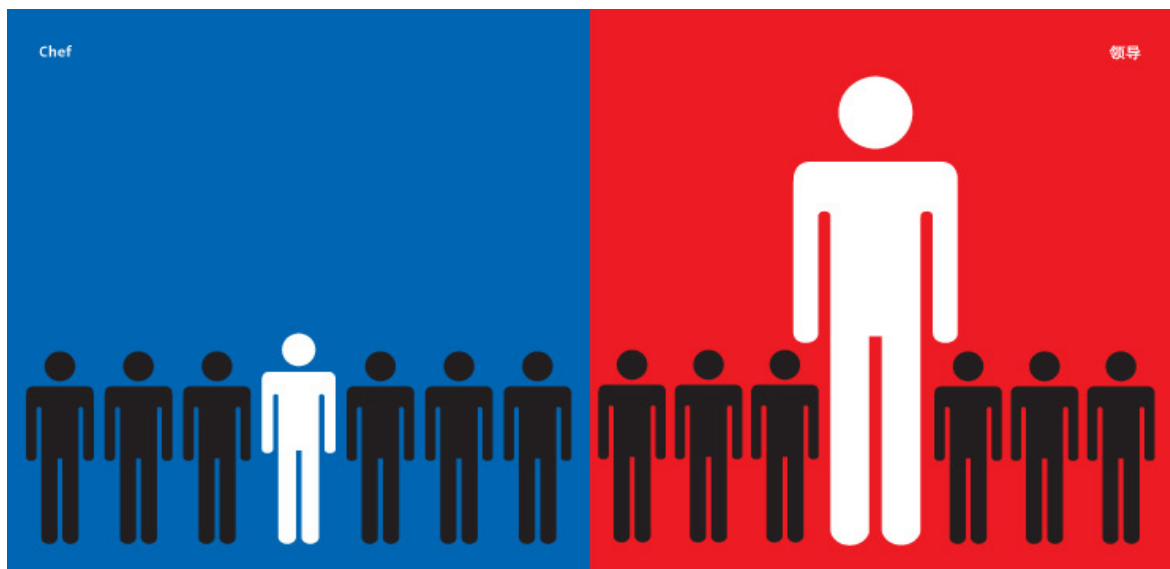
Icon 1: Hierarchy

Different cultures have different attitudes to the importance of hierarchy in the workplace. The eastern European cultures (such as Ukrainian, Russian) expect a far greater deference to be shown to superiors than most western cultures. This is known as the "Power Distance".
With this in mind, it is possible that non-European seafarers will feel reluctant to question authority or competence of seafarers higher in rank which can even influence safety in the case of an emergency. (Report on the investigation of the grounding of the Italian registered chemical tanker in 2004).

European: Direct communication. Politeness may be considered as weakness.
Non-European values: A desire for harmony. Avoiding confrontations.
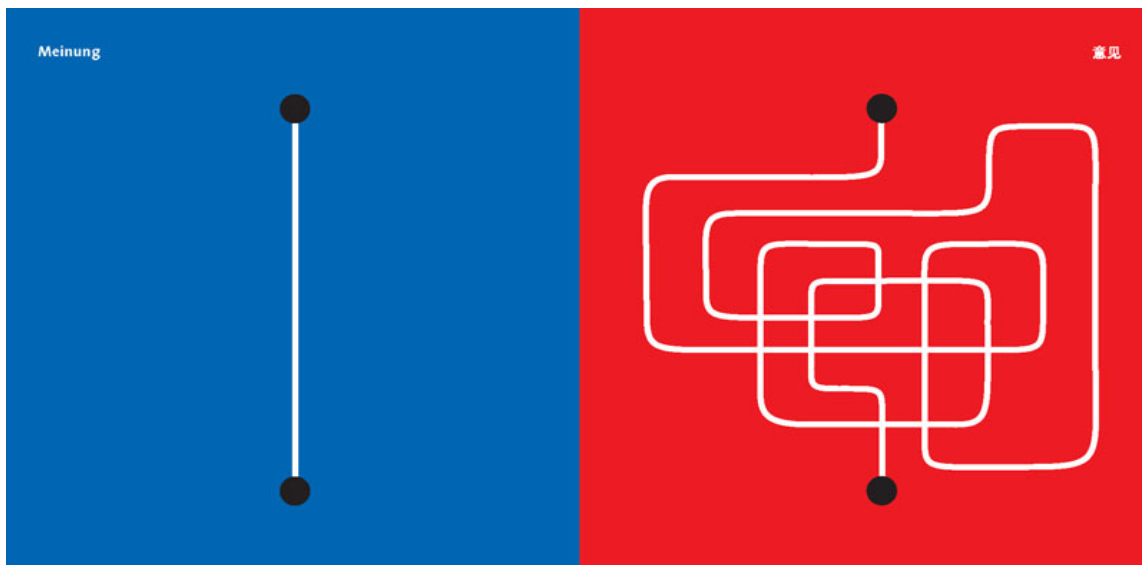
Icon 2: Telling the opinion
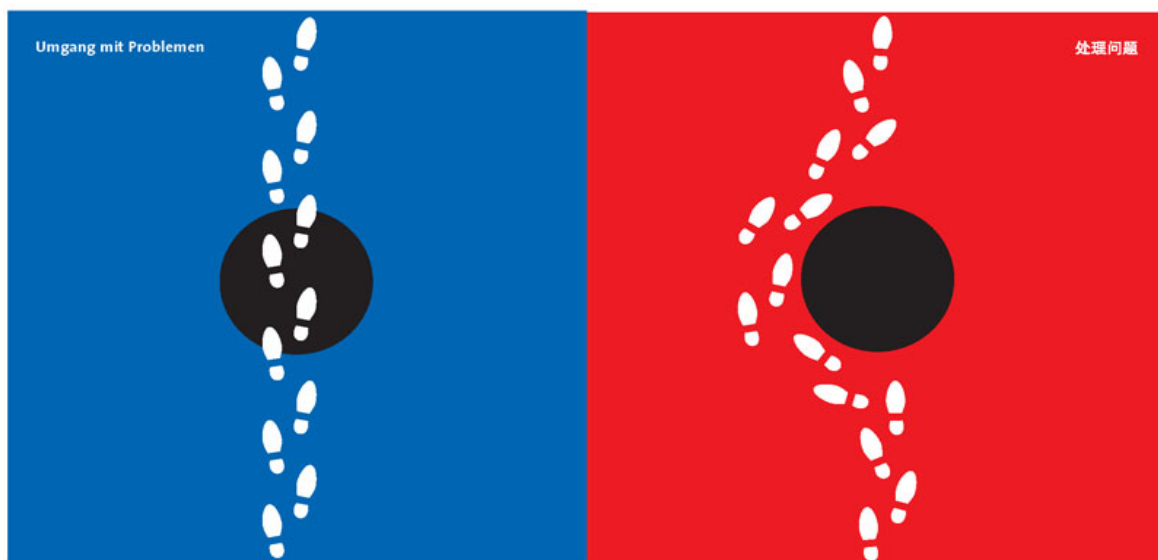
Icon 3: Handling problems

It is obvious that cultures have impact on communication. Direct assertiveness can be considered as rude behaviour, while the Western seafarer thinks he/she is to the point. Indirect assertiveness can be considered as weakness, while the Eastern seafarer thinks he/she is polite.

Assertiveness training can teach Eastern seafarers to deal in a constructive and assertive way with direct and open communication. While Western seafarers will gain skills to change direct communication into assertive communication.

Seafarer's Assertiveness training can improve cross-cultural management skills and teach how to handle problems, conflicts, criticism, misbehaviour, aggressive or passive communication in assertive way considering diversities; develop leadership creativity to suit a new increasingly

multinational and multicultural environment.

While assertiveness training is not new to the business world, the novelty in the maritime approach lies in its focus on culture and cross-cultural management skills in order to improve intercultural communication competence.

3 Standards of Training, Certification and Watchkeeping (STW / STCW)

The IMO's International Convention on Standards of Training, Certification and Watchkeeping for Seafarers (STCW, 1978) was the first internationally-agreed convention on minimum standards of competence for seafarers. Revisions and updates took place in 1995 and 1997, when it was recognized that the human element is a complex multi-dimensional issue that effects maritime safety, security and marine environmental protection involving the entire spectrum of human activities performed by ships' crews, shore based management, regulatory bodies and others.

In 1989 the IMO adopted the Guidelines on management for the safe operation of ships and for pollution prevention, later known as the International Safety Management (ISM) Code, which objective is to improve the safety of international shipping and to establish an international standard for the safe management and operation of ships, including the implementation of a safety management system.

Effective implementation of the ISM code should eventually lead to a culture of ' thinking' self-regulation of safety – the development of a safety culture, with every individual –from the top to the bottom- feeling responsible for actions taken to improve safety and performance (narrated text from "Introduction", STCW).

3.1 STCW and intercultural communications

Reading and selecting the appropriate text from the STCW is a major undertaking. In contrast to this, the research of the STCW-text in the columns Competence/ Knowledge, understanding and proficiency seems to take a (relatively) brief period of research time.

Mostly the chapters II, III, IV, V, VI (including annex 2), VII and VIII have been studied. Research key words were *communication and/or information, culture and/or nationality, language and/or multi-lingual, personnel management, fatigue, training, personnel and/or passengers, instructions*.

For the references which were found in the text, we refer to Appendix A - STCW, but this should not be considered a complete and extensive summary.

3.2 Report to the maritime safety committee

The 39th session, agenda item 12, of the Sub-Committee on Standards of Training and Watchkeeping took place on 28 March 2008.

In the opening address the Secretary-General expressed concern to the apparent reluctance of young people to join the ranks, to take on higher duties or to remain in service, coupled with unhelpful legislation and practices, which together are acting as strong disincentives. He appealed to all concerned to raise the profile of shipping as a vibrant industry, which should provide rewarding, stimulating and long-term career prospects, in keeping with its corporate social responsibilities. Promoting all over the world the value for a career at sea and emphasizing the variety of opportunities in the short, medium and long-term.

However, following recent analyses of accidents indicate that inappropriate levels of manning and watchkeeping arrangements; fatigue, health and wellbeing of seafarers; labour conditions on board; insufficient or fraudulent certification, ability and competence are responsible for accidents at sea and in the shipping world.

It is the responsibilities of companies to provide help for seafarers to perform their duties to minimum (mandatory) competency standards, using modern and innovative training, both shore-based and onboard, or to provide long-distance learning on ships. Bridge Resource Management, as well as Engine Room Resource Management and regulations relating to safety, security, medical care and survivals functions set standards for training and working situations.

Requirements for effective communications are identified in STCW, Chapter VI and by STW 38; human behaviour and the management of the human resources have been discussed in detail and expressed in requirements. Although discussion continues regarding communication and leadership skills, there is dissention whether requirements should be applicable only to officers and should address language and cultural differences. And fair delegation of responsibilities could mitigate fatigue; social and safety aspects must be recognized.

3.3 STWC in relation to our key words

(intercultural competence, cross-cultural management skills, non-European countries, assertiveness, STCW).

STCW - Chapter 6 -Emergency, Occupational safety, Security, Medical care and Survival Functions- also relates to the principles for establishing the safe manning of ships. It is perhaps indicative of the shipping world that basic criteria relating to the human element and manning on board are standardised under such a chapter.

STW-39 advises to develop a framework, in which the human element factors will be provided for in guidelines. Factors contributing to fatigue and performance degradation in crewmembers; impacts on morale and psychological well-being as well as shipboard policies and operating procedures exert demands on crewmembers and relating subjects. The objectives should be to provide safety and security of the ship, safe operations (at sea as well as in port), prevention of human injury or loss of life, avoidance of damage (marine environment as well as property), and to ensure the welfare and (personal) health of seafarers through the avoidance of fatigue. Again, emphasis is on effective implementation and enforcement.

Intercultural competence, cross-cultural management skills, assertiveness both in European or non-European cultures are key words which are difficult to find in the formal regulations of STCW. Most rules, guidelines and regulations are concerned with technical subjects or provisions; but the human factor is difficult to find.

On board crews are more and more multi-national, with each nationality represented in very small groups or individually.   This demands that each person on board, from the highest to the lowest rank, needs a good basic understanding of a common language, as well as good social skills and understanding of another person's cultural behaviour.

It is of the utmost necessity that intercultural competence, cross-cultural management skills, for European as well as for non-European countries, assertiveness and cultural understanding should be recognized in worldwide, formal regulations, including standards for implementation and assessment.

4 Conclusions.

Intercultural competence on board is more than competence in the English language. Communication, the sending and receiving of messages, is an integral part of any culture.

Understanding the concept of culture prepares modern maritime students for inter-cultural communication and cross-cultural management on board.

Incorporating Intercultural Competence in teaching may make the difference in improving communication and management style and reduce accidents resulting from communicative misunderstandings. A new challenge for maritime education and shipping companies to ensure that modern seafarers are competent to operate effectively in complex intercultural environments.

Intercultural competence, cross-cultural management skills, assertiveness both in European or non-European cultures are key words which are difficult to find in the formal regulations of STCW. Most rules, guidelines and regulations are concerned with technical subjects or provisions; but the human factor is difficult to find.

Intercultural Competence on board is more than competence in an intercultural communication. It is almost impossible to send a message that does not have at least some cultural content. And even if it were possible to send a message without any cultural content, it is not possible to receive one without passing it through the filter of one's own cultural perception.

Seafarers need cultural competence to gain a better understanding of culture and see it in perspective, without boundaries and prejudice. They need to find common values to stand on: honesty, openness, empathy, interest in other cultures, interest in other people on board and working together to a common goal: worldwide maritime transport in safe working conditions.

There is need for standardized, worldwide training, education and recognition in Intercultural Competence on board. To develop intercultural competence takes time, work, patience and education, but is well worth the investment, geared to each culture's individual needs and special situation.

A Chinese philosopher said:

How shall I talk of the sea to the frog
if it has never left its pond?
How shall I talk of the frost to the bird of the Summerland,
if it has never left the land of its birth?
How shall I talk of life with the sage,
if he is prisoner of his doctrine?
(Chung Tsu, 4th Century B.C.)

We hope that our presentation may be a step towards this objective!

5 References

Books:
1. STC-Group (2005) *Cultural Awareness on board: Instruction Course manual.*
2. STCW (loose leaf edition; latest version)
3. STCW 39/12, 28 March 2008. IMO, Sub-Committee on Standards of Training and Watchkeeping, 39th session, Agenda item 12

Journal articles:

1. Catherine Hetherington, Rhona Flin, Kathryn Mearns (2006) Safety in Shipping: The human element. Journal of Safety Research 37 (2006 401-411).

Internet:
1. Jan Horck (2007) *Cultural Diversity in Shipping.*
   http://www.ntu.edu.sg/cee/program/maritime/MaritimeEvents/events/Horck_29Nov07_Webpost.pdf
2. Robyn Pyne, Thomas Koester (2005)
   www.scribd.com/doc/492094/East-Vs-West-A-good-observation-represented-pictorially-to-understand-culture
3. Yang Liu (2007). East versus West; a good observation represented pictorially to understand culture
   http://www.scribd.com/doc/492094/East-Vs-West-A-good-observation-represented-pictorially-to-understand-culture   and   http://www.yangliudesign.com

6   List of abbreviations

HZ	Hogeschool Zeeland – institute for higher (technical) professional training for 18+, Vlissingen, Netherlands
MIR	Maritime Institute De Ruyter – joint venture for cooperation in maritime technical training for all levels of education (HZ/ROC)
ROC Zeeland	Regionaal Opleidings Centrum Zeeland, Vlissingen, Netherlands – institute for (technical) vocational training for 16-18 year olds
STC Rotterdam	Shipping and Transport College, Rotterdam – institute for maritime training at all levels
STCW	IMO Standards of Training, Certification and Watchkeeping
STW-39	IMO Sub-committee on Standards of Training and Watchkeeping

7   Appendix A - STCW references   (note: the following is a selection only):

<u>**Seafarers' Training, Certification and Watchkeeping - Code – Part A**</u>
Chapter II – Standards regarding the master and deck department.
(STWC-code, A – II / 1, 2)
The following pages mention one or some of the key words:
p 34   ...to perform the officer's duties also with a multilingual crew…
p 55   …monitor and control ... to ensure / maritime declaration of health and the requirements of the International Health Regulations (=physical health)
p 57   …organize and manage the crew / a knowledge of personnel management, organization and training on board ship
Chapter III – Standards regarding the engine department
STWC-code, A – III / 1, 2,
p 91   …organize and manage the crew / a knowledge of personnel management, organization and training on board ships
Chapter V – Standards regarding special training requirements for personnel of certain types of ships
p 117   …establish and maintain effective communications /.1   the language or languages appropriate to the principal nationalities of passengers and other personnel carried on the

particular route

Chapter VI – Standards regarding emergency, occupational safety, medical care and survival functions

p 130   …contribute to effective human relationships on board ships / importance of maintaining good human and working relationships aboard ship

p 130   …contribute to effective human relationships on board ships / social responsibilities; employment conditions; individual rights and obligations; dangers of drug and alcohol abuse

Chapter VII – Guidance regarding emergency, occupational safety, medical and survival functions

Personal safety and social responsibilities

p 265   6 …Administrations should bear in mind the significance of communication and language skills in maintaining safety of life and property at sea and in preventing marine pollution. Given the international character of the maritime industry, the reliance on voice communications from ship-to-ship and ship-to-shore, the increasing use of multinational crews, and the concern that crew members should be able to communicate with passengers in a emergency, adoption of a common language for maritime communications would promote safe practice by reducing the risk of human error in communicating essential information.

Chapter VIII – Guidance regarding watchkeeping

p 277   ...36.2 respect the dignity, privacy, confidentiality and fundamental legal rights of the individual concerned…

8   Curriculum vitae

Hannie Stok was born in the Netherlands in 1951. She had formal training in both librarianship (Amsterdam) and in the English language (Middelburg) in the Netherlands. Working in London, UK and in the Netherlands, teaching general English at the HZ as well as maritime English at the MIR.

She has been teaching specialised courses for local and regional organisations, e.g. PSD (ferry service Provence Zeeland), Euroship – Cobelfret (Dutch for Russian captains), HZ- civil engineering (technical English) and has been coaching students of the International Business and Management Studies in their student companies. Other interests are related to maritime subjects (Stichting Behoud Hoogaars, for the preservation of local wooden types of ships), or to housing (former committee member of the Women Advisory Committee (WAC/VAC) for housing in Vlissingen and VAC Zeeland and tutor/trainer for WAC Gowan Mbeki, South Africa (twin-city project Vlissingen-Gowan Mbeki).

Lutsenko Olesya was born in 1975 in Russia. She earned a Bachelor's degree in English and Russian language at the Ukrainian State Teacher's Training University and was teaching Maritime English at the Ukrainian State Maritime Technical University in Nikolaev from 2000 to 2003. She has been teaching Maritime English and Cultural Awareness on board at the Maritime Institute de Ruyter, ROC Zeeland, Vlissingen, the Netherlands since 2006. Her primary current interests lay in developing methods for improving assertiveness on board and teaching materials on maritime intercultural competence at management level.

Welcome On Board(PPT)

Nadezhda Ivsayuk