



الأكاديمية العربية للعلوم والتكنولوجيا والنقل البحري
Arab Academy for Science, Technology & Maritime Transport



**International Maritime Lecturers' Association
(IMLA)**

**The 22nd International Maritime English Conference
IMEC 22**

PROCEEDINGS

October 28th – November 1st 2010

Montazah Sheraton Hotel, Alexandria, Egypt

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**Arab Academy for Science,
Technology and Maritime
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**Institute for Language Studies
Alexandria Headquarters, Egypt**



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**International Maritime
Lecturers' Association**



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Technology & Maritime
Transport**

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ACKNOWLEDGEMENT

Firstly and above all, I am grateful and thankful to GOD for giving me the strength, patience and endurance to meet all the challenges of IMEC22 preparations and organization.

I must extend my gratitude to the Academy's President, Prof. Dr. Farghaly, and the IMEC Steering Committee, for their support and encouragement. They have trusted me enough to assign me such a daunting task of organizing the IMEC22, October 2010.

In doing so, a large investment of time and effort inevitably leaves one indebted to a number of people. The twelve members of the IMEC22 Local organizing Committee (LOC) are Abeer Refky, Alia Taher, Amira Ali, Amira Shaher, Heba Elsayed, Mai Ghoneim, Marwa Adel, Miral Samir, Passent Ahmed, Rania El-Husseiny, Reem El-Guindy and Sarah Fawzy.

My sincere appreciation goes to each member of the IMEC22 LOC, who has shared with me a long journey to bring this conference and proceedings to existence. Starting with intricate details of what gifts and stationeries to buy or which ribbons to get for the name tags to editing of letters, announcements, advertisements, biographies to arranging the presenters' sessions into the sophisticated programme schedule and to the wonderful tours and social entertainment programme. I must say that we all have shared relaxing as well as tense moments, which have brought us closer and made us more understanding, tolerant and supportive of each other. When the going got tough, through patience, perseverance and a sense of humour, we were able to get the tough going.

I also like to thank Alia and Abeer for their constant hard work of quality editing and translation for any announcements, advertisements, and correspondences with publishers and Maritime Institutions throughout the last year. My sincere thanks go to Rania and Marwa for the many restless errands to hunt the most lovely gifts and presents and stationeries, in addition to the organizers' attire and scarves. My appreciation goes also to Sarah, Amira Ali and Mai for their commitment and devotion to achieve any task or search they were asked to do with quality and precision. I am also thankful to Reem and Amira Shaher for handling the publicity for the IMEC22 and searching for sponsors and contributors to support the conference. I like to extend my gratitude to Miral, whose continuous administrative and logistic expertise and support are invaluable.

I wholeheartedly like to thank Passent Ahmed, the IMEC22 Public Relations Coordinator, for her vigilance, tolerance and positive attitude, at her hardest and busiest times, when she had to cope with the hundreds of emails, requests, changes, delays, modifications and last minute cancellations from participants from all over the world at once. In addition, she had managed all hotel arrangements for attendees, Alexandria and Cairo tours' arrangements as well as the social entertainment programme with competence and professionalism.

My heartfelt appreciation goes to Heba Elsayed for her creative, immaculate, and professional designs for the IMEC22 certificates, conference booklets, proceedings, advertisements, layouts, name tags...etc. and her smart and expert technological aids and solutions to many problems faced by the team throughout the journey. Without her unconditional cooperation, devotion, artistic talent and technical expertise, many minute details could have been easily overlooked and missed.

I would also like to thank Dr. Mohamed Youssef, the Academy's Vice-President for Communications and Information Technology, for his generosity and full support to provide

us with electronic equipment, and to thank his team at the Multimedia Centre for the photos and video filming, and for printing the conference invitation cards, certificates, booklets and proceedings in digital as well as paper form.

My special thanks go to Dr. Soheir El-Halafawy, the Academy's Vice-President for Logistics and Resources, for facilitating the transfer shuttles in Alexandria and Cairo. I am also grateful to Mrs. Maha Taher, General Director of the Egyptian Tourist Authority of Alexandria and North Coast, for her cooperation, providing us with an array of Egypt's touristic guidebooks and maps.

My sincere appreciation goes to Engineer Samer Rafik at the Academy's Information & Documentation Centre. Despite his tight work schedule and engagement with the radical renovations of the AASTMT website for all its branches and entities, he successfully managed to develop such a refined website for IMEC22.

Last but not Least, I must extend my frank appreciation to all the Staff and Personnel at the Institute for Language Studies, in Alexandria Headquarters, for their contributions, in different shares, to the LOC in order to make their tough task of organizing IMEC22 much easier, successful and memorable.

Ghada Hozayen,
Head, IMEC22 Local Organizing Committee (LOC)

PREFACE

The International Maritime Conference (IMEC) of the International Maritime Lecturers' Association (IMLA) feels extraordinarily honoured and pleased being invited to hold its 22nd annual conference (IMEC 22) here in Alexandria hosted by the Arab Academy of Science, Technology and Maritime Transport. I wish to express the wholehearted thanks of the IMEC Steering Committee, to the Rt. Hon. Prof. Dr. Mohamed Farghaly, the AASTMT President for hosting IMEC 22 and to Dr. Ghada Hozayen, Dean of Institute for Language Studies, Alexandria Headquarters, and the Director of Linguistic and Translation Studies at the Academy, with her extremely busy staff for taking the burden of all the technical organization.

About seventy five Maritime English lecturers and other interested persons from all over the world take part in this important event and more than half of them present papers or perform workshops. From the proceedings you may learn that we have the opportunity to enjoy a rich variety of contributions: demanding theoretical investigations, presentations of a pragmatic nature and workshops on highly interesting and burning issues. I am very sure that everybody will find something worth including in classrooms or ideas suited to launch further activities to promoting Maritime English instruction and developing cultural awareness in the light of the STCW 1978/95 Convention under revision.

The Manila Amendments of June 2010 to the Convention make higher demands on Maritime English instruction at MET institutions. We, the Maritime English teaching community is well advised not to waste time and should immediately begin to consider how to meet the challenging requirements set out in the document. So IMEC 22 is a perfect start for the necessary work to be undertaken by and expected from us by the maritime industry.

We should always keep in mind, that the standard of Maritime English proficiency and the way we handle multi-cultural problems has a direct impact upon safety and security at sea and in ports, on cleaner oceans and the efficiency of the international seaborne business.

So full speed ahead under the motto: "Teach locally, but think globally".

Prof. Dr. Peter Trenkner
Chairman of IMLA-IMEC
Honorary member of IMLA

October 2010

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Papers

RAISING THE MARITIME ENGLISH BAR: THE STCW MANILA AMENDMENTS AND THEIR IMPACT ON MARITIME ENGLISH

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Abstract

The review of the IMO STCW 78 Convention as amended in 1995/97 reached its climax at the International Diplomatic Conference held in Manila in late June, 2010 when the amendments were adopted. The result of the process, that has been on-going since 2006, will have an immediate impact on Maritime Education and Training as the "new" convention enters into force already at the start of 2012. Although the fundamental principles of the 1995 edition have been retained, many regulations have been tightened and new areas included; with the outcome that the new edition reflects the higher standards to be met in the field of MET in general, and in Maritime English communication competency, (and thus on Maritime English instruction and research), in particular.

With regard to Maritime English this paper:

- observes IMO's decision-making process,*
- identifies and comments on the new provisions in the Convention and the existing provisions that have been invested with a stricter and higher degree of commitment, and*
- gives a selected example demonstrating the impact of the revised STCW Convention upon Maritime English course design, material development and instruction.*

Key words: Communication, Maritime English, Competence, revised STCW Convention.

1 Introduction

The revision of the International Convention on Standards of Training, Certification and Watchkeeping for Seafarers, (STCW), 1978 has now been completed. On June 21, 2010, after more than four years of intensive and worldwide discussions and debates at conferences, workshops, within IMO and on various other occasions, the Manila Diplomatic Conference on the STCW Convention approved a number of significant amendments to the STCW 1978 (as previously revised in 1995) Convention. The so-called "Manila Amendments", will now undergo the prescribed IMO ratification procedure until 01 July 2011, and then enter into force on 01 January 2012.

While it might seem desirable that the approved new inclusions and amendments to the Convention should be enforced immediately, the 18-month *period of grace* is designed to allow member states and their institutions time to prepare for the changes. This naturally applies to the Maritime English community that is well advised to carefully and in depth consider the corresponding new or amended requirements regarding Maritime English and maritime communication of which there are many. The sooner we identify the greater demands on Maritime English instruction and research, the better position we will be in to satisfy the new provisions and thus the complex requirements of the maritime industry. This in turn will impact on the design of our Maritime English courses, their curricula, the materials development and assessment tools to be used, and even the training of Maritime English teachers, many of whom may need to update their knowledge and skills.

In this context it is worth noting that the predecessor to the Manila Amendments (STCW 1978/95) set higher demands first of all on the nautical and technical fields. It gave, for example, special attention to realizing competency-oriented rather than purely knowledge-based MET and assessment (Trenkner 2009) leaving, however, further room for improvement as far as Maritime English instruction for deck and engineer officers is concerned.

Regarding Maritime English it is interesting and gratifying to note that this important issue has played an ever growing part regarding the three successive versions of the Convention, i.e. STCW 1978 via STCW 1978, as amended in 1995, and culminating with the Manila Amendments of 2010 which are dealt with in greater detail below.

We feel that the International Maritime Lecturers' Association in general, and its Subcommittee the International Maritime English Conference in particular, are well

established forums qualified to consider the corresponding objectives and to start a serious discussion of the tasks to be done in order to meet the requirements of the Convention as defined by and detailed in the Manila Amendments. That IMEC 22 in Alexandria is a timely opportunity to commence this process goes without saying,

2 The IMO Decision-Making Process

The International Maritime Lecturers Association has been represented at all stages of the STCW review process, and has such been able to monitor and influence the decision-making process. At the Sub-Committee on Standards of Training and Watchkeeping meetings all the 169 IMO member states have had political, legal and technical representatives present as have most of the consultative 58 Intergovernmental Organizations (IGOs) and 75 Non-governmental Organizations (NGOs); often around some 500 persons present at any one time.

It is not an easy task for the outsider to fathom out the procedures, search for the relevant documents being discussed and understand the terminology. Even locating the various sessions with plenaries, working groups drafting groups and the topics they are dealing with can be a challenge. At times decisions are made at great speed, at times an hour or so is spent on one seemingly small detail. However, despite the enormity and complexity of the task, decisions are inevitably realised and the day's agenda completed, even if this means early starts and late finishes. The secret to success, is the vast amount of preparatory work done between STW meetings where agreements are made and co-sponsors identified in order to facilitate the decision making process.

There are times, nonetheless, when decisions are not straightforward, and groups gather during the breaks and after the sessions to hammer out acceptable solutions. In the event of a non-conclusive resolution, and this occurs occasionally, the matter is forwarded to the next meeting, and finally to the Diplomatic Conference, with the hope that unanimity is reached within the meantime.

At the 41st Sub-Committee meeting on Standards of Training and Watchkeeping, held in January 2010, IMLA had tabled a Note *Communication on board* to strengthen Regulation 1/14 *Responsibilities of Companies*. At the first day's plenary this was referred to the Working Group dealing with Chapter 1 *General Provisions*. Worth noting perhaps is the Working Group for Chapter 1 began its task on the Monday afternoon, resuming sharp at 09.00 the next following morning, and reaching our item at 19.34 in the evening, where the Note was referred to, but further discussion regarded unnecessary since the

previously accepted amendment from STW 40 was seen to be sufficient (c.f. section see 3.1 below). Clearly, if IMLA is to have a real impact in fashioning change "co-sponsorship" is essential, viz by lobbying Member States in order to guarantee their support in writing; proposals from NGO's alone are rare. Nonetheless, it is worth mentioning that our ideas have in principle been allowed for as reflected in the revised Convention and especially by the reference made to the SOLAS Convention (2004). Furthermore, there were a number of amendments accepted that directly refer to or imply competence in Maritime English, as presented below.

One further item worth noting was the inclusion in the agenda of lunchtime presentations of which one contribution from Poland was entitled *Do we need standards for Maritime English?*. This possibility clearly provides a window of opportunity to influence decision makers at the highest levels and is worth IMLA-IMEC bearing in mind for future occasions.

Regarding future IMO meetings it is invaluable to have experienced IMLA-IMEC delegates present who are familiar with the process of IMO decision making. Further, for those interested in gaining experience and understanding the procedures of their national representatives in fashioning the legal background behind the standards of maritime education and training which guide our daily endeavours, IMLA as a consultative NGO at IMO, opens the door.

3 The Manila Amendments

In the following first sub-section the Manila Amendments resulting in new or amended requirements to Maritime English in general are introduced and discussed. In the second sub-section the specific requirements regarding Maritime English as laid down in the amendments are identified and commented on. Only the sections involving the STCW Operational and Management level of the Code Part A are considered. Due to space limitations the chapters of the Convention covering tanker operations, passenger ships, crisis management, medical care and security duties are not included here even though they are also of importance and should thus not be neglected.

3.1 The new Maritime English requirements: in general

Despite certain attractions it was never the intention of the IMO to create an entirely new Convention. The philosophy for the review as developed at STW 38 (IMO 2007) included eight principles, two of which read:

- retain the structure and goals of the 1995 revision
- not to amend the articles of the Convention.

This infers that the parties involved in the reviewing process were not given an absolutely free hand in this respect, but were conditioned or guided, and their ideas and initiatives channelled.

At least one of the eight basic principles mentioned above was highly relevant for our subject: *Requirements for effective communication*.

IMLA, and especially its International Maritime English Conference, also felt challenged and saw that certain shortcomings in the STCW 1978/95 Convention identified by the Maritime English teaching community were worthy of the IMO's consideration, and the Conference enriched the corresponding discussions with purposeful suggestions.

The following amendment in particular entails far reaching advantages for Maritime English as a subject of instruction and research and its reputation as a comparatively newly established knowledge area. The corresponding extracts read:

Regulation I/14

1 Each Administration shall ... require every ... company to ensure that:

...

.7 at all times on board ships there shall be effective oral communication in accordance

with chapter V, regulation 14, paragraphs 3 and 4 of the SOLAS Convention.

(IMO 2010)

There are at least two items in these tersely worded lines which, however, will have an immense impact on Maritime English as a subject of instruction and research.

Firstly, the modal verb "*shall*" as used in the regulation mentioned above postulates the highest degree of commitment in legal contexts, e.g. conventions, laws, decrees, regulations, provisions, etc., indicating orders or instructions. This means that the clientele to which this regulation applies has to meet the requirements set out as it is not a matter of discretion whether to do so or not. Consequently, Regulation I/14/.7 essentially strengthens the position of Maritime English lecturers and indeed the role of the subject as well.

Secondly, the reference to the SOLAS Convention (2004) made above is of utmost importance for the future development of Maritime English, both for MET institutions and for the maritime industry and here especially for the complements of the active fleets and their shorebased services such as Vessel Traffic Services (VTS) and allied emergency services. The SOLAS regulation referred to reads:

English shall be used on the bridge as the working language for bridge-to-bridge and bridge-to-shore safety communication as well as for communications on board between the pilot and bridge watchkeeping personnel. (IMO 2004)

Here again the modal verb "*shall*" is wisely used with the implication described above, and this regulation is entirely in line with our IMEC policy, providing a solid legal foundation both for our work in class and for our research. Furthermore, it does away with the occasionally advanced argument that IMO has avoided specifically naming English as the binding language of seafaring in its legal documents. As a result, this essential regulation is highly usable at MET institutions and elsewhere, whenever the legal authority of Maritime English, its teaching and its teachers come into question.

Analysing the wording of the regulation the idea suggests itself, that a simple editorial amendment could give the whole regulation a more comprehensive impact. Inserting a comma or alternatively the conjunction "*and*" after the words "*communications on board*", this regulation would then actually cover, together with the corresponding Manila Amendments, the most important spheres where English is used in ship-to-ship, ship-to-shore (and vice versa) communications, in on-board communications and in ports. This quite possibly may even reflect the original intention of the authors of SOLAS. However, implementing this at IMO, where the issue has already been broached, would require a new work programme item sponsored by a Member Government; IMLA as an NGO, cannot propose such an alteration. This purposeful suggestion has to be handed to an interested Member Government to accommodate it in a paper to the Maritime Safety Committee as a new work programme item; this being the tenor of drafting documents within the Organization.

Moreover, the SOLAS regulation advises the use of the IMO Standard Marine Communication Phrases (SMCP) in the contexts outlined. This advice goes back to a proposal of the USA delegation to IMO and strengthens furthermore, the part the SMCP plays in maritime communication and thus in promoting safety at sea and in ports. Moreover, it also speaks well for the editorial amendment highlighted above.

3.2 The new Maritime English requirements: in detail

In the new document there are a number of amendments or requirements that directly refer to or imply competence and proficiency in Maritime English. These are all derived from the more general requirements dealt with before and have to be allowed for in Maritime English course design and instruction. They will also provide essential impetuses to research and deliver demanding challenges for workshops at IMLA-IMEC conferences in the future.

The requirements in question are laid down in the Tables to the STCW Code Part A retained from the structure in STCW 1978/95:

- Column 1: Competence
- Column 2: Knowledge, understanding and proficiency
- Column 3: Methods for demonstrating competence
- Column 4: Criteria for evaluating competence

In the following, a number of the most important items are identified and discussed. The necessity to ensure *effective communication* in its diverse manifestations in various nautical and technical spheres is explicitly expressed in the amendments. Whenever the term "*communication*" appears it can be taken for granted that language communication using English is meant recalling that multilingual crews, where English is the working language, are the rule and rarely the exception in international shipping today. In the extracts from the revised STCW that follow the amendments are **highlighted**.

Table A-II/1

- *Column 1: Maintain a safe navigational watch bridge resource management*
- *Column 2: **.2 effective communication***
- *Column 1: **Use the IMO Standard Marine Communication Phrases and use English in written and oral form***
- *Column 2: ...to communicate with other ships, coast stations and **VTS centres***
- *Column 4: **Communications are clear and understood***
- *Column 1: Monitor the loading, stowage, care during voyage and the unloading of cargo*
- *Column 2: **Ability to establish and maintain effective communication during loading and unloading***
 - *Column 1: Inspect and report defects and damage to cargo spaces, hatch covers and ballast tanks*

- **Column 2: Ability to explain how to ensure reliable detection of defects and damage**
- *Column 1: Watchkeeping*
- **Column 2: The use of reporting in accordance with the General Principles for Ship Reporting Systems and with VTS procedures**
- *Column 1: Application of leadership and team working skills Knowledge and ability to apply effective resource management*
- **Column 2: .2 effective communication on board and ashore**
- **Column 4: Communication is clearly and unambiguously given and received**
- *Column 1: Coordinate search and rescue operations*
- **Column 4: Radio communications are established and correct communication procedures are followed at all stages of the search and rescue operation**

Apart from the non-specified requirement of effective communication, at least four issues in the amendments are of great significance:

Firstly, besides the use of the SMCP, English in written and oral form has to be taught/learnt and mastered. In this way the communication skill of "writing" is given much higher priority than in previous Conventions.

Secondly, communication with VTS centres is now wisely accommodated in the Convention. That this has not been done in previous versions of the STCW is astonishing since communicating with VTS centres is one of the most frequently performed exchanges of information on the radio for ships officers and is comparatively demanding. Our experience shows that this issue has been part of the Maritime English syllabi at many MET institutions although it has never been required by previous versions of the Convention.

Indeed, this issue plays an important part in the maritime industry itself. At the 15th GA of the Confederation of European Shipmasters' Associations (CESMA) held before the Manila Conference on 18 - 21 May 2010 in Gijon, France, for example, the participants requested that binding regulations on the language used on the ship's bridge in pilotage waters/VTS areas be provided (Schiff & Hafen 2010).

The amendments also require Maritime English lecturers to familiarise themselves with Ship Reporting Systems (e.g. MAREP), the corresponding Radio Regulations and the decreed VTS procedures. To do this is reasonable and manageable for a Maritime English lecturer and is, in fact, facilitated through the corresponding chapter of the SMCP (IMO 2002) where VTS communications are covered. An example of how to design a unit on VTS communication is given in Annex 1.

Thirdly, that effective communication ashore is also mentioned is a further plus in the amendments as the communicative mastering of the interface "ship x shore" is now on the agenda; for example, in cargo handling operations and cargo care, where for the latter descriptive communication skills are required.

Fourthly, the clear reception of communication is furthermore mentioned thus emphasizing the development of another communication skill, listening, the importance of which has been somewhat underestimated in the past.

Table A-II/2

- *Column 1: Respond to navigational emergencies*
- *Column 4: **Communications are effective and comply with established procedures***

The technological/procedural aspects of radio communication and its Maritime English requirements appear as one complex item now thus reflecting the reality of seaborne radio traffic. Here again, for Maritime English instruction the appropriate Radio Regulations and the procedures as laid down in the IAMSAR Manual (IMO/ICAO 1998) have to be allowed for. As far as SAR operations are concerned, the SMCP provides a comprehensive set of corresponding communications (IMO 2002/1).

Table A-II/5

- *Column 1: Contribute to a safe navigational watch*
- *Column 2: **Ability to understand orders and to communicate with the officer of the watch in matters relevant to watchkeeping duties***
- *Column 4: **Communications are clear and concise***

It is an appreciable novelty that the complex face-to-face bridge conversation is given room in the amendments. This may well be extended, e.g., to the watch officers' conversations performed during cargo handling operations. The SMCP is helpful in this respect, too (IMO 2002/2).

Table A-III/1

- Column 1: Maintain a safe engineering watch Engine-room resource management
- Column 2: **.2 effective communication**
- Column 4: **Communication is clearly and unambiguously given and received**

- Column 1: Application of leadership and teamworking skills
- Column 4: **Communication is clearly and unambiguously given and received**

Table A-III/2

- Column 1: Use leadership and managerial skills
- Column 2: **.2 effective communication on board and ashore**
- Column 4: **Communication is clearly and unambiguously given and received**

Table A-III/5

- Column 1: Contribute to a safe engineering watch
- Column 2: **Ability to understand orders and to communicate with the officer of the watch in matters relevant to watchkeeping duties**
- Column 4: **Communications are clear and concise**

Table A-III/6

- Column 1: Use English in written and oral form
- Column 2: **Adequate knowledge of the English language to enable the officer to use engineering publications and to perform the officer's duties**

- Column 4: **English language publications relevant to the officer's duties are correctly interpreted communications are clear and understood**

- Column 1: Use internal communication systems
Operation of all internal communication systems on board
- Column 4: **Transmission and reception of messages are consistently successful communication records are complete, accurate and comply with statutory requirements**

- Column 1: Application of leadership and team working Skills

- Column 2: **.2 effective communication on board and ashore**
- Column 4: **Communication is clearly and unambiguously given and received**

Summing up the requirements of Table A-III dealing with engineering duties, it is noted that the improvement of the communication proficiency among the engineering staff is laudably given sufficient attention. The corresponding requirements cover all the four communication skills (reading, writing, listening and speaking) which is of an enormous benefit compared to the preceding versions of the Convention where Maritime English instruction for engineering officers played a minor part - this was one reason why Maritime English for engineering students has been badly underestimated at many MET institutions.

Having welcomed and appreciated the new requirements regarding Maritime English it must, however, be stated that any kind of systematic principles according to which communication skills, in whatever form, are assigned to the different nautical or engineering requirements, cannot be detected. It may be asked why, for example, for "*Berthing and unberthing operations*", for "*Actions to be taken to protect and safeguard all persons on board in emergencies*" and for many other items, no communication requirements are explicitly listed. A kind of ideological fallacy might occur in this respect, especially among less experienced Maritime English teachers who could be left with the misleading idea that the explicitly mentioned requirements reflect the entire contents of their instruction. A more elegant and consistent approach would have been imaginable, but we have to cope with the facts given and what now matters is the creative implementation of the Manila Amendments. The lengthy STCW Convention still requires careful study to further reveal any "hidden" requirements and interpretations where the need for a sound command of Maritime English is required. The new version of the Convention does, nonetheless demonstrate significant progress in tightening the communicative competence provisions when compared with its predecessors.

4 Conclusion

The Manila Amendments are the result of nearly five years of intensive debates and discussions on various occasions also at the annual IMLA conferences and at IMEC gatherings. Although the outcome is not the optimum, it is, however, an acceptable and practicable instrument suited to further develop Maritime English as an essential but relatively new knowledge area in order to satisfy the new provisions and thus the complex requirements of the maritime industry. Now it matters not to waste time but begin to adapt, update or newly develop the curricula of Maritime English courses, the

teaching materials and assessment tools in order to embrace the new or amended requirements set out in the Convention. Appropriate methods should be applied as discussed and promoted at our conferences and in IMO's Model Course 3.17 as, for example, content-based teaching/learning based on a communicative approach. Furthermore, Maritime English lecturers need also to be qualified to enable them to meet the demands set out (Cole, Pritchard, Trenkner 2005), thus highlighting the need for certification through teacher training courses . Last but not least, an appropriate assessment tool has to be developed and a standard yardstick adopted (Cole, Trenkner, 2009) in order to make an instrument available to MET institutions and the industry suited to reliably assess and measure the communication performance of students and/or officers. All this is no easy task but necessary not only to satisfy the new provisions but also to simply benefit our students by enhancing their safety in the fleets they will serve and the safety of shipping in general.

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Annex 1

| Unit Overview | The students are briefly informed of the subject matter and the tasks involved. They are, also told that the specific communication skills and procedures required are the focus of the unit rather than the technological aspects. Preparing the unit by "twinning" with a VTS technical specialist is advisable. | |
|-------------------------------------|---|---|
| Steps | Aims and Content | Methodological Aspects |
| Step 1 | The students get to know the structure, the tasks and the three basic services of VTS. They learn from the material the general communication behaviour/requirements of the persons involved (ships officers, VTS Operators). | Videos, DVDs and other materials are available. A visit to a VTS Station is a good start. |
| Step 2 | The corresponding parts of the SMCP (A1/6) are introduced and their understanding checked. | The pronunciation of the SMCP, the meaning and application of the Message Markers are taught and practiced using isolated phrases/sentences. |
| Step 3 | The students become familiar with the VHF Radio Regulations for routine communication and practise selected examples. | The awareness to strictly comply with the VHF Radio Regulations is created. |
| Step 4 | The students listen to free dialogic VTS communications and to those applying Ship Reporting Formats, e.g. MAREP (IMO MSC Res. 43(64)) from CDs/cassettes and record (in writing) the information heard. | The students realise the advantage of Ship Reporting Formats; corresponding forms are provided and studied. |
| Step 5 | The students compose and send messages/reports in English to simulated VTS Stations applying the SMCP based on information given in their mother tongue or in English. | Avoid giving information that reflects the wording of the SMCP; the messages sent are recorded (on computers, CDs, cassettes) and analysed/discussed. |
| Step 6 | The students perform role play dialogue communications between their ship and the VTS Station based on the information given in the handouts; the dialogues may be free or use MAREP. The basic situations are covered requiring communication, e.g. when entering, leaving or transiting a VTS area or calling at/leaving a port within this area. | The VTS Station dialogue parts are given from a loudspeaker simulating close to real life situations, noise included. The students act as ships officers and/or as VTS Operators. The communications are re- corded and a debriefed |
| Step 7 Mini- Project | The students are provided with recorded or transcripts of examples of "real" VTS communications. They decide whether the language used is appropriate. If not, the wording has to be recast and a revised message sent. | The examples used may be recordings of voice communications or transcripts. In the recast scripts the SMCP is used when appropriate. The students' messages are recorded and discussed. |

MARITIME ENGLISH WITHIN MET SYSTEMS – SOME MOBILITY ISSUES

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Abstract

MET studies undertaken in a number of EU and IAMU projects reveal a well known fact that there is no uniform system of Maritime Education and Training (MET). These systems vary along a number of lines such as:

- *IMO STCW 1978/1995 and national systems of certification*
- *programmes of study at MET institutions (curricula)*
- *syllabuses for particular subjects/courses*
- *types of MET institutions and MET facilities*
- *qualifications and careers of lecturers in national MET institutions,*
- *national MET administrations and links of MET with national educational system,*
- *applicability of MET for shipboard and shore-based positions in the maritime industry;*
- *enhancing the quality and attractiveness of MET, etc.*

Most factors above have an important impact on the learning outcomes expected of a student in terms of competency in Maritime English and on the quality of the final 'product': qualified/licensed ship officer with a competency in (Maritime) English that meets not only the minimum STCW requirements for a respective level but also on the expectations of the their future employers – the shipping companies. This paper primarily deals with the position of Maritime English within the BSc degree programmes of study at MET institutions (curricula), with mobility as a chief prerequisite for arriving at comparable, measurable and recognizable ME courses as an important part of BSc degree MET programmes, also meeting minimum STCW 95 requirements. Another issue affecting mobility is the degree of compatibility of the syllabuses for Maritime English. The paper builds on the results of the questionnaire completed by a number of participants of IMEC 21. The claims made in the paper will be checked interactively during the paper presentation at IMEC 22.

Key words: MET system, Maritime English course, standardisation, harmonisation, learning outcomes, quality assurance, accreditation

1 Introduction

In this paper it is argued that the BSc degree programmes of study, at least those offered by government-budgeted MET institutions, should undergo a certain degree of harmonization and standardisation under the process of implementing quality assurance in MET. Furthermore, MET institutions offering these programmes may use the opportunity of having their programmes of study and the institutions themselves accredited by internationally elected audit bodies on agreed upon criteria. The primary purpose of accreditation is to seek their place on the world MET market. The results of the process of implementing the policy of quality assurance and arriving at an accreditation status should be made accessible to all stakeholders: maritime administrations, shipping industry and the very MET institutions. The accreditation labels or decisions may and in some countries have already become a precondition for government funding of a Bachelor's or Master's degree programme and for an efficient position of a programme on the market. These programmes invariably go far beyond standard requirements as specified in IMO STCW 1995 Convention or encompass the STCW requirements within specific subjects and their syllabus contents.

In a specific way the same holds for Maritime English courses offered within deck and marine engineering BSc programmes (Cole & Trenkner 2008). The paper first deals with learning outcomes for Maritime English courses within the BSc programme above and the qualities of the future marine officer holding a BSc degree. This shows a high degree of interdependence between MET programmes as a whole and Maritime English courses within these same programmes.

The second part of the paper deals with some issues in setting and implementing quality assurance standards to Maritime English courses and their translation into possible accreditation of such courses. The principal claim made in this paper is that the process of mobility (of Maritime English syllabuses, students, and Maritime English teachers/instructors) is the key motivating factor for solving the problem of arriving at satisfactory standards proposed in the learning outcomes for Maritime English as one of the vital subjects in the deck and engineer officers' Bachelors degree programmes. Challenges and opportunities for such mobility are discussed and feedback is expected from the participants of IMEC 22.

2 Learning outcomes for Maritime English within the MET systems

Learning outcomes for Maritime English courses offered throughout the world were one of the main topics of IMEC in Szczecin in 2009. In the broadest sense by learning outcomes we understand the statements of what a learner is expected to know, understand and be able to do after successful completion of a process of learning (graduation). Learning outcomes are used to express what learners are expected to achieve and how they are expected to demonstrate that achievement (<http://www.bologna.msmt.cz/files/learning-outcomes.pdf9>). They represent the ways of describing qualifications and qualification structures, all modules and programmes. In vocational training learning outcomes include knowledge, skills and competences acquired by the learner in the context of his/her formal, informal and non-formal learning activities (http://www.aic.lv/bologna/Bologna/Bol_semin/Edinburgh/Mouillor_VETCredit_Syst.pdf). In terms of ESP and especially Maritime English, this refers to the expected working knowledge of a student who has completed a BSc shipboard course of studies on the one hand and how he/she will be able to transform his/her knowledge acquired in school into linguistic and communicative competence in everyday practice, on board ship. This is what is expected in terms of competency in Maritime English and within the overall quality of our final 'product': a qualified/licensed ship officer with a competency in (Maritime) English that meets not only the minimum STCW requirements for a respective level but also on the expectations and needs of the their future employers – the shipping companies (Pritchard & Tominac 2009).

Maritime English is not an isolated subject and its outcomes closely depend on how we, Maritime English teachers/instructors, cooperate with teachers of other subjects within a maritime degree programme of studies. This also brings forward the responsibility of MET institutions in ensuring that the learning outcomes are achieved. MET institutions are but one the three stakeholders in the entire system of maritime education and training, the other two others being the shipping industry (shipping companies etc.) and maritime administrations.

A number of EU and IAMU related projects show clearly that there is no uniform system of Maritime Education and Training (MET). This is the major reason for substantial discrepancy in the learning outcomes for various countries/institutions and is revealed in the following:

- differences between the IMO STCW 1978/1995 standards and national systems of certification of seafarers, the latter often being far beyond STCW requirements

- a variety of different programmes of study at MET institutions (curricula) across the world
- impossibility of making a reliable comparison of the syllabuses for particular subjects/courses
- no uniform system of accreditation of MET institutions of programmes of study to account for reliable comparison of the typology of MET systems in the world
- different typology of MET institutions and MET facilities, especially with reference to two-fold organisation of MET, the first making a part of BSc degree-based university education and the second as a part of vocational training.
- varying requirements on the qualifications and careers of lecturers in national MET institutions,
- different types of competent bodies in charge of national MET and the various patterns of links between MET systems and national educational systems,
- applicability/adequacy of MET for shipboard and shore-based positions in the maritime industry;
- the quality and attractiveness of MET, etc.

Most of these factors have an important impact on designing the learning outcomes expected of a student in terms of competency in Maritime English and on the quality of ship officers.

Although there is no uniform, standard MET system in the world today one can talk about three prevailing types of systems:

- maritime education and training which starts at the level of secondary education (trainees aged 14/15), conducted at secondary (vocational) nautical/maritime/technical training schools, followed by higher education programmes leading to a BSc degree, so far the prevailing system in the world
- maritime education and training starting only at post-secondary or higher educational level (aged 18/19), through either vocational training or academic programmes. It is provided by maritime academies, colleges and universities and is on the increase in Scandinavia, US, UK etc.
- maritime education and training involving periods of school training interchanged with periods of sea service ('sandwich system') – traditionally practised in UK.

All these systems may lead to highest STCW certificates. In many countries the three systems often coexist.

This typology of MET systems has an important bearing on the design and teaching of Maritime English courses and their outcomes, especially with reference to the

ratio between maritime English as a sub-set of ESP and English for general purposes (EGP). Accordingly, a student enrolling in maritime studies at the age of 18 or 19, say in northern Europe, will need less instruction in EGP, and focus instead on 'technical' English, i.e. Maritime English proper, required for acquiring BSc degrees in nautical studies or marine engineering, and the respective officer certificates of competence (Pritchard 2010). Consequently the students starting their MET career at the age of 14 will need a more balanced proportion of EGP and ESP/Maritime English throughout their training. Many papers and studies presented at IMEC conferences have also shown that the learning process and exposure to Maritime English, e.g. in terms of number of contact hours per week/term, vary according to the typological proximity or distance between English and the students' respective mother tongues. Thus a Dutch or Norwegian student will probably need less tuition in general English than the nationals from, say, Croatia, Italy or other nations less or unrelated to English language. In the modern world of IT, modern technology and international communications, however, this difference seems to be diminishing and is becoming less relevant. Nevertheless, in the learning process we will always have to take into consideration the interference of the learners' mother tongue and English.

MET studies and papers conducted in EU and IAMU have also proved that a competent modern ship officer (navigational, engineering, or a combined 'maritime officer') needs to be:

- (a) an expert in his own field of study (nautical studies or marine engineering),
- (b) an information technology (IT) expert,
- (c) a competent communicator,
- (d) a culturally-aware maritime expert and manager,
- (e) a person of integrity.

His/her command of both general and Maritime English is vital to all these five qualities.

STCW requirements on Maritime English may be used as a minimum safety framework but these are insufficient in view of the needs and expectations of the three main stakeholders in maritime education and training: the shipping industry, maritime administrations, and the MET system. Unfortunately, these requirements are sometimes vague and lack explicitness as far as knowledge and competences in (maritime) English for the three levels of certificates are concerned. Recent developments in the IMO seem to have taken into consideration views and suggestions made by international IMEC, its events, forums and actions. The best proof for the increasing influence of IMEC on the role and importance of Maritime English are some of the decisions of the recent IMO conference in Manila – amendments to the existing IMO STCW 1995 Convention as provided in STCW Regulation I/14.7 referring to SOLAS Chapter V, Reg 14/4.

Consequently, as far as competence in Maritime English is concerned, the shipping industry today needs high quality deck/engineer officers, who go well beyond the basic STCW standards and who are highly competitive on the ship officer market. This is especially true in view of the growing changes in ship design and construction, new propulsion systems, marine equipment technology, complexity of cargo operations, challenging marine environmental issues, shipboard team management, safety-related and corporate/business communications, multi-lingual, multi-cultural, multi-religious crews, etc.

In view of the claims made above, the learning outcomes for Maritime English (either within BSc degree or certificate-oriented MET programmes of study) will have to cope with a complex major challenge - mobility of programmes of study, students/trainees and teachers/instructors.

3 Mobility issues in Maritime English

Similarly to other fields of education, under the requirements of the Bologna process, Maritime Education and Training systems in Europe and beyond must also prove that the degree programmes in MET:

- are easily readable and comparable - the tools for achieving this are ECTS (European Credit Transfer System) and the Diploma Supplement and ECVET (European Credit Transfer System in Vocational Education and Training)
- have uniform degree structures - the degree structure will be mainly based on a two-cycle model. The first cycle, lasting a minimum of three years, ends in a Bachelor-level degree. The second cycle consists of Master's degrees and postgraduate degrees are third cycle degrees
- ensure increased mobility - free movement of students, teachers, researchers and administrative staff.

Beside the mandatory requirement for complying with the STCW standards, harmonization of MET study programmes (curricula) and syllabuses is the basic prerequisite for mobility of qualified officers, in addition to the. In practical terms this means that, for example, a student may decide to start his MET training in the Netherlands, continue the studies in Egypt and end them in Shanghai. It also means that his/her BSc degree will be equally acceptable throughout Europe or beyond. All the Maritime English syllabuses should of course include active use of IMO SMCP, use of English in ship handling operations, and a number of STCW-related topics for the appropriate level operational or managerial). However, the analysis of MET programmes of study and their respective syllabuses shows considerable differences among European

and other MET institutions, which makes mobility difficult, if not almost impossible to implement. The same holds for Maritime English courses. There is scarce uniformity in the number of (Maritime) English courses and the number of classes assigned for each course within the (average) three-year BSc degree programmes of study across the world. This also holds for the respective Maritime English syllabuses. For example, some MET institutions take up the subject of maritime communications involving the application of IMO SMCP, at times, throughout the three-year course while in other training establishments this important part of tuition is covered by short intensive courses, either within the larger framework of Maritime English or as a special independent course.

Both nationally and internationally, numerous attempts have been made to improve the degree of harmonization but obstructions to mobility are still numerous. Nevertheless, the maritime industry rightfully expects MET institutions, maritime administrations and the respective educational authorities to continue to work together and make mobility feasible to the benefit of shipping, as it has already been the case in other spheres of education and training. One possible and legitimate place for discussing and finding ways to harmonize the Maritime English syllabuses, teaching materials and discussing the real needs of the industry, especially in view of the current world economic crisis, is the International Maritime English Conference (IMEC) both as an event and as an international body of peers.

Three claims can be therefore made on the basis of what has been discussed above:

- a. unsatisfactory harmonization of learning outcomes for Maritime English within the above programmes of study
- b. position and the role of Maritime English within the BSc degree programmes of study reveals significant differences among the MET institutions and maritime nations in the world
- c. mobility, as a prerequisite for QA and accreditation, offers itself as a way to a solution.

The issue of learning outcomes was discussed at IMEC 21 (Pritchard & Tominac 2009). The analysis of the questionnaires received at the conference reveal a wide variety and lack of uniformity of learning outcomes. These are the result of different national MET systems and mission statements of individual MET institutions. What they all lack is the express statement of how the student, after completing the study programme, will meet the expectations of the chief stakeholders: shipping companies and maritime administrations.

Often the concept of learning outcomes is confused with that of course description. It should be emphasised here that, though the final competence in (maritime) English should include STCW requirements, the learning outcomes encompass and express what the BSc undergraduate will be able to know and do, irrespective of and beyond STCW standards. Thus, according to Bloom's taxonomy (<http://staffdev.ulster.ac.uk/uploads/VerbsLearningOutcomes.pdf>), specific verbs are to be used to present the learning outcomes for describing knowledge comprehension, understanding, analysis, synthesis, and evaluation.ⁱ

The study of the position and the role of Maritime English within the BSc degree programmes shows the following differences among maritime nations and their MET institutions:

- duration of BSc programmes of study ranging from 2 to 5 years (predominantly 3 years), some include seagoing service of 6 to 12 months, within a single or two-tier system)
- the number of terms assigned to English varies from 1 to 6
- some MET institutions have different ideas and concepts of Maritime English vs. EGP and their interrelation
- therefore in some countries only one term/semester is assigned to ME
- this leads to a significant difference in student week load for English; from 1 to 6 contact-hours per week
- the total hours for ME are distributed differently across individual MET programmes (e.g. 45 contact-hours of 45 mins per term)

As shown above the differences are of such an extent that it is very hard to talk of the possibility of introducing any degree of mobility. Therefore, one of the tasks of IMEC as a consultative body may be to propose harmonised minimum standards, and possibly set up criteria for accreditation of ME, at least within three-year BSc degree programmes in MET (say a programme of a minimum of 180 contact hours for ME). These values should be translated into credits (e.g. ECTS).

Ideally, in the author's view, (Maritime) English should be assigned a minimum of 16 credits (4 credits per term; one term consisting of 45 contact-hours) in a total of 240 credits for BSc programmes (i.e. Nautical Studies and Marine Engineering). Of course, accreditation in terms of ECTS does not only include week load but also other parameters as provided in the learning outcomes (attendance, student's involvement in classroom activities, home assignments, periodic tests, presentations, seminar papers, projects, and final exam). These are just a few hints for discussion since other ME teachers may

have their own ideas based on different educational tradition and experience We therefore need to create conditions for setting up:

- comparable BSc programmes of study at MET in the world's MET institutions,
- comparable ME curricula within the above BSc programmes (number of credits, overall number of contact-hours, a reasonable distribution of contact-hours into semesters/terms which would enable student and teacher/instructor mobility)
- comparable Maritime English course syllabuses across the world (shown in the respective course descriptions).

While the first two requirements are difficult to materialize, it must be admitted that there is a great deal of agreement among ME teachers/MET institutions worldwide as to what the syllabuses should contain, which can be inferred from the relatively harmonized course descriptions. This is partly due to the fact that course descriptions (contents of syllabuses) are normally written by experienced ME teachers, whereas the frameworks for study programmes are designed by MET experts, educational and maritime administrations, often in no consultation with ME teachers. Therefore, planning of ME courses is often beyond the power of ME teachers. In this respect, the article "Promotion of European co-operation in quality assurance with a view to developing comparable criteria and methodologies" (cf. [The European Network of Quality Assurance in Higher Education](#)) may be a useful reference to arrive at some acceptable minimum criteria for standardisation, harmonisation and accreditation in the field of Maritime English

Finally, the process of harmonisation and standardisation of the status of ME within the MET programmes of study curricula on the one hand and ME syllabuses on the other could lead, through the policy of quality assurance, to accreditation of ME courses in world MET. Accreditation is a peer-review process that "assures the quality the postsecondary students receive" (www.abet.org/the_basics.shtml). It may involve accreditation of programmes of study (specialized accreditation) and, in our case, MET institutions (institutional accreditation). It should be emphasised that accreditation is not a ranking system. MET institutions or programmes "volunteer to undergo accreditation review periodically to determine if certain criteria are being met." (ABET). Therefore, accreditation is simply an assurance that a programme of study or institution meets established quality standards. We are, of course interested in accreditation of Maritime English courses within specific MET programmes of study: BSc degree in nautical studies and marine engineering. Involvement of IMEC in such a process would be invaluable. We, the IMEC community, may therefore be both tempted and engaged in suggesting (via conferences, workshop, work groups, peer assessors/reviewers, etc.) the necessary

elements for evaluation (self-assessment of our syllabi), quality assurance and accreditation such as:

- course mission statement, learning outcomes upon completion of the course
- English language requirements on entry into an MET programme
- total work load on the student
- assigning number of credits (ECTS, VCETS or other) to ME courses,
- total number of contact hours assigned to (Maritime) English within the programmes of study (Nautical Studies and Marine Engineering),
- minimum content-based knowledge and communicative skills
- sequencing selected contents of the entire ME curriculum within an MET programme (not only STCW-based) and allocating the same to particular semesters to suit mobility of programmes/syllabi and students,
- coverage of STCW requirements as to knowledge and competence in (maritime) English language,
- student week load,
- resources and materials,
- methods of assessment and application of CBT in assessment and evaluation in Maritime English.
- etc.

First steps towards such a development have been made by IAMU - A feasibility study on the establishment of an IAMU accreditation scheme (2010) was started recently and is to consider the viability of introducing an accreditation scheme among IAMU member institutions. IMEC could be a place to continue this study as applied to Maritime English courses within BSc programmes for nautical studies and marine engineering.

4 Conclusion

The paper endeavours to open a peer discussion and invites for a web-based (e.g. IMEC website) panel on the important topic of quality assurance and accreditation of Maritime English courses within MET degree programmes. A number of reasons have been given for justifying the establishment of such a forum with a view to arriving at some comparable and acceptable standards to be used in the process of harmonisation and accreditation of Maritime English courses. Also a number of elements have been offered for quality assurance and accreditation. Of course, it should be noted that accreditation is a voluntary enterprise and must not be viewed upon as imposing on the independence of national accreditations of Maritime English courses. The mere objective of introducing the

concepts of standardisation, harmonisation, evaluation, quality assurance, and accreditation is to improve the quality of MET and the competitiveness of future ship officers on the world market. High competence in Maritime English and communication is therefore a 'sine qua non', an essential condition and requirement, for a qualified degree-holding seafarer in modern shipping industry.

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http://ec.europa.eu/education/policies/2010/doc/ecvt2005_en.pdf

¹ 'knowledge' (define, describe, identify, label, list, name, outline, know, match, etc.);
'comprehension' (interpret, translate, estimate, justify, comprehend, distinguish, explain, extend, generalise, exemplify, give examples of, infer, paraphrase, summarise, discuss, perform, report, present, illustrate, judge, contrast, classify, compare, etc.)

'understanding' (apply, solve, construct, demonstrate, change, compute, discover, give examples, draw (up), select, explain how, etc.)

'analysis' (recognise, distinguish between, evaluate, analyse, break down, differentiate, identify, illustrate how, infer, outline, point out, relate, conclude, criticise, question, diagnose, identify, categorise, etc.)

'synthesis' (propose, present, structure, integrate, formulate, teach, develop, combine, compile, compose, create, devise, design, generate, modify, organise, plan, re-arrange, revise, summarise, etc.)

'Evaluation' (judge, appraise, assess, conclude, compare, contrast, describe how, criticise, discriminate, justify, defend, evaluate, rate, determine, choose, value, question, etc.).

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DEVELOPING TEACHING MATERIALS FOR SECOND ASSISTANT MARINE ENGINEERS

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Abstract

With the existence of multi-nationalities on board ships and the domination of English as a lingua franca, it has become highly imperative for seafarers to have a good command of this widely spoken language. Second assistant engineers, in particular, face many problems in using English at workplace efficiently. The present study aims at showing how teaching materials are developed to cater for the English language learning needs of the second assistant engineers. In order to successfully design a course for those engineers that really caters for their needs, a needs analysis is firstly carried out, then skills and items to be included in their syllabus are identified. In addition, information on English language difficulties those second assistant marine engineers encounter at their workplace are also collected. Interviews with both learners and their lecturers at the Arab Academy for Science, Technology and Maritime Transport (ASSTMT) are conducted. Teaching materials and resources on the market are also taken into account when developing the proposed in-house teaching materials to help those engineers communicate better at workplace. Findings, pedagogical implications and limitations will be fully discussed.

Key words: needs analysis – second assistant engineers – communication at workplace – materials development.

1 Introduction

Since English has become the lingua franca of communication at sea, it has become highly imperative for seafarers to have a good command of this widely spoken language. In the maritime world, communicating efficiently using the English language is becoming an increasingly paramount factor for carrying out safe and efficient operations. McKay (2002) stresses the spread of the English language as the language of worldwide communication due to the large number of native speakers of other languages who speak English to communicate; English in turn becomes international. In addition, several researchers also argue that English is an important element for conducting successful business and at workplace in multi-national companies (Davies, Forey, and Hyatt, 1999;

and Forey and Nunan, 2002). Therefore, the development of specifically tailored English courses to teach the multilingual crews on board ships is inevitable to enable them to communicate successfully and effectively with their crew members on board.

Efficient communication is essentially required at any engineering workplace, particularly when that workplace comprises many engineers of different nationalities. Although today's fast-paced, competitive workplace requires engineers to convey technical information quickly to diverse audiences, substantial evidence shows that graduate engineers are inadequately equipped to meet this need (Sageev and Romanowski, 2001). Numerous industry surveys, managers' comments, and academic studies confirm this assessment (So-mui and Mead, 2000; Forey, 2004; Pyne and Koester, 2005; Tietze, 2008; Kassim and Ali, 2010). In fact, the *Society for Manufacturing Engineers* considers "lack of communication skills" among the top "competency gaps" in engineers' education. Moreover, Holliday (1995), in his study of the English language needs of an oil company staff, explains that English is the major language of oil technology and is therefore essential for the efficient communication within the company between national and expatriate staff. English is also essential between the oil company and the international oil technology community, and between the oil company and the international commercial community at large. He concludes that the lack of English amongst national staff has various negative effects on the running of the organization including inefficiencies of time and precision, strain on work relations and inhibition of national staff development.

Similarly, the lack of communication skills among marine engineers and second assistant engineers can be disastrous on board ships. Taking it a step further, Pyne and Koester (2005) argue that poor communication between crewmembers from the same culture who are speaking the same language can be a threat to the overall safety of a vessel through misunderstandings and mistakes. Hughes (2000) emphasizes that if one adds the additional variables of crews using English as a second language and the cultural differences which may be experienced, then the odds of miscommunication may be increased. The lack of communication or any miscommunication in the engine room, in particular, could be also catastrophic. Efficient communication among marine engineers, second and third assistant engineers along with the other crew members is of great importance. We argue here that the second assistant engineers working on board ships face various problems in using English efficiently. This, in turn, necessitates that they should be trained in the skillful usage of the English language at their workplace. However, one major problem arises when the maritime English language teachers, who mostly and commonly are practitioners of English for Specific Purposes (ESP), search the market for the appropriate textbooks and/or teaching/learning materials for such specific

groups. The scarcity, or, in some cases and places, the lack of textbooks which enable second assistant engineers to develop their English language skills and improve their communication skills in English, has led us to the present research. Therefore, the aim of this paper is to develop our in-house teaching/learning materials for the second assistant engineers as part of the tailored ESP course which they take at the Arab Academy among other maritime courses for their specialisations. In order to do so, the present researchers, who are also ESP practitioners, firstly analyse the linguistic needs of this category of learners; and secondly identify the language skills and communicative activities that should be covered in the teaching/learning materials developed to fulfill the second assistant engineers' linguistic needs. Samples of the materials are also provided to illustrate the researchers' rationale behind the materials choices.

2 The need for ESP teaching materials

ESP practitioners often find themselves stuck in a situation where they have textbooks or course books that are de-motivating, boring or inappropriate to a particular group of learners. Most of the times, the teaching/learning materials on the market might not be suitable, updated, stimulating and interesting to use. They might not provide the learners with a chance during the learning process to develop and practice the required language skills necessary for their ESP target situation, i.e. in the engine room on board ships in our students' case in the present study. At this juncture, it is worthwhile mentioning that Hutchinson and Waters (1987) distinguish between two types of needs: target needs and learning needs. Target needs are broken down into necessities (what the learner has to know in order to function effectively in the target situation), lacks (the gap between target and existing language proficiency of the learner), and wants (the learners' views of their own language needs). Different ways of gathering information on the ESP learners' linguistic needs would include questionnaires, follow up telephone interviews, collection of authentic workplace texts, and visits to the workplace (Hutchinson and Waters, 1987; Dudley-Evans and St John, 1998; and So-mui and Mead, 2000). On the other hand, learning needs refer to what the learner needs to do in order to learn and embrace factors connected to the learning process, such as attitude, motivation, awareness, personality, learning styles, learning strategies and socio-economic background (for a detailed discussion of types of needs see e.g. Berwick, 1989; Brindley, 1989; Hutchinson and Waters, 1987; West, 1994). Holliday (1994) also advocates an ecological view for materials development and teaching methodology, which means attending to the surrounding environment in which teaching and learning take place. In sum, there is a need for in-house ESP teaching materials to empower learners with language teaching and learning support; to provide stimulating, motivating, interesting, relevant and timeliness materials; and to be a good source of reference for learners to check up when

they need to in their future (Dudley-Evans and St John, 1998). However, a word of caution is due here. Masuhara (1998) stresses that materials developers should not be only concerned with the end-product, but they should also consider the process of materials writing to ensure the effectiveness and the adequacy of the end-product as well as to cater for the teachers' needs and wants during the materials production phase.

3 The Process of Materials Writing

Tomlinson (1998) illustrates the path any materials developer, or in many cases, the ESP practitioner who teaches the ESP class, goes through during the process of writing new or adapting existing materials. Such a path is divided into phases or steps that should be followed during the writing process. Tomlinson's (1998, pp. 97-100) phases are summarized as follows:

- 1- **Identification of the learners' needs** (see section 3 above), whether by teachers, learners or institutions (and/or stakeholders) for the target and learning situations for which the materials are created.
- 2- **Exploration of what language** items, meanings, skill, functions, etc. should be covered by the materials.
- 3- **Contextual realization** of the suggested materials by finding the appropriate and suitable contexts, texts or ideas with which to work.
- 4- **Pedagogical realization** of the materials by finding the suitable and interesting reading or listening texts, writing or speaking activities, dialogues, etc. accompanied by clear instructions for use.
- 5- **Physical production** of materials considering the layout, size, length, visuals, duration for print, cost, etc. which in some cases may disturb the selection or creation of materials in under-privileged parts of the world.
- 6- **Students' use of materials** in class accompanied by class work and homework assignments.
- 7- **Evaluation of materials** by those students regarding any difficulties or problems they face during the teaching/learning process. Their detailed comments could also be related to length, clarity, layout, relevance, fun elements, etc. of the materials.

Completing the last phase, this evaluation phase sends the materials developer or the language teacher, and in our case the ESP practitioner, back to the pedagogical realization phase to add, remove or modify items and activities taking into account the learners as well as the teachers' comments on the materials. Collection of the evaluative comments could be through giving out the teachers and learners, who have used the

materials, post course evaluation sheets or questionnaires to fill in or answer; or conducting structured interviews with those teachers and students; or through assessing learners' performance during and at the end of the course in order to measure their success after they have used the created or adapted materials. More specifically, in any ESP context, evaluation of the teaching/learning materials is concerned with the "effectiveness and efficiency of learning and with achieving the objectives (assuming that the needs analysis has set valid objectives)" (Dudley-Evans and St John, 1998, p. 129).

4 Identification of Needs

Going through the abovementioned Tomlinson's (1998) phases of the writing process, the analysis of the learners' linguistic and learning needs is the cornerstone of any ESP syllabus or course design. For which, we will discuss in detail how we gathered information, analysed and interpreted the results into materials production.

4.1. The importance of needs analysis in ESP

Language needs analysis is crucial and a prerequisite for designing a language course in an ESP setting (Munby, 1978; Robinson, 1991; Dudley-Evans and St John, 1998) since it leads to a focused course (Brown, 1995; Chambers, 1980; Dudley-Evans and St John, 1998; Ellis and Johnson, 1994; Jordan, 1997; West, 1994). Robinson (1991, p.7) also reiterates that "needs analysis is generally regarded as critical to ESP, although ESP is by no means the only educational enterprise which makes use of it". Similarly, Strevens (1977) suggests that needs analysis is a necessary first step for specific purposes language teaching; it is more concerned with the nature of scientific discourse. Hutchinson and Waters (1987) argue that any language course should be based on needs analysis. They refer to the learners' language "necessities, wants and lacks" (Hutchinson and Waters (1987, p. 55) in the ESP context. In addition, Dudley-Evans and St John (1998, p. 121) mention that "needs analysis is the process of establishing the *what* and *how* of a course". They add that the main sources for needs analysis are the learners, people working or studying in the field, ex-students and documents relevant to the field, clients, employers, colleagues and ESP research in the field (Dudley-Evans and St John, 1998, p. 132).

4.2. Components of Needs Analysis

There are various components to language needs analysis that can be used to investigate different focuses and issues in language planning, development, teaching and learning. TSA (Target Situation Analysis), LSA (Learning Situation Analysis) and PSA (Present

Situation Analysis) are considered the fundamental components for assessing learners' language needs (for more details on the three components, see Dudley-Evans and St John, 1998, p.122-123). Briefly, the term, "Target Situation Analysis" (TSA) was first introduced by Chambers (1980). Target Situation Analysis (TSA) is a form of needs analysis, which focuses on identifying the learners' language requirements in the occupational or academic situation they are being prepared for (West, 1994). Robinson (1991, p. 8) argues that a needs analysis, which focuses on students' needs at the end of a language course, can be called a TSA (Target Situation Analysis). Dudley-Evans and St John (1998) add that "TSA refers to task and activities learners are/will be using English for in the target situation". They explain that while "TSA includes objective, perceived and product-oriented needs; an LSA includes subjective, felt and process-oriented needs, a PSA estimates [the learners'] strengths and weaknesses in language, skills, learning experiences"(Dudley-Evans and St John, 1998, p 124).

5 Methodology

5.1 Participants

All 119 second assistant engineers enrolled at the Arab Academy for Science, Technology and Maritime Transport were selected in this study. The participants came from different Arab regions: Kingdom of Saudi Arabia, Syria, Jordan, Oman, Sudan and the majority of participants were Egyptians. Their ages ranged from 19 to 50 years old. A large number of the participants were already seafarers who have worked at sea for several years. These students should be enrolled in a six-month ESP course for four hours per week with a total of 76 contact hours per term. Upon completion of this course, students should obtain the third engineer certificate of competency.

5.2. Instrument

5.2.1. A Questionnaire

In order to collect information about the participants' needs, a questionnaire was used. This questionnaire was an adaptation of Basturkmen's (1998) instrument with some modifications to suit the second assistant engineers. The instrument used in this study was divided into four sections: A, B, C and D. Section A was designed to collect background information about the participants like name, age, nationality, years of studying English, and the participants' self- rating of the four main language skills: listening, speaking, reading and writing on a Likert scale (see Appendix A). Section B of the questionnaire dealt with language needs at work. The purpose of this section was to

get an insight into the macro and micro skills that the participants thought were commonly and frequently implemented at workplace and the tasks and activities relevant to such skills. Section C then focused on investigating the language skills at their workplace. In this section, participants had to identify the skills/tasks that they considered to be the most difficult at workplace. The last section, D, sought to shed light on second assistant engineers' view of the **teaching/learning materials** of the English course intended for second assistant engineers at the AAST.

5.2.2. Interviews

Many interviews were conducted with the second assistant engineers' academic subject specialist lecturers on their training or study programme. These lecturers agreed with their students that more emphasis should be placed on both the listening and the speaking skills. However, they recommended that their students should also be able to read manuals and catalogues as well as write spare parts checklists and short reports in English.

6 Results and discussions

When participants were asked to self-rate their language skills in section A of the questionnaire (see Appendix A), their answers varied with regard to each skill. It was quite surprising to find that 60% of the participants considered their listening skills good and that 46% of the participants regarded their speaking skill to be good as well. Zoghoul and Hussein (1985), have similar results of a study conducted by them in Jordan, on language needs of undergraduate students from different disciplines, including natural sciences, engineering, medical sciences, economics, administrative sciences, and arts and humanities to examine the perceptions of both students and staff members, showing that students might have overestimated their language abilities, whereas faculty members would have given a more realistic assessment of the students' capabilities. In the present study, we may argue that the learners' overestimation of their language abilities could be explained by their occasionally acceptable communication with other crew members on board. On the other hand, participants have rated the reading and writing skills differently. Only 39% think they are good at reading and 41% at writing.

In section B, participants were asked to evaluate their language micro skills on a Likert scale as very important, important, and not important. Interestingly enough, 70% of the participants regarded all reading micro skills as **very important** except for one micro skill, *reading articles in newspapers and magazines*. Surprisingly again, a significant

number (81.6%) of the participants considered almost all the writing micro skills, but one, *writing emails*, as **very important**. Similar to the reading micro skills, only 69 % of the second assistant engineers regarded all the listening micro skills as **very important**. This is incongruent with their consideration of the listening macro skill as highly important. Apart from giving presentations, almost all of the speaking micro skills were **very important** to the majority (79 %). The participants' choice of considering the micro skills, *reading articles in newspapers and magazines, writing emails, and giving presentations*, as unimportant could be explained as follows. Students might only be interested in the micro skills that would be pertinent to the second assistant engineers' activities at their workplace, for which they should use English. The present results concur with those of Al Tamimi and Shuib (2010) that students improve job-related language skills in order to be able to perform efficiently at workplace (p. 27).

The results of section C revealed that the participants considered their micro skills of the four language skills as manageable. For 70% of the participants almost all the reading micro skills were **manageable**. 64% of the second assistant engineers expressed their ability to deal with writing micro skills. In addition, for 65% of the learners, almost all the listening micro skills were **manageable**. Moreover, communicating with colleagues, using the right lexis/expression and forming questions were regarded as **manageable** by 80 % of the participants. Working at sea for several years and being immersed in an environment where the participants had to use survival English facilitated their dealing with the four language skills along with their micro skills. However, the grammatical structures in reading and writing, as well as listening to English with different accents, were rated as difficult. Participants might have rated grammatical structures as difficult since the majority of them were not adequately exposed to the English language and they did not join colleges but were only graduates of state or public high schools. In most Arab countries including Egypt, the medium of instruction in public or state high schools is Arabic. In addition, as students in such schools, these participants were only exposed to non-native English teachers who themselves had pronunciation problems. We believe that this might also add to the participants' difficulties understanding different English accents. During working at sea, the second assistant engineers encountered a variety of accents to which they were not well equipped or prepared to understand. As a result, they rated accents as difficult. The present results accord with Hasan's (2000), who found that learners would find it difficult to understand speakers with varied accents and that they would only be accustomed to the accents of their English teachers and unable to understand or perhaps refuse to listen to any other accents.

The results of section D showed that second assistant engineers realized the importance of learning the English language. 63% of participants were in favour of *more time should*

be given to English instruction. Moreover, 73% demanded that *instruction should focus on the English needed for third marine engineering studies*. The researchers might easily argue that the participants or students could be aware of their need to know good English and, more specifically, to learn specialized English, especially that they were already seafarers and had been through many situations that had made them realize the importance of studying general as well as specific English. Raluca (2002) found results similar to ours emphasizing that learners were aware of their needs and they knew exactly what they needed English for. An interesting finding was related to 64% of second assistant engineers participants, who considered *instruction should focus on teaching General English* since they badly needed General English to be able to survive on board ships.

In summary, working on board ships entails working with crew members of different nationalities. This in turn could cause a communication problem to second assistant engineers. Introducing the Standard Maritime Communication Phrases (SMCP) to standardize the use of English on board might partially solve that problem. However, using general English for personal and personnel communication on board remains troublesome for many of our participants and students. Such a need for speaking and communication skills would also explain the reason for having 76% of the second assistant engineers in this study to believe that *there should be more focus on speaking*. Based on their experience at workplace, the participants have realized the importance of speaking, in spite of the fact that they have considered speaking and its related language-tasks as manageable before they come to the proposed course.

7 The Suggested Course

7.1. Course objectives

Setting course goals and objectives is inevitable for any ESP course to meet the learners' linguistic needs and hopefully deem the teaching/learning process successful. Rahman *et al.* (2009) argues that setting goals and objectives would give the teacher a clear picture of the outcomes of the course. Based on the present findings of the questionnaire and the subjects specialists' views of what their learners need English for, and on our views or perceptions as ESP practitioners and material developers, we believe that by the end of the course which is tailored for that group of second assistant engineers, learners should be able to:

- Skim and scan a variety of reading texts: textbooks, manuals, instructions
- Listen for main ideas and details

- Write short reports and spare parts checklists
- Interact with colleagues and give oral mini-presentations
- Use the basic grammatical structures promptly
- Communicate with other multinational crew members

7.2. Course teaching materials

The next step was selecting, developing and devising the teaching materials. Searching the market for Marine Engineering English textbooks, the present course designers found this process daunting. The books are scarce and almost unavailable (Pritchard, 2004) especially for second assistant engineers. The reasons for such scarcity vary between “the lack of Maritime textbooks such as the absence of standards on Maritime English course books; lack of interest on the part of the publisher; textbooks for international use are not supplied; and the slow rate of the adjustments in course books to meet advances in foreign language teaching (Pritchard, 2004, p.4). Hence, the researchers have planned to develop their in-house teaching materials for the current course.

Firstly, as the results of section B of the questionnaire revealed that the second assistant engineers rated the **listening skill** as the most important one, the suggested course should cover *listening to different accents* activities since, as Ghoneim (2009) argued, these participants would be bound to encounter crew members of different nationalities and any type of miscommunication may lead to catastrophes. In addition, the course must address *listening to instructions and/or explanations and carrying out what these instructions dictate*, since these micro skills are crucial and of paramount importance to our participants at their workplace. Those instructions might entail a number of factors that would render the listening text difficult for the listener to understand. For example, one factor or characteristic could be the text type: whether lectures or face-to-face interaction; sentence or utterance length and complexity; and presence or lack of visual support. Other characteristics might pertain to the speaker, such as accents and competence in speaking in addition to the surrounding acoustics, i.e. the environment of listening like noise (Goh, 2000; Rubin, 1994).

Accordingly, taking those issues into consideration, we have tried to address each of them while developing the ESP course. Regarding the accents and speech rate part, in collaboration with the ESP teachers of second assistant engineers, we have prepared listening materials which focus on exposing the listeners to different accents. Besides, students should watch and listen to mini-videos that last for a maximum of 4 minutes about technical topics, such as pistons; removing piston rods; cylinder heads; cylinder block machining; and oil pumps. According to Thompson and Rubin (1996), visual clues

facilitate listening comprehension since learners depend on the visual clues to understand the listening text.

As mentioned earlier, second assistant engineers view communicating orally with colleagues, taking part in discussions, and posing questions as highly important. Hence, many **speaking activities** have been incorporated in the course teaching/learning materials either as separate activities, namely topics for open discussions, interview panels, debates, or as pre- and post- discussions that accompanied other learning activities and tasks. In addition, during the course, learners are encouraged to give mini-presentations based on topics that they have already studied. The learners have already had enough input with regard to both technical information and lexical terminology. In this way, the learners were advised to frequently practise speaking and have more self-confidence in their speaking abilities. Additionally, to keep the learners highly motivated and sustain their interest in classroom interactions and discussions, less marks have been allotted to the learners' English language abilities for giving those mini-presentations at the beginning of the course. As the learners become linguistically more competent and confident, all details are attended to for their assessment. However, we believe that the learners should always be reminded that making mistakes is a natural outcome of the learning process. The number of mini-presentations is quite numerous in order to help learners gain more marks and therefore provide them with a fair chance of assessment as well as make them satisfied with their continuous progress.

The **reading skill** is the third to be addressed among the other skills. Based on the results of the questionnaire, second assistant engineers have favoured reading tables and graphs, manuals, catalogues, books and written instructions to reading articles in newspapers and magazines. They are more interested to read work related materials. Accordingly, we have only included authentic reading texts, i.e. marine-engineering oriented texts, with emphasis on technical terminology and on what Pritchard and Nasr (2004) refer to as the ESP targeted reading skills. The reading micro skills addressed in the course are summarized as follows: skimming and scanning; understanding explicit and implicit information stated in a text; understanding information from figures and tables; understanding imperative and instructional language; understanding referents; recognizing synonyms in similar contexts; inferring meaning by prefixes, suffixes and word families; recognizing and understanding nominal compounds; summarizing and drawing conclusions about a text by means of a diagram or knowledge-map (Pritchard and Nasr, 2004, p. 4).

In addition, reading manuals is an identified skill that is of prior importance for second assistant engineers. These engineers should be able to read and understand the

instructions and procedures of manuals which require knowledge of technical language. We have also asked some of the participants who have stressed the importance of manuals to provide us with some technical manuals to use in the course, since second assistant engineers "are expected to use machines correctly" (Kaewpet, 2009, p. 274).

In spite of the fact that **writing**, the fourth macro skill, could not be generally underestimated, second assistant engineers did not consider it as important. However, the analysis of section B showed that these participants were required to write short reports and spare parts checklists accurately and efficiently. These types of writing demanded learning simple language and short sentence structures. Therefore, the teaching of writing for this sample of participants focused on teaching grammar and vocabulary.

As ESP practitioners and researchers, we thought that since those learners did not have enough instruction of the English language, they needed to be introduced to the basic word classes and structures of English, namely the articles, demonstratives, prepositions, relative pronouns, question words, sentence structure, present simple tense, past simple tense and present simple progressive. The activities were devised to provide a variety of practice forms, starting with controlled practice and ending with free production of short utterances. In addition, the language and the lexis used for the activities were technical to help the learners to understand the teaching materials, and at the same time reinforce and enhance their lexical repertoire.

Another similarly important aspect in the materials is the integration of many vocabulary sheets to address and practice the lexical items introduced in the reading texts and necessarily and frequently used by the second assistant engineers at work. According to Lewis (1997), some words or lexical items are essential vocabulary for learners to memorize. We have also added word collocations. Collocations are the group of words that can be combined together and "occur together with some frequency in both written and oral discourse" (Aghbar, 1990; as cited in Hsu and Chui, 2008, p. 182). Taking the advice of the English teachers who have already taught second assistant engineers, we have devised vocabulary exercises that are based on the lexical items presented in the reading comprehension texts. The focus of these exercises is to train learners to identify, learn and produce word collocations. Examples of word collocations are oil purifier, space machinery, navigational lights and steering equipment to name but a few. Since lexical items cannot be learned in isolation but have to be put in context, and since learning vocabulary does not depend solely on rote memorization, we have integrated them into the learners' linguistic resources to form word chunks (Kavaliauskienė and Janulevičienė, 2001). It might be possible to argue that chunks are memorable and easily retrieved.

The following are examples of some teaching word chunks in the sheet about engine breakdown (see Appendix B):

- The ship is underway
- The ship is not under command
- Slacken the union nuts
- Hoist the under command signal

The types of exercises that accompany introducing collocations and chunks, in particular, is in the form of "fill in the blanks" or cloze tests. Such language exercises help learners to guess and use the appropriate lexical items in the correct context.

8 Conclusion

Taking into consideration what many studies have revealed concerning the inability of engineers to convey technical information efficiently especially in the engine room on board has stimulated the present researchers to develop their in-house learning/teaching materials for their students. Realising that the analysis of learners' needs is crucial for any ESP course, a needs analysis of the learners' *necessities, wants and lacks* in their ESP target situation has been conducted. In addition, the researchers follow Tomlinson's model of the materials development seven phases which any materials developer would go through.

The researchers used a questionnaire and interviews to collect information about second assistant engineers' needs. The questionnaire revealed that the students overestimated their language abilities, whereas the faculty members and the ESP practitioners teaching them gave a more realistic assessment of their capabilities. The participants indicated that listening and speaking are the most significant macro skills, though they have not denied the importance of reading and writing. As for the micro skills, in reading, participants deemed all reading micro skills important apart from reading articles in newspapers and magazines; and, in writing, only writing emails was not interesting to them. On the other hand, all the micro skills of both listening and speaking were considered very important, except for giving presentations. Learners were interested in the micro skills essential for them at their workplace.

One last step is still to come. The proposed course and the in-house teaching/learning materials have to be put to the test. The researchers seek the teachers and students' on-going evaluation of the materials on how effective and efficient they are and how far they meet the set objectives of the course and promote better learning. Comments on time,

layout, size, font, etc., are also appreciated for further improvements of the materials. On-going evaluation of the materials would definitely help the researchers to improve the quality and relevance of the materials to enable such a specific group of learners to achieve their learning goals and become more communicatively successful at their workplace.

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Writing

| | | | |
|-------------------------------|---|---|---|
| Reports | 1 | 2 | 3 |
| Spare parts checklist | 1 | 2 | 3 |
| Emails | 1 | 2 | 3 |
| Logbooks | 1 | 2 | 3 |
| Others (please specify) _____ | | | |

Listening

| | | | |
|--------------------------------|---|---|---|
| Listening to everyday language | 1 | 2 | 3 |
| Listening to presentations | 1 | 2 | 3 |
| Listening to instructions | 1 | 2 | 3 |
| Others (please specify) _____ | | | |

Speaking

| | | | |
|-------------------------------------|---|---|---|
| Communicating with colleagues | 1 | 2 | 3 |
| Participating in discussions | 1 | 2 | 3 |
| Asking questions for clarifications | 1 | 2 | 3 |
| Giving presentations | 1 | 2 | 3 |
| Others (please specify) _____ | | | |

C. Difficulties at Work

Which of the following skills do you find the most problematic at workplace?

1 = very difficult 2 = difficult 3 = manageable

Reading

| | | | |
|--|---|---|---|
| General English words | 1 | 2 | 3 |
| Technical terms | 1 | 2 | 3 |
| Grammatical structures | 1 | 2 | 3 |
| Instructions | 1 | 2 | 3 |
| Getting information from tables and graphs | 1 | 2 | 3 |
| Others (please specify) _____ | | | |

Writing

| | | | |
|-------------------------------|---|---|---|
| Forming a sentence | 1 | 2 | 3 |
| Grammar | 1 | 2 | 3 |
| Technical words | 1 | 2 | 3 |
| Others (please specify) _____ | | | |

Listening

| | | | |
|-------------------------------|---|---|---|
| Everyday language | 1 | 2 | 3 |
| Presentations | 1 | 2 | 3 |
| Instructions | 1 | 2 | 3 |
| Accents | 1 | 2 | 3 |
| Others (please specify) _____ | | | |

| | | | |
|---------------------------------|---|---|---|
| Speaking | 1 | 2 | 3 |
| Communicating with colleagues | 1 | 2 | 3 |
| Using the right expression/word | 1 | 2 | 3 |
| Forming questions | 1 | 2 | 3 |
| Others (please specify) | | | |
| _____ | | | |

D. English Language Instruction

Here are some ideas about English language in the Marine Engineering Technology Department. Please indicate how far you agree with each idea.

1 = strongly agree 2 = agree 3 = disagree

| | | | |
|--|---|---|---|
| More time should be given to English instruction. | 1 | 2 | 3 |
| Instruction should focus on general English. | 1 | 2 | 3 |
| Instruction should focus on the English needed for third marine engineering studies. | 1 | 2 | 3 |
| There should be more focus on speaking | 1 | 2 | 3 |
| English is my least important course. | 1 | 2 | 3 |
| My English course helps me in my engineering studies. | 1 | 2 | 3 |

Finally, do you have any further comments about English language instruction in this course?

Appendix B

Reading:

Following is a sample of a reading task-based sheet taught at the ESP course designed for second assistant engineers.

Engine Breakdown*

Pre-reading:

A. Working in your group, try to answer the following questions.

1. What is engine breakdown?

2. What are the main causes of such a problem?

3. What measure should engineers take to avoid it?

B. Now with a partner, write the function of each of the following:

| | |
|-------------------|--|
| 1. settling tank | |
| 2. engine log | |
| 3. fuel burner | |
| 4. joint flanges | |
| 5. boiler suit | |
| 6. throttle valve | |
| 7. union nut | |
| 8. fuel lines | |

*Adapted from *The Seafarer's Language Course*. (1985). Conrad Languages Ltd. London.

C. Match words from column A with their meanings in column B. There is ONE extra word in column B.

| A | B |
|----------------------|---------------------------------------|
| 1. take over | () unable to maneuver |
| 2. drain | () too small |
| 3. slacken | () raise or lift |
| 4. underway | () a voyage without cargo |
| 5. blackout | () extremely |
| 6. not under command | () be responsible for |
| 7. hoist | () underwater |
| 8. negligible | () remove liquid away from something |
| 9. ballast leg | () sudden failure |
| 10. drastically | () moving |
| | () loosen |

1 Part 1

| | |
|---|--|
| 1 | On the return voyage to Cardon the "MARA" is in the Caribbean steaming south-wards from the Mona Passage. It is 11.55, and in the Engine Room the 12 to 4 watchkeeping engineers are standing on the control platform, preparing to take over from the previous watch. |
| 5 | Third Engineer :(To Fourth Engineer) All right, Raphael. I'll have the settling tanks changed over now. |

| | |
|----|---|
| | <p>Fourth Engineer: (Who is at the desk writing in the Engine Log). Yes, OK.</p> |
| | <p>Third Engineer: (To his junior) OK, Pedro? Time to change over the settling tanks now. Have they been dipped and drained?</p> |
| 10 | <p>Fifth Engineer: Er, yes they have.</p> <p>He leaves the platform to change over the settling tanks.</p> <p>A few moments later the Fourth Engineer finishes writing up the log and is about to leave the platform when ...</p> |
| | <p>Third Engineer: Raphael, the steam pressure's failing! What's up?</p> |
| 15 | <p>Without waiting for a reply, the Third Engineer moves quickly to the fuel burners at the boiler fronts. He calls back to the Fourth Engineer.</p> |
| | <p>Third Engineer: Sound the alarm and shut off steam to the turbines. Something's gone wrong with the change over, the fires are out! Seems like water in the fuel oil. Get Pedro to change back to the port settling tank!</p> |
| 20 | <p>As the Third Engineer shuts the fuel valves to circulate the fuel through the fuel oil pump, the alarm is sounded, and the Fourth Engineer shuts off the steam to the main turbines, using the main throttle valve on the control platform.</p> |
| | <p>Meanwhile the 12 to 4 Junior has returned to the platform. The Third Engineer rushes past on his way to start the emergency (diesel) generator.</p> |
| 25 | <p>Third Engineer: (To Junior) Come with me. Let's get the generator going.</p> <p>(To</p> |
| | <p>Fourth Engineer) Start draining the water out of the fuel lines.</p> |
| | <p>The Fourth Engineer who has by now stopped the main turbines goes to the boiler front and begins slackening back the union nuts on the fuel oil burner</p> |
| 30 | <p>hose.</p> <p><i>Just before noon the Chief and Second Engineers had been in the Chief's office discussing the next scheduled cleaning of the starboard boiler.</i></p> |
| | <p>Chief Engineer: At this time of the year we have always to consider the possibility of a hurricane. We should carry the cleaning out on the next ballast leg, and at as southerly a point as is practicable.</p> |
| 35 | <p>Second Engineer: OK. I take it you'll let me know after talking to the Captain. Chief Engineer: Yes, I'll see him shortly. (The alarm rings.)</p> <p>Second Engineer: (Thinking it is the noon-time alarm test) Noon already. I'll see you at lunch, Chief.</p> |
| | <p>The Second Engineer walks towards the door, but the alarm is still ringing.</p> |
| 40 | <p>He turns and looks quizzically at the Chief.</p> |

| | |
|----|---|
| 45 | <p>Chief Engineer: He's letting it ring on a bit, isn't he? Second Engineer: Yes, unless it's a real alarm. Chief Engineer: (<i>Getting quickly to his feet</i>) If it is, we'd better not hang about. Here after you Second!</p> <p>The Chief Engineer grabs a boiler suit and both men rush to the Engine Room. Arriving on the control platform they find the Fourth Engineer returning from the boiler front.</p> <p style="text-align: right;">(End of part 1)</p> |
|----|---|

D. Answer the following questions.

1. What were the third and fourth engineers doing before the pressure was falling? And what was the third engineer's reaction?

2. What was the problem they discovered?

E. List the actions the third engineer took after the loss of fire.

- | | |
|----------|----------|
| 1. _____ | 4. _____ |
| 2. _____ | 5. _____ |
| 3. _____ | 6. _____ |

F. Decide whether the following statements are true (T) or false (F) and correct the false ones.

1. At the time of the fire loss, the chief and second engineers were preparing for the cleaning of the left side boiler. ()

2. As soon as the Chief Engineer heard the alarm, he rushed to the engine room. ()

G. Find synonyms in the dialogue meaning:

- go quickly (L.24) _____
- think about (L.32) _____
- hold with hand (L.45) _____

H. What do the following pronouns refer to?

1. they (L.10) _____
2. his (L.24) _____

I. Fill in the table below with verbs/verb + preposition from the text that collocate with the following nouns.

| Verb | Noun |
|-------|-----------------------------------|
| _____ | settling tank (L.8-9) |
| _____ | engine log (L.7) |
| _____ | platform (L.11) |
| _____ | alarm (L.17) |
| _____ | steam (L.17) |
| _____ | fuel valve (L.20) |
| _____ | emergency diesel generator (L.24) |
| _____ | union nut (L.28) |

Post-reading:

Open discussion: Before moving to part two, what do you think will happen later on?

Part Two

| | |
|----|---|
| 1 | <p>Second Engineer: What's the trouble, Fourth?</p> <p>Fourth Engineer: We lost the fires while changing over the settling tanks. The third and his Junior are getting the emergency diesel going now. My Junior is draining the fuel lines.</p> |
| 5 | <p>Chief Engineer: OK, Fourth, stay here. Second. You'd better see that the Third is OK with that, generator. I'll see how the Junior is getting on.</p> <p>Two more Junior Engineers arrive on the platform.</p> <p>Chief Engineer: You two. Quick, with me.</p> |
| 10 | <p>At the boiler front the Chief Engineer directs the Juniors in draining water from the fuel lines and re-tightening the unions. A few moments later the 2nd and 3rd Engineers arrive. The latter goes immediately to help the three Juniors.</p> |

| | |
|----|--|
| | <p>Second Engineer: (To Chief Engineer) Diesel's on the board now. How are things here?</p> |
| 15 | <p>Chief Engineer: Going as fast as they can. We'll be through in a few minutes. They've done nearly a third of them. Not a lot of water so far.</p> |
| 20 | <p>The Chief Engineer leaves and walks back to the control platform. A few moments later he returns. The engineers, racing against time, are trying to clear the water from the fuel lines and re-start the fires before the steam pressures fall drastically, causing the alternator, and with it all the auxiliaries, to be stopped, which would result in a total blackout.</p> |
| | <p>Chief Engineer: (To Second Engineer) We've not long left to us now. Second Engineer: Yes, I know, but we're nearly there. The Second Engineer now goes to each fuel oil line and checks the securing of the joint flanges.</p> |
| 25 | <p>Second Engineer: (To Chief Engineer) OK, that's it. I'll try flashing her up again.</p> |
| | <p>The Second Engineer proceeds to direct the others in the flashing-up procedure. Meanwhile, on the Bridge the Second Officer, who so far knows only that the ship has lost power and is rapidly slowing down, has hoisted the Not Under Command (N.U.C.) signal and changed from automatic to manual steering.</p> |
| 30 | <p>(Engine telephone rings.)</p> |
| | <p>The Captain, who had come to the Bridge as soon as he realised that the engine-room alarm had not been a test, answers.</p> |
| | <p>Captain: Yes?</p> |
| 35 | <p>Chief Engineer: Hello, Chief here. We've had water in the fuel oil line, but it seems OK now. The fires are back on, and I think we'll be under way again in about a half hour.</p> |
| | <p>Captain: Thanks very much Chief. Let us know when you are ready to move off again.</p> |
| 40 | <p>Later, whilst the ship is steaming normally, the Chief Engineer enters the Captain's Office.</p> |
| | <p>Captain: Ah, Miguel, come in. Have a seat. Everything all right now?</p> |
| | <p>Chief Engineer: Yes, all OK now.</p> |
| | <p>Captain: Good. Well, at least the delay is negligible, and there was no navigational or collision danger. What was the cause of the trouble?</p> |

| | |
|----|--|
| 45 | <p>Chief Engineer: Water in the fuel lines. I can only think they didn't check the starboard settling tank for water before changing over to it.</p> <p>Captain: Well, they'll know next time. I take it you be talking to those concerned and making sure that everybody knows what's expected in future.</p> <p>Chief Engineer: I certainly will, Sir. We don't want to go through this kind of experience again.</p> |
| 50 | <p>(End of Part 2)</p> |

J. Match the following crew members with their responsibilities during the previous engine breakdown emergency.

| Crew member | Responsibility |
|---------------------------|---|
| 1. Captain | Draining the fuel lines. () |
| 2. Chief Engineer | Getting the emergency diesel going. () |
| 3. Second Engineer | Helping in getting the emergency diesel going. () |
| 4. Third Engineer | Assisting in draining the fuel lines. () |
| 5. Third Engineer Junior | Giving orders to engineers, checking how juniors are getting on and directing them in draining the water. () |
| 6. Fourth Engineer Junior | Hoisting the Not Under Command signal and changing from automatic to manual steering. () |
| 7. Second Officer | Checking the securing of joint flanges and flashing up the fire. () |
| 8. 2 more Juniors | Supervising all the crew and everyone should report to him. () |

K. Find synonyms in the dialogue meaning:

1. continue (L.26) _____
2. steps (L.26) _____

L. What do the following pronouns refer to?

1. latter (L.11) _____
2. her (L.25) _____

Post-reading:

Role-play

In groups of five, Student (A) chief engineer, Student (B) second engineer, Student (C) third engineer and Students (D) and (E) fourth engineer and his junior, should write a dialogue on an engine breakdown emergency and act their roles out in front of the class. (refer back to exercises **E&H** if necessary).

II. Vocabulary

The following is one of the vocabulary tasks that can be incorporated in the course designed for the second assistant engineers.

Fill in the gaps with words from the list below. You may make some slight changes.

slacken – take over – underway – hoist – ballast leg – negligible – drastically – drain – blackout – not under command

1. The fourth engineer junior will the responsibility of lubricating the engine as soon as he finishes cleaning the boiler.
2. If the engine stops because of water, you first need to this water out of it.
3. After the heavy storm, our ship is and we need immediate tug assistance.
4. The damage to the engine is We can now sail with no worries.
5. The chief engineer asked the fourth to the union nuts with large water pump pliers.
6. In cases of a, engineers should act quickly to prevent any plant failure.
7. During our next, we should maintain and clean the port boilers and the cargo holds.
8. The ship is now and we are going to the port of Seattle.
9. The weather has changed; the pressure is falling and the sea is getting rough.
10. As the engine stopped, the chief officer the Not Under Command signal to warn other vessels.

III. Structure:

The following are some exercises on the use of definite and indefinite articles.

A. Choose the correct answer.

1. The ship will start sailing on Friday.
a) the b) a c) zero article d) an
2. The voyage started in evening.
a) the b) a c) zero article d) an
3. chief engineer is responsible for the engine room.
a) The b) A c) Zero article d) An
4. He is marine engineer.
a) the b) a c) zero article d) an
5. Any officer wears uniform.
a) the b) a c) zero article d) an
6. The ship sailed hour ago.
a) the b) a c) zero article d) an
7. gas turbines are the most economical.
a) The b) A c) Zero article d) An
8. old engine requires many fixes.

- a) The b) A c) Zero article d) An
9. Have you got engine fixed yet?
a) the b) a c) zero article d) an
10. When do you get home?
a) the b) a c) zero article d) an

B. Correct the underlined mistakes in the following sentences.

1. An marine engineer should wear the mask in toxic areas.
.....
2. The chief engineer begins his career as a engineer cadet.
.....
3. He got an job in a best company.
.....
4. A Pacific ocean is a largest body of water on the earth.
.....
5. My friend is an mechanic, let's ask him for the help.
.....
6. The chief engineer should have an long experience at sea.
.....
7. You can find all an information you need in an instruction manual.
.....
8. He will start his the watching keeping after the breakfast.
.....
9. The ship will arrive to the China on the Monday.
.....
10. A engineer was sleeping during a fire.
.....

C. Fill in the gaps using "the", "a", "an" or "zero article".

I am from Seattle, Washington. Seattle is (1) city in (2) United States. It is near (3) border of (4) Canada in (5) northwest corner of the USA. I live in (6) town called (7) Olympia which is on (8) Puget Sound. I live in (9) house in (10) street in the countryside. (11) street is called "Bear Street". I am (12) marine engineer. I like (13) books and taking (14) photographs. I usually spend (15) long time at sea. I usually return (16) home every three months. We have all kinds of food in (17) Olympia. I like (18) Italian food very much. Sometimes, I go to (19) Italian restaurant in Seattle. (20) restaurant is called "Luigi's". (21) Italian food is great!

THE STRATEGY OF CREATING “THE INTRODUCTORY MARITIME ENGLISH COURSE” FOR NON-NATIVE ENGLISH SPEAKERS

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Abstract

The article suggests the overview of problems connected with developing methodological, linguistic and extra linguistic approaches to up-to-date teaching materials for beginners in Navigation and Marine Engineering. The strategy of teaching in the countries where English is not the native language is of upper priority for ME departments. The contents, structure, quantity and quality of texts, exercises and tasks involved or topics chosen, self-assessment materials and tests of a Course Book for Elementary and Pre-Intermediate students may be of some interest for all ME practical teachers. It is supposed that the new ideas will result in visible improvements of national and international standards in MET.

The article purposes to initiate the discussion of such items as varieties of ME courses and course books used on local level, the analysis of their advantages and disadvantages, as well as starting inter-national or multinational projects in order to create basic principles of designing ME materials for beginners. This might eliminate the existing isolation of national methodological directions and achieve certain uniformity (and finally, the standards) in methods of teaching ME to former school leavers who are about to commence their Maritime academic career.

Key words: ME materials, non-native speakers, course books for beginners, standards in methods of teaching

1 Introduction

Kyiv State Maritime Academy located in the capital city of Ukraine represents all-national challenge in the spheres of Navigation, Marine Engineering, Maritime Law, Water Transport Management. It is foreseen that in the nearest future Kyiv State Maritime Academy becomes the educational and science-research centre with multiple sophisticated infrastructure of the European level. Academy’s mission: is to provide higher educational services in the fields of Navigation on Marine and Inland Waterways and Power Plant Installations to various groups of population of Ukraine from different areas and regions (close or distant from the capital city), thus giving the opportunity to

receive Bachelor or Master Degree and corresponding qualification certificates. As the latest experience shows the Academy's graduates and postgraduates correspond to the up-to-date requirements in qualification of different ranks and professions working both onboard and onshore. In 2009 Kyiv State Maritime Academy joined the project MarTEL (UK/07/LLP-LdV/TOI-049) as an associated partner. Ukraine occupies the 5th place in the world in manpower for different ranks and specialities working on multiple flagged vessels. The participation of the Ukrainian higher educational institution in this project comes to be the proof of international co-operation in order to reduce merchant vessels incidents and accidents caused by the human factor in the situations of Maritime English communication failure on board ships among the members of international crews. The purpose of MarTEL (Maritime Tests of English Language) is creating of world-wide supported Maritime English standards as well as producing the corresponding teaching/learning and assessment materials. The goals of the Project also include the establishment of Maritime English standards sets similar to those existing in General English – TOEFL, IELTS. In other words, the project purposes to create the system of Maritime English proficiency assessment tests on the basis of the model course developed by IMO for all ranks and specialities of merchant vessel crews. Shipping is considered to be one of the most important and dangerous sectors of world economy; therefore, the safety of seafarers, cargoes and vessels are of utmost concern for the shipping industry. Deficient or faulty communication on board a vessel is one of the major reasons of incidents and accidents. Shipping risks elimination mainly depends on how the Maritime English standards are observed by all participants of this economy's sector: government, shipowners, crewing companies, etc. The MarTEL Project partners have been working at Maritime English tests both for deck and engineering departments (ratings and officers). Much attention is being paid to dissemination of the standards, the problem of training of the teachers' staff, distance and e-learning in the system of Maritime English teaching/learning practical activities, implementation of the pilot project for the establishment of Maritime English Certification Centres, etc. (search for the detailed information at www.maritime-test.org). Participation in the MarTEL Project gives the opportunity to analyse all aspects of Maritime English functioning and to draw the conclusion about the necessity of taking them into account when developing or improving national and international standards including the design of efficient Maritime English teaching / learning materials.

2 The purpose of the workshop "Development of a Maritime English Course"

The purpose of the workshop is a) to open the discussion on teaching Maritime English (ME) to beginners – the students of the 1st and 2nd year at Maritime University (Academy) in the countries where English is not the native language, b) to present the

concept of *blending* both General English and Maritime English materials in a Course Book as a means of making ME teaching more effective in specific language environment, c) to propose the centralized cooperation in order to research advantages and disadvantages in creating the teaching ME materials for beginners on the local (national) level.

The work shop has three parts:

Part 1. Introducing the main idea.

PP presentation, distribution of the questionnaire.

Part 2. Free discussion of the problems connected with the type of Introductory Maritime English Course. Presentation of some fragments to be discussed in small groups or during the round-table discussion.

Part 3. Summarising. Suggestions for cooperation.

Three influences behind the development of Introductory Maritime English Course and as such its contents and its form are taken into consideration. These are

- a) the lack (or absence) of professional Maritime experience of the students,
- b) the lack (or absence) of Maritime English language proficiency,
- c) the lack of General English language competency.

The Introductory Maritime English Course is supposed to meet the interests and requirements of the future seafarers in a new sphere of knowledge whereby the coordinated work of English language teachers and specialists' teachers is required. The Course fills in the current gaps and adds necessary requirements by combining English language and Maritime specialist skills with the existing General English language foundations.

According to Captain Li Fei from Shanghai Maritime University (the Internet, "ACTUALITY OF OUR COLLEGIAL MARITIME ENGLISH EDUCATION AND THE MEASURE OF BETTERMENT", 2009) we need the uniform professional English teaching materials. He makes emphasis on the fact that the teaching materials are the most important elements in the process of seafarers' training. He also says that the quality of all teaching materials relies on the contents selected for the teaching process of the students of navigation, in particular. This opinion of a professional mariner and MET practitioner from China has much in common with the thoughts and concerns of ME teachers from different countries. The problem seems to be international and is not the sequence of specific features of a native language of Maritime students. Hence, this situation demands detailed and profound study in order to work out a set of methodological instructions for all Maritime Universities. It's necessary to describe not only the object of education (topics, texts, exercises, etc.) but also the way of how all this is prepared for work and

then used and assessed in class. The HOW becomes more important alongside the WHAT should be taught to our students nowadays. Domination of skills development over knowledge delivery is being obvious. This is the sphere of practical methodology which usually has great achievements in non-English speaking countries but depends a lot on national tradition existing in the system of education. Different methods, approaches and techniques used by practical specialist lecturers and language teachers sometimes result in insufficient language proficiency which provides negative effects on students or trainees. Unfortunately, it happens with seafarers who have a rare opportunity of using ME for professional purposes in the process of studying thus comparing their language proficiency with that of other members of a multilingual crew.

The problems of methodology are touched upon in the **Questionnaire** for the work shop activities. It suggests discovering the attitude of practical Maritime English teachers to the following issues:

1. Do you follow some methodological concept, theory in your language classroom activities?
2. How do you understand the term "eclecticism" when used for the classroom activities?
3. What is your attitude to the statement: We must find "an alternative to method, rather than an alternative method. More flexible you are, more efficient is your teaching"?
4. What is the statement "The students acquire second languages while they are focused on something else, while they are gaining interesting or needed information or interacting with people they like to be with" about?
5. How much is ME teaching connected to the use of their native language?
6. What's the proportion of a) General English (GE) and b) Maritime English (ME) in your practical work with ME beginners?
7. How do you think it's possible to combine GE and ME for ME beginners?
8. How do you characterize ME?
9. How do you characterize SMCP practice in ME beginners' language classroom?
10. Who develops the samples of Curricula and Syllabi for beginners in your country?
11. Do you introduce IMO Model Course for beginners?
12. Why do you sometimes compile individual teaching materials?
13. What's the purpose of cooperation with the specialist department?
14. Where do you mostly get ME reference teaching instructions (samples, materials)?
15. Do you have the opportunity of comparing ME teaching materials from different countries?

16. What is the system of English language proficiency assessment mostly required for?
17. Is ME Certificate issued in your country?
18. Have ME national standards been worked out?
19. Who is supposed to make ME national standards?
20. Is matching national and international standards necessary to improve MET?

The answers to the questions proposed may be different; as it is expected, they will inevitably show not only the organisational but methodological differences in national MET institutions when they are extrapolated to the international requirements and standards. It seems to be true what Captain Lee Fei says "... We are looking forward to the experiences and ideas on same subject from teachers of other countries as a reference to promote our level on Maritime English education. We also expect more international cooperation on marine English training". The lack of standardised course books for ME beginners, the lack of inter-national projects in the sphere of ME teaching materials development for this category of students, as well as the lack of continuous exchange of experience between/among different countries eventually bring to the situation of isolation and, therefore, uncertainty in the process and final results of seafarers' training. In fact, there are so many questions which should get their answers, that the problem of up-to-date efficient practical ME materials corresponding to international standards for different ranks and professions of crew members should be considered and solved as quickly as possible. A lot of ideas can be suggested to start the exchange of opinions concerning the reasons and consequences observed in the field of practical teaching and teaching materials, in particular. We hope this discussion will make possible to analyse all aspects of Maritime English and to draw conclusions about the necessity of taking them into account when developing the basics of Maritime English methodological concept.

3 The factors taken into account when creating ME teaching materials

3.1. Linguistic aspect

Researchers emphasize on the global nature of English, call English *lingua franca* for the people who work in multinational surrounding. Maritime English is considered to be an operational and working language, the language with some restrictions if the functional characteristics are concerned in the specific area of merchant marine transportations (Ziarati et al 2008). The linguistic analysis indicates the availability of considerable lexical "burden" of special terms, quite a short list of grammar structures, strikingly serious set of phonetic peculiarities in Maritime English use. Specific features of

ME cause certain difficulties in mastering the system of maritime terms in which a term is not only a language unit but also represents a notion belonging to the special sphere of knowledge. In case all these linguistic factors are taken into account in university curricula, it is possible to foresee that they have a chance of being successfully used for efficient training of would-be deck and engineering crew members. Still, as many professionals think, Maritime English is not the whole English language which is required for communication in different spheres of life. The idea of co-relation of General English and Maritime English comes around when developing various teaching/learning materials (study books, tests for self-assessment, in particular) that meet all vital needs of Maritime students.

3.2. Methodological aspect

The most serious platform for practical activities is ESP - English for Specific Purposes. After the revolution in linguistics, when it was found out that any language analysis presumes the study of actual communication materials, it became obvious that the methodological aspirations should be focused exceptionally on the students' needs, meaning that the professional needs acquire priority (development of skills for employment). Students' skills – listening, speaking, writing, reading combine the competence which is defined sufficient or insufficient for their professional work. It's necessary to create the base of teaching/learning materials, the one that is adequate in the system of higher education. In this case the methodological platform of ME department has to be described and submitted as mission of the educational institution. Nowadays this methodological concept is the reflection of the latest achievements in linguistics, IT and psychology. Since Maritime English is a specific function of the English language, the step-by-step academic course must be developed in order to cover all possible working situations at sea when English is used in oral or written form. This course may hardly comprise some old (but still being in use) approaches and techniques, for example, abundant exercises in translation or memorising words. Instead, lots of communicative tasks should be suggested for students' skills development.

3.3. Psychological aspect

Discussions on the problem of proper method selection have proved that the best one is the method which is the most adequate for the student and his vital interests. Variety of tasks, learning materials, study packs as well as sufficient level of the student's motivation guarantee the openness of both the student and the teacher, evoke the response to real communication and the interest to the future profession. Therefore, in a classroom the most efficient is oral and written communication which is professionally

motivated, i.e. connected with multiple functions of Maritime English used at sea. Thus, the teacher's goals concentrate on finding the materials which correspond the student's level of the language proficiency and which are interesting from the point of view of their future occupation. Quite often some ME teachers feel it difficult to change their manner of teaching for more advanced style or think it's inappropriate to start using the Internet as a source of original information delivered in an authentic form. In these situations the students experience lack of skills being very important in the context of their individual work such as skills of searching for information and adopting it for personal needs or tasks. It is obvious that the trainer's qualification and personality are so valuable for the students especially when they are restricted in their right to choose a teacher. It's a universal truth that the best teacher is the one who teaches his students how to learn and provides any help possible on the way.

3.4. Socialising

It is unanimously admitted, that the labour market is the best factor for motivating students in the process of their studies. In the industry of water transportation this problem is being solved through acquiring by students and graduates of real communication experience in international crews when some incidents of intercultural and interconfessional nature may take place. Moreover, sociolinguistic and sociocultural aspects combine with specific labour conditions on a merchant vessel, climatic and weather factors in everyday work of seafarers, their working under pressure, isolation in long voyages, health problems, etc. Together with the special seafarers' status all this requires extreme concentration and hard work in the course of their professional training including Maritime English proficiency, thus making them achieve the highest level of professional competency in order to avoid risks at sea.

4 Blending as a new approach to a Maritime English Course Book development

The Introductory Maritime English Course is an attempt of blending General and Maritime English which seems to be rather efficient at the very beginning of seafarers' training. The functional approach has been used which is linguistically correct and proves to be the only one to reach the goals.

4.1. The Structure of the Course Book

The Course contains 17 Units:

- 1) Introducing Oneself.
- 2) Discussing Personal Details: Occupation.

- 3) Discussing Personal Details: Country. Language. Nationality.
- 4) Describing Places and Locations.
- 5) Discussing General Information about People: Home. Family. Education. Likes and Dislikes.
- 6) Discussing One's Occupation: Functions. Duties. Daily Routine.
- 7) Describing Motion and Direction. Asking for Directions.
- 8) Describing Living and Non-Living Objects (1).
- 9) Describing Living and Non-Living Objects (2). Giving Definitions.
- 10) Describing Processes.
- 11) Describing Changes and Results.
- 12) Describing the Whole and Its Parts.
- 13) Describing Comparisons.
- 14) Describing Ways of Doing Things: Active and Passive Actions.
- 15) Describing Past Events.
- 16) Discussing Future Actions.
- 17) Revising. Summarising. Testing.

Each Unit is represented by descriptions of teaching goals and learning outcomes in *Language Skills Development, Maritime English Professional Competence, General English Language Competence*. Each Unit has a strict structure consisting of tasks, a series of exercises, self-assessment materials, supplementary materials, comments and keys. The concept of The Course presumes that both General English and Maritime English sources should be used in the process of teaching. It certainly helps to broaden the potential skills of the language use in different life situations including professional ones.

4.2. The Introductory Course contains the following Maritime English topics

- 1) Introducing Oneself. Filling in personal documents. Types of documents. Interview.
- 2) Letters, numbers, colours. Maritime code words. Times at sea and at shore. Languages, nationalities, flags.
- 3) Maritime jobs and professions. Functions and duties.
- 4) Places and locations. Countries, water bodies. Other geographical names. Maps and charts. Longitude, latitude.
- 5) A ship: dimensions, particulars, parts, structure, functional zones.
- 6) Types of vessels.
- 7) Motion and directions: navigation, propulsion, engines.
- 8) Engineering: types of a vessel's equipment.

- 9) Running the vessel. The bridge. The engine room.
- 10) Watches and Watch keeping.
- 11) SMCP: on-board, external. Orders and commands. VHF radio.
- 12) Daily routines of the crew members.
- 13) Weather and climate, weather forecast, natural disasters.
- 14) Emergency situations.
- 15) Safety equipment and its location.
- 16) Steering, mooring, anchoring. Piloting.
- 17) Ports and port infrastructure. Administration, customs, sanitary inspection, etc.
- 18) Navigational aids: buoys and lighthouses.
- 19) Cargoes: types; loading/discharging operations.
- 20) Shipping documents (basics).
- 21) Checking supplies.
- 22) Incidents and accidents. Injuries. First aid.

'*The Introductory Maritime English Course*' has been designed according to IMO Model Course and the latest SCTW amendments. In connection with seafarers' job-related concept of the Course it's worth noting the following:

- a) the Course is cent percent ESP language issue meaning the profound linguistic research of oral and written texts on the speciality and presuming the scope of ME functions in real-life situations onboard ship,
- b) since language teachers are not competent in navigation, marine engineering, maritime law or water transport management, the contents of the Course has been verified through the expertise of specialists whose advice has been taken into account with gratitude,
- c) translation as one of the methods widely used in MET till now is practically excluded from the Course as a teaching goal just because this language function doesn't "work" in real-life situations in multilingual crews, in particular. Among the series of exercises proposed one may find the task "Find equivalent in your native language" which acquires quite a new sense compared to translation. The English-Russian-Ukrainian ME Vocabulary attached to the Course comprises 1200 entries to be used by the students in the process of fulfilling individual work and, later on, performing their duties onboard,

d) the materials used in the Course are mainly adaptation of real life situations and scenarios with references provided. The exercises have been developed specifically for maritime students. Self-assessment materials take into account the idea of the MarTEL Maritime English Language Standards. The Course contains tasks purposing the individual work of students: notes, reports, PowerPoint presentations, etc.

e) the basics of Business English are present in the Course book as the most important elements ensuring proper communication of seafarers. These include personal letters, Application form, Resume, Cover letter, emails, faxes, Incoterms, Logbook, list of seafarers' certificates, role-plays on interview, telephoning, etc.

f) one of the peculiarities of the suggested teaching material is extensive reading (both in class and at home). Different types of texts (definitions, descriptions, explanations, narrations, persuasions and others) are studied with various tasks attached. Assuming the fact that the Course book has been developed for the students mostly with Elementary Level of English language proficiency, the first Units contain short texts as well as series of micro texts purposed for fast reading. Longer texts are meant for advanced students who use the information for reports and presentations,

g) multiple functions of English are represented by small talks, conversations to develop skills of asking for and giving information, expressing excuse, refusal, surprise, suggesting help, inviting people to do something, etc.

h) SMCP being the central part of the Course are suggested for word stock study, role play tasks and accompany most of the topics: emergency situations, bunkering operations, etc.

5 Conclusion

1. The training of ME beginners is a very important phase in Maritime Education system especially in non-English speaking countries.

2. If it's possible to implement IMO Model Course from the first days of teaching ME, then it's necessary to understand (research and describe) how to do it best. The fact is that today MET institutions and, probably, the shipping industry... 'wish to have a Yardstick available for shipboard rating ranks, too' (Cole, Trenkner 2008).

3. Blending GE and ME in one Course Book is one of the possible ways when the focal point is that English is not taught as a subject separated from the students' real world (or

wishes); instead, it is integrated into a subject matter area important to the learners (Fiorito 2010).

4. The great variety of textbooks in ME on the local level represents different methodological concepts, approaches and techniques. It's worth to find out if the goals of these ME teaching materials are adequate to national and international standards.

5. The centralized efforts of ME teachers and marine professionals working in an international group could help to solve a lot of problems of the kind.

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MARITIME ENGLISH, CHARTING THE WAY AGAINST MARINE CAUSALITIES

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Abstract

Communication failures between crew members, ship to ship, or ship to shore has no- doubtfully been a widespread cause in a recognizable percentage of rather most maritime accidents related to non usage of a single professional language on board ships. Ambiguity of instructions given to passengers in emergency situations, or in exchanging crucial information in a certain Maritime incident, may no doubtfully result in a misunderstanding situation, leading definitely to accidents, loss of life, and property. Current manning compositions and communication innovations contributed to the escalation of the problem. This paper will clearly illustrate that Maritime English training on board, via computerized training either pre assembled training programs or via distance learning methodologies is the slaver for the escalating maritime causality rate by recommending training and technical solutions.

1 Introduction

Modern merchant shipping is increasingly utilizing multilingual seafarers from the global labour market. Approximately 66% of the world's merchant fleets are manned by crews of more than one nationality (Seafarers International Research Centre 2005).

The different cultural backgrounds of the crew manning ships may present a problem in the safe and efficient operation of these ships. Reports have shown that casualties have occurred more often on ships with multilingual crews, rather than ships operated by crew members whom can fully communicate using maritime English. (IMO News, No. 3: 1994).

This paper will highlight that the contemporary and methodological idle solutions to demote substantial high maritime causality rate will be only via using only English language on board and technologic nonstop training.

2 Identified causes of the communication problems

Seafarers are commonly recruited from different regions via manning agencies, and onboard modern ships it is common to find crew composition from several countries resulting in a nationally, culturally and linguistically diverse crew.

The lingual and cultural aspect of the communication problem is accompanied by increasing technological innovations at sea, particularly in the communication sector not to mention, the numerous regulations & conventions have to be well communicated and professionally observed by crew members, often the said conventions are available only in English on board their ships, upon which, they lack the good command of.

In many cases particularly when communicating with the shore, it was the responsibility of the radio officers who were in most cases capable to handle this task safely due to their specialized training and expertise. Additionally, the introduction of the Global Maritime Distress and Safety System (GMDSS), internet, e-mails, integrated navigation system "INS" not to mention fully automated ships with their advanced technologies, Lack of English speaking capabilities of some crew exacerbates the problem. Nowadays the main structure of communication in- between ships, or from ship to shore, is direct voice based, since the other forms of communications such as signalling by Morse lamps or flags have become obsolete, and modern seafarers are not trained to use them anymore.

Presently, such communications is carried out by the master or other navigation officers who are already overloaded with other duties mention less emergency situations, were it is difficult. It's the authors' view that it is rather hazardous to ask masters to deal with such communications in emergency situations and maintain effective communications with many parties involved in an emergency, or during search and rescue operations.

In light of the fact that the dependency on direct voice based communications requires a common language to be used in a clear, understandable and unambiguous manner, it was agreed within the maritime community to use English as the common language when the IMO adopted the first Standard Marine Navigational Vocabulary (SMNV). Since most seafarers nowadays are not native English speakers, the industry faces increasing problems which are related to communication.

3 The Role of International Maritime Organisation

The communication issue had been recognized and is repeatedly addressed in the International Maritime Organisation (IMO). In 1973 the IMO Maritime Safety Committee agreed at its twenty-seventh session that "where language difficulties arise, a common language should be used for navigational purposes and that language should be English." Consequently the Standard Marine Navigational Vocabulary (SMNV) was developed, adopted in 1977 and amended in 1985. In 1992 the IMO Maritime Safety Committee at its sixtieth session instructed the IMO Sub-Committee on Safety of Navigation "to develop a more comprehensive and standardized safety language than the SMNV 1985". (IMO, 2000 - Report of the Sub-Committee on Safety of Navigation on its Forty-Sixth Session -NAV46/16/Add.1)

Taking into account the changing conditions in modern seafaring and covering all major safety-related verbal communications, the IMO's Maritime Safety Committee at its sixty-eighth session in 1997 adopted the Draft Standard Marine Communication Phrases (SMCP) developed by the IMO Sub-Committee on Safety of Navigation. The Draft SMCP, following international trials, was amended at the forty-sixth session of this Sub-Committee and final consideration given at the IMO Maritime Safety Committee in the light of remarks and or amendments received. The SMCP was adopted by the IMO Assembly resolution under the International Convention on Standards of Training, Certification and Watch keeping for Seafarers, 1978, as amended 1995 (STCW 95). 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 tonnages or more.

4 Maritime English training

Enhancing the skills , competences and inducing quality tutoring methodologies of maritime English instructors is the main challenge facing maritime Education training { MET} institutes , in order to comply with the requirements of the STCW and SOLAS Conventions to deliver them to their trainees using proper English language communications none the less, if not via encrypted texts not very well indeed revised. The argument of whom is more suitable to become a maritime English instructor whether a dedicated English teachers or seafarers with an excellent command of English is still debatable between experts till now!

It is the authors' view, that no doubtfully, and from multi cultural, multi professional back ground, as a seafarer for over 10 years on board high sophisticated hazardous cargo ships and as a professional lecturer in the pioneer MET provider in the MENA region, AAST, that the ideal solution is that seafarers with a good command of English language

as they carry a unique background combined with handsome training prior lecturing in non the less nothing but his own back ground, but, experienced on land.

There has been an attempt within the realm of the International Association of Maritime Universities (IAMU) by Trenkner-Cole 2007, to create generally accepted guidelines/recommendations for the MET institution on how to qualify teachers of general English to become lecturers in Maritime English. The aim is to at least meet the requirements of the STCW 2010, entering into force 1/1/2012.

On the other hand and to give prospective Maritime English teachers an idea of what will be expected from them. This is done to meet the broader objectives of assisting maritime institutions to accomplish their crucial role of training seafarers in the perspective of maritime English!

5 The Role of Seafarers

It is well established that human error is the most significant factor which causes maritime accidents. Some 80 percent of maritime accidents are thought to be the result of "the human factor". This was the finding of a study of reported accidents conducted by a British marine insurance company a few years ago. (Schager. 1998)

And a substantial percentage of these accidents are caused by communications failure as stated by (Trenker-Cole 2005) "Relevant investigations have revealed that more than three in ten accidents occurring at sea or in ports can be attributed to communication deficiencies, primarily to an insufficient command among seafarers or other maritime personnel of what is called Maritime English". In this context mixed nationality crews and related language and communication issues attract particular attention. These concerns initiated the efforts to introduce a common language for seafarers.

A common language might be the solution in order to avoid misunderstandings but the increasing number of ships carrying multilingual and multicultural crew makes this problem very difficult to solve. Misunderstanding between people coming from the same cultural and lingual background is common; therefore we should expect even more severe communication failures between multi-national crew.

We have discussed how effective communication is an essential factor of safe and efficient ship operations. Communication can be achieved in many ways but presently the primary method for operational communication is through speech. When undergoing operational procedures or processes such as berthing a ship or fighting a fire, it is critical that those involved can communicate effectively.

6 Upgrading seafarers communication Skills

The communications problems between crew members onboard ships may be solved by increased crew training on the use of maritime English. Other strategies have to be explored to augment crew training in solving this problem. Even if the industry reaches the point where crew members become conversant in English, the problem of communicating with multilingual passengers would still prevail. The increased usage of signs and audio signals on board passenger ships may help solve this communication problem during emergencies. Another solution can be the use of digitally pre-recorded essential announcements like abandon ship or go to fire stations in the languages of the majority of passengers, which could be played back through public address systems in emergency situations.

7 Whom to blame

The international community has chosen the English language as the means for that communication and IMO has developed a standard vocabulary and the training tools to deliver it. Seafarers should not be blamed for their inability to communicate properly in English, but we should blame the institutions which trained them, and the administrations that issue their certificates, and further the companies that recruit these seafarers without taking into consideration their communication capabilities.

8 Training on board as an ideal tool

Computers are part of our daily lives. They are part of the control, operation & maintenance of sophisticated devices around us. At the educational front, education experts have realised that the future is in information technology and computers.

What has really aided the transform is the huge development in the computer industry itself; from large, expensive, slow units with a small memory capacity, to smaller, faster, cheaper small units, indeed some are mobile laptops. The Internet has been instrumental in changing users' habits and expectations in computers. What is the Internet? The Internet is a network of networks, linking computers to computers to provide or to access information. Satellites and their capabilities have also played a major role in the revolution of information technology: They aid transform of information, communications, within seconds from one part of the earth to the other. Making it possible, to access Internet & e-mails while in the middle of the ocean, or at a 30,000 feet altitude. Maritime education also aims to adapt to the new changes, as "Computers and computing are the catalyst behind many changes affecting maritime industry operations" Muirhead (2002).

9 Advantages for DL

Muirhead(2003) coined some of the advantages of DL to be:

1. DL reduces travel costs and makes time formerly spent travelling available for more productive purposes.
2. Allows training of more people, and provides a variety of courses to be delivered to a wide sector of the society, which are easier to schedule and coordinate.
Material once loaded on the net can be easily updated.
3. Ability to add students and instructors as needed without incurring significant additional expenses.
4. Students learn at own pace of time, and through the net, they can access wide range of data & information Programs offer networked sites for group learning and collaborative problem serving.
5. With globalization, DL is an ideal method for universities to expand to wider number of students.
6. IT increases choice of how work is delivered, according to student's personal needs.
7. Ability to host on line outside speakers.
8. Institution delivering DL, is able to reach more students.

10 MET INSTITUTES & DL

Most MET institutions are using CBT as part of their educational process. However, some people fell that DL is the answer for problems related to maritime institutes such as "Non permanent attendance at courses, seminars & laboratories" Dinu (2000).

Lewarn (2001) states that, " If MET providers do not start developing their own future in a coherent, structured & systematic way, then others will impose the change on them." Leaving MET providers, to think and react to the aspects of change.

11 Challenges to MET

"In the 21st century, the maritime education and training community finds itself facing an explosion of new developments in communication tools, simulation, software training programs and expanding use of computers linked to the Internet and the Web" Muirhead (2002). Currently education is becoming globalized, and it is treated as a commodity, where the customer is the student. Lewarn (2001) states that globalization of education will lead to a quick downfall of the traditional education, & will induce a giant leap towards borderless education.

Maritime educational institutions also face the challenge today of utilising new technology, communications and teaching methodologies in order to enhance the learning environment of tomorrow. Whether offering on-campus or off-campus courses, “computers and IT resources are rapidly becoming indispensable delivery tools” Muirhead (2002).

For MET institutions, to meet the challenge, they must adopt the new techniques and hopefully not on the account of quality. Muirhead (2000) states that the “quality of academic standards & credibility is dependent upon many factors. In today’s world, provision of up-to-minute computing and Internet services is crucial for education.

Traditionally, maritime educators have focused on the technical aspects of their systems, but with the current strong changes, providers of MET will need to take on these changes in order to maintain their role & be able to reserve a seat among others in the educational world, otherwise, they will simply perish.

One important aspect for DL, is that it can provide life-long learning. Hence changing what was known to be “just in case” to “just in time” which means lifelong learning (Williams, 1999 & Lewarn, 2001). This can only be provided through DL. However for DL to be fully adopted and implemented there is a need for legal guidelines set and recognized by the IMO. This would avoid conflict between providers and maritime administrations. A clear-cut definition of the contents of knowledge and skills constituting the DL subject should also be clarified by IMO.

12 Costs

Adopting DL within institutions is a costly matter to build the infrastructure, which might not be beneficial. Students within the EU are reluctant to go to sea (METHAR, 2002), hence Lewran (2001), recommends that to overcome any financial/ lack of experts problems, MET institutes should go into alliances to provide DL. DL could also be provided through an educational organization created through the IAMU, as some institutions might have the resources, but not the experts & vice-versa. This might even lead to a global harmonized MET.

Brasan (2002) argues that it is somehow not practical to adopt DL through an organization as suggested by Lewarn. Research done by Brasan shows that: Out of 27 maritime universities (all IAMU members), 67% have an electronic library WEB page and some of these universities possess huge collections of books, periodicals, articles and

papers, related to the maritime sector. However, only 11% have on their sites free documents and only 7% of them have free teaching materials on their web pages. Adding to that, „electronic copyright situation is complex & not clear“.Muirhead (2003)

It is now left for education institutions to adapt to new techniques in teaching. DL is not a theory or a phenomenon that will fade away. On the contrary, the technology revolution is here to stay. Hence, traditional classroom teachers should also smoothly adapt to the new technologies other than resisting them. This will ensure them a place in the coming world of DL.

Teaching and learning at a distance is demanding. However, learning will be more meaningful and deeper for distant students, if the students and their instructors share responsibility for developing learning goals and objectives, relating new information to examples that make sense to learners and evaluating what is being learned. This is the challenge and the opportunity provided by DE. Whereas distance education is growing, there are still fears that the products are 'not as good' as those trained through the full time residential programmes. The obligation is therefore, on the DL providers to ensure that the systems put in place facilitate quality teacher training.

13 Conclusion

Safer Seas and cleaner oceans, ref, how? With an adequately trained and educated seafarers, along with sophisticated ships, no doubtfully a hazardous industry. As initially argued, the only salver will be the adequate continuous education to be delivered especially while on-board, how? Via distance learning, Professional dedicated maritime programs along with maritime English training will certainly aid in a safer industry, professional proud seafarers, minimal loss of life, property, and hence above statement can be said loudly that it was established via proper training & education.

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THE PROCESS OF COMMUNICATIVE READING AND WRITING IN ME CLASSROOM

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Abstract

We all know that language is much more than a list of words as found in dictionaries and of structures as defined in grammar books. Today the ability to communicate in English in the highly competitive world is the most valuable asset for our students. The overall objective of teaching maritime English (ME) is development of the students' English communication skills in the areas of speaking, listening, reading and writing. However, in many students' minds communication means only interaction between the speaker and the listener. Are reading and writing non-communicative activities? Of course not. They are, of course, just as communicative as any other form of language use. As teachers, we aim to cultivate the students' communicative competence. In this article, the author would like to explore how to make the reading and writing course more communicative in the ME classroom and what strategies can be used. We believe that reading could be fully integrated with other skills and thereby be just as communicative as any other classroom activity.

Key Words: Communicative, Constructivism, Learner-centered, Reading, Writing

1 Introduction

With the development of the economy and foreign trade, more and more seafarers are working on ocean-going vessels and sailing around the world. English nowadays is a working language on board and in the shipping industry: The materials you read (e.g, navigation publications) , the radio you listen to (e.g. weather forecasts, VHF broadcasts) as well as the way you communicate with your partners---all these may be in English, especially Maritime English (ME).

China's present-time maritime education intends to satisfy the requirements of both the national educational departments and the MSA. The students should pass the evaluation

and test at the end of a course. Secondly they all should take part in the examinations held by the National Maritime Superintendence Administration for the purpose of receiving relevant certificates. Upon graduation, most of them will be working in the international shipping industry, especially those working onboard, who have to meet the mandatory requirements of the STCW78/95. Although much attention has been paid to this field and great work has been done to ensure every student majoring in navigation to be a qualified officer, unfortunately a large part of the graduates cannot use the English language proficiently. The major problem is often language communication. China, as a main exporter of seafarers, is not in a favorable position in the competition. There is a great necessity to improve the situation. In this article, the author would like to discuss how to make the reading and writing course more communicative in the ME classroom and what kind of strategies can be used.

2 Learner-Centered Teaching ---Exploring a new way of Teaching Maritime English

2.1 The shortcomings of Students-centered Teaching

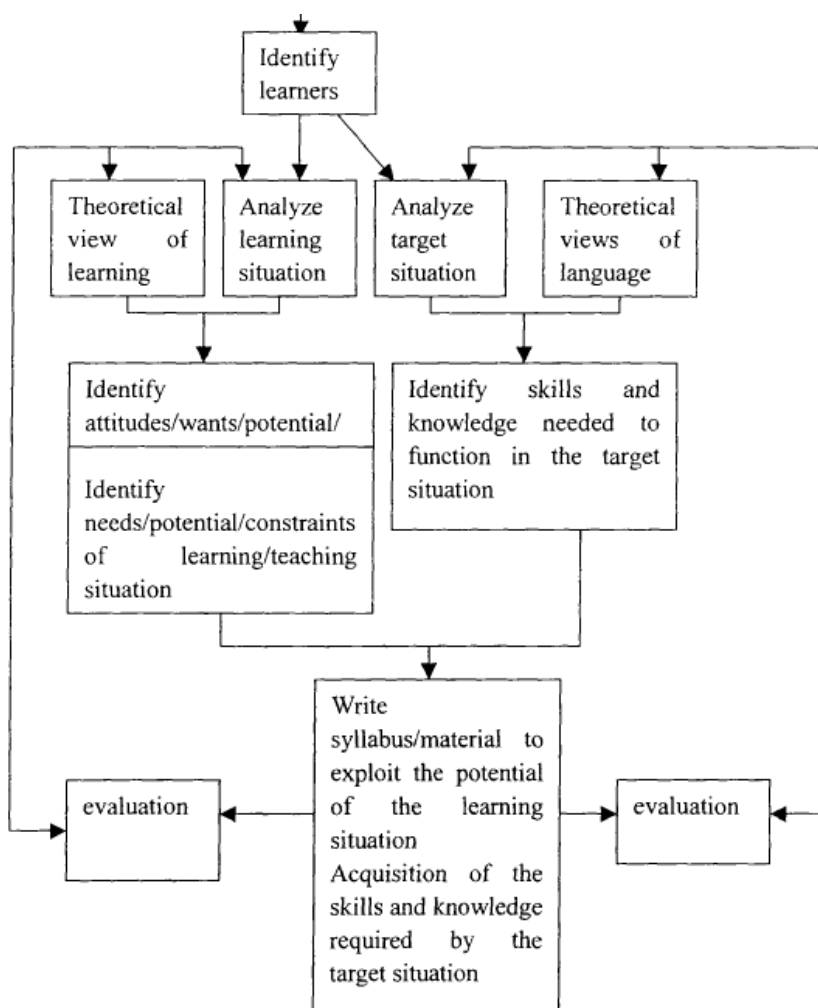
Teaching "can be successful only if it is directly relevant to students and their lives". Language skills "can be acquired as students seek meaning and process texts that are of interest to them"(Jordan, 1997).

The traditional teaching mode like PPP (presentation, practice, production) cannot arouse students' initiative. The examination pressure pushes them to do exercises or remember some key point. After a long while, then, the knowledge they have learned cannot be accumulated. Anyway the teacher-based teaching is out of date; it does nothing to enhance a student's communicative ability in language. It is "remembered with distaste by thousands of school learners, for whom foreign language learning meant a tedious experience of memorizing endless lists of unusable grammar rules and vocabulary and attempting to produce perfect translations of stilted or literary prose"(Richards and Rodgers, 1986,p.4) So the right teaching method plays a key role in the success of the maritime English education.

2.2 A Brief Introduction to ESP

ESP is growing at a fast pace. Over the last twenty years or so, the term 'English for special/specific purpose' has appeared frequently in the literatures relating to English language teaching. John Swales, a strong promoter of ESP, declared the birth the ESP in the 1960s, Hutchinson and Waters provided the most influential taxonomy of ESP afterwards. But in its development up to now, ESP has paid scant attention to how

people learn. Though the language-centered approach has provided insight into the nature of specific language needs, ESP teaching must be founded on the principle of learning.



An ESP course of real validity should be learner-centered, A learner-centered approach to ESP curriculum management takes account of the learners at every stage of the management process.

2.3 Studies of Maritime English

Maritime English is a sub-set of English for the exchange of information and transfer of knowledge to be used as a working language in the maritime world. Maritime English can be regarded as one of the categories of ESP, for its utilitarian purpose is to meet the English language requirement of seafarers.

There exist so many deficiencies and shortages in traditional teaching mode, we have to explore new methods and new ways that fit for Maritime English teaching, Constructive

Theory is a good way, because teachers and students share the learning process together in which the teacher plays a role of a monitor.

3 Constructivism—A Better Approach to Maritime English Teaching

3.1. The history of Constructivism

Constructivism is prevailing gradually since 1960s which is an important offshoot of cognitive, and becomes one of the buzzwords in the field of educational psychology since 1990s. The basic assumption of constructivism is that the individuals are actively involved from birth in constructing personal meaning or their own personal understanding from their experiences. According to the constructivism, knowledge is not passively received. It is built up by cognizing and learning is active construction based on the prior knowledge.

The theoretical foundation of constructivism is developed by the cognitive developmental theory. Jean Piaget is the dominant figure in cognitive developmental process of learning than what is learned. Acquisition of knowledge is a gradual developmental process made possible through the interaction of the child with the environment and Piaget believes that the cognitive development depends on four factors: biological maturation, experience with physical environment, experience with social environment, and equilibration.

Jerome Bruner, an important advocator of Piaget, tries to combine theory of cognitive development with practical teaching. Jerome Bruner has made a profound contribution to the appreciation of the process of education and to the development of curriculum theory. According to Bruner, the central aim of education is the development of conceptual understanding and of cognitive skills and strategies. The process of education is at least as important as its product. Constructivism is basically a theory—based on observation and scientific study—about how people learn. It says that people construct their own understanding and knowledge of the world, through experiencing things and reflecting on those experiences. When we encounter something new, we have to reconcile it with our precious ideas and experience, maybe changing what we believe, or maybe discarding the new information as irrelevant. In any case, we are active creators of our own knowledge. To do this, we must ask questions, explore, and assess what we know.

In the classroom, the constructivist view of learning can point towards a number of different teaching practices. In the most general sense, it usually means encouraging students to use active techniques to create more knowledge and then to reflect on and

talk about what they are doing and how their understanding is changing. The teacher makes sure he understands the students' preexisting conceptions, and guides the activity to address them and then build on them.

Constructivist teachers encourage students to constantly assess how the activity is helping them gain understanding. By questioning themselves and their strategies, students in the constructivist classroom ideally become "expert learners." With a well-planned classroom environment, the students learn HOW TO LEARN. You might look at it as a spiral. When they continuously reflect on their experiences, students find their ideas gaining in complexity and power, and they develop increasingly strong abilities to integrate new information. One of the teacher's main roles becomes to encourage this learning and reflection process.

Contrary to criticism by some conservative educators, constructivism does not dismiss the active role of the teacher or the value of expert knowledge. Constructivism modifies that role, so that teachers help students to construct knowledge rather than to reproduce a series of facts. The constructivist teacher provides tools such as problem-solving and inquiry-based learning activities with which students formulate and test their ideas draw conclusions and inferences, and pool and convey their knowledge in a collaborative learning environment. Constructivism transforms the student from a passive recipient of information to an active participant in the learning process. Always guided by the teacher, students construct their knowledge actively rather than just mechanically ingesting knowledge from the teacher or the textbook.

Constructivism is also often misconstrued as a learning theory that compels students to "reinvent the wheel." In fact, constructivism taps into and triggers the student's innate curiosity about the world and how things work. Students do not reinvent the wheel but, rather, attempt to understand how it turns, how it functions. They become engaged by applying their existing knowledge and real-world experience, learning to hypothesize, testing their theory, and ultimately drawing conclusions from their findings.

3. 2. The benefits of Constructivism

In the constructivist classroom, the focus tends to shift from the teacher to the students. The classroom is no longer a place where the teacher pours knowledge into passive students. In the constructivist model, the students are urged to be actively involved in their own process of learning. The teacher functions more as a facilitator who coaches, mediates, promotes, and helps students develop and assess their understanding, and thereby their learning.

According to the researches above,

1. Students learn more, and enjoy learning more when they are actively involved, rather than passive listeners.
2. Constructivism concentrates on learning how to think and understand. Education works best when it concentrates on thinking and understanding, rather than on rote memorization.
3. Constructivism gives students ownership of what they learn, since learning is based on students' questions and explorations, and often the students have a hand in designing the assessments as well.
4. Constructivism promotes social and communication skills by creating a classroom environment that emphasizes collaboration and exchange of ideas. Students must learn how to articulate their ideas clearly as well as to collaborate on tasks effectively by sharing in group projects. Students must therefore exchange ideas and so must learn to "negotiate" with others and to evaluate their contributions in a socially acceptable manner. This is essential to success in the real world, since they will always be exposed to a variety of experiences in which they will have to cooperate and navigate among the ideas of others.

3. 3. The constructive methodologies for the ME Reading and Writing Course

The ME students need English read texts in their specialized subjects. They do not need to write, speak or listen to English. But if we took a constructive approach, we would need to ask further questions and consider other factors, before determining the content and methodology of the course.

1) Can we only learn to read effectively by reading or can the other skills help the learners to become better readers. Can knowledge of the sound or rhythm of a language help in reading? According to the fact that the students will use the knowledge they got only from reading is largely irrelevant. The most effective to learn shall be learned by the use of other skills.

2) What are the implications for methodology of having a mono-skill focus? Will it lead to a lack of variety in lessons or a limited range of exercise types, which will soon induce boredom in the learners? Could other skills be used to increase variety? It is obviously in the ME reading and writing classroom, the students need to repeat things in order to learn. The memorizing work makes the classroom quite boring. So, the variety is quite a good thing to keeping students' mind alert and focus on the topic. Getting the same

training through a variety of skills can achieve reinforcement while maintaining concentration.

3) How will the students react to doing tasks involving other skill? Will they appreciate the greater variety and interest of the activities or will they say "I don't need to understand spoken English, so why are you asking me to listen to something in English? I need to read."

4) Do the resources in the classroom allow the use of other skills? Is it quiet enough to do listening or speaking work? Can the teacher handle an integrated skills approach? In ME reading and writing classroom, the role of teacher is quite important to make the classroom more communicative. They are required to handle a great amount of specialized knowledge instead of the general language knowledge.

5) How will the learners react to discussing things in the mother tongue? Will it help them to feel more secure? Will it enable them to express their views more easily and freely? Or will they feel that it isn't really helping them to learn English? During the reading and writing course, those specialized definitions, abbreviations and expressions are usually explained in Chinese for the students to understand better. Although those students in navigation department have already got these ideas from other courses, the teachers still need to help them to connect these English expressions with what have already in their minds. A discussion in Chinese is actually necessary to release the learning pressure of the students and active the students do join the classroom activities. The most important things is the ME teachers have to reasonably distribute the time in the classroom so as to keep the students focusing on the subject.

6) How will the learners' attitudes vary through the course? At first they may prefer a reading only approach, because it is a story and may give them a good sense of achievement. Will this motivation carry on through the whole course, however? Will the learners get bored with the same kinds of activities and start to want a more varied methodology. Nowadays, many different approaches could be adopted during the study of reading and writing course such as exercises, group work, role play and dictations. The students could learn step by step and our teachers shall encourage them to explore the unknown area themselves through different approaches.

7) How do the learners feel about reading as an activity? Is it something they like doing, or is it an activity that they avoid where possible, even in the mother tongue? If the latter is the case, will a reading only approach help to remove some of their aversion to reading or will it reinforce existing antipathies? Here, I would like to mention that the

course book we provide is also important. Those illustrations and specifications included in it are necessary but quite boring. Students don't like to read it even in Chinese. Therefore, the various kinds of material we collect from different subjects could provide our teacher more options in their ME reading and writing classroom.

These questions mentioned above may help us to find out that an integrated skills approach is required in the ME reading and writing classroom. It is impossible to deal adequately with methodology in a book. It has to be experienced in the classroom. Those techniques can help to make the ME classroom more communicative, more enjoyable and thus a more effective environment for both the learner and the teacher.

4 The promotion of teaching materials in the ME reading & writing course in SMU

As we mentioned in the last paragraph, materials do help a lot in providing more options in the ME classroom for the ME teacher. They provide a stimulus for the students to learn. Good materials do not teach: they encourage the learners to learn. Before we compiled our new course book, we took the following factors into consideration :

- 1) interesting texts
- 2) enjoyable activities
- 3) opportunities for the students to use their existing knowledge
- 4) useful directions for the ME lecturers
- 5) helpful exercises for the students to pass the competence examination
- 6) good distribution of reading and writing activities in the classroom

We try to avoid the assembly line approach, which makes each unit look the same with the same type of text, illustrations and exercises. Those materials we collected can have a very useful function in broadening the basis of teacher training, by introducing teachers to new technology. Also, we also provide models of correct and appropriate language use. Our aim is to enable our students to use language and the materials are design to give students more communicative tasks and activities in which they can use the content and language knowledge they get through the unit. Although we use existing materials, we add some exercises or change some of the text to make them more appropriate to the students' needs. We gathered those ME teachers and work in a team for the promotion of teaching material every semester and the material was revised and expanded for several times. The reading and writing parts in our book now is not isolated from each other anymore. The students are asked to finish the writings after reading those materials and the writing course could be more interesting when the students could communicate their ideas more freely and flexible.

5 The role of the lecturer in the ME reading and writing classroom

The role of the lecturer in an ME classroom is quite different from those in a general English course. It is likely that in addition to the normal function of a classroom teacher, the ME lecturer will have to deal with need analysis, syllabus design, materials writing or adaption and evaluation. Also, the great majority of ME lecturers have not been trained as such. Those teachers who have been trained for general English teaching may suddenly find themselves having to teach with text whose content they know little or nothing about. However, teachers need to understand the subject matter of teaching materials. If the texts cannot be handled effectively by the teacher, it is not enough to simply expect the teacher to cope as well as possible. So the competency of the teacher is an essential ingredient in the communicative process in classroom. The ME reading and writing course, in particular, is seen as dull, boring, complicated and incomprehensible, confusing. This can only have a negative effect on teaching. Teachers shall dispel the fears and hostility that specialist subject areas are not so difficult to understand and can be interesting. Most important of all, they should be helped to realize that they already have much of the knowledge needed to understand the subject matter. In other words, the ME teachers should not become a teacher of subject matter, but rather an interested student of the subject matter. If there is to be meaningful communication in the classroom, it is essential that there is a common fund of knowledge and interest between students and teacher. In our university, those teachers in ME classroom are also required to work onboard and get equivalent competency. The knowledge about navigation helps to build up the teachers' confidences in coming to terms with it.

ME teachers might also find themselves having to work in close cooperation with specialists who are responsible for the learners' work or study experience outside the classroom. One of the keys to success in this area is for ME teachers to establish clear guidelines about their and the specialist's separate and joint role and responsibility. Most important of all is that such cooperation should be a two-way process: the subject specialist can help the ME teacher in learning more about the learners' target situation. At the same time the ME teacher can make the subject specialist more aware of the language problem learners' face. Team teaching can be referred to here. The most important way in which the esp teacher becomes a negotiator is with regard to the learners, themselves. In contrast to the general English teacher, the esp teacher is faced by a group of learners with certain expectations as to the nature, content and achievements of the course.

Make learners aware of the lack of specificity of the needs. You will not achieve this by simply telling them that they do not need subject specific materials. Get them to discover it for themselves by doing their own language analysis. If people are having fun, they are

far less likely to complain. Making the methodology more interactive and enjoyable can be a valuable weapon in countering demands for subject-specific esp.

6 Conclusion

In this paper, the author talks about those new approaches that can be used in ME reading and writing in order to make the classroom more communicative. The promotion of teaching materials and the training of ESP lecturers are discussed as two key points involved in the reading and writing classroom. In SMU, we have compiled the new course book for reading and writing, considering the needs of amore communicative classroom and the training of ME lecturers have been paid high attention to. Maritime English course now in SMU is not isolated from other subjects in the navigation department. Those teachers also get sea experience and have good background knowledge to make the classroom more communicative by using the new course. A lot of work is still to be done.

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IDENTIFYING ARAB LEARNERS' LISTENING STRATEGIES: AN EXPLORATORY STUDY

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Abstract

On board vessels, seafarers are bound to deal with crew members of diverse nationalities and encounter different forms of situations where they need to have good listening skills. In addition, any kind of miscommunication at sea may endanger lives. Hence, this study aims at investigating the strategies Arab maritime learners employ while listening to three linguistic patterns: negative, functional and contrary-to-fact utterances. Sixty Arab learners at the Arab Academy for Science, Technology and Maritime Transport, Alexandria Branch, are recruited in this study. The participants are of different Arab origins at intermediate to advanced levels of proficiency. Data are collected through three instruments: a listening test, the Listening Strategy Use Questionnaire, and semi structured interviews. Data are analyzed by using a number of descriptive and inferential statistics: t-tests, Monte Carlo tests, chi-square analyses and Pearson product-moment correlations. A statistical significance in the t-tests reveals that the advanced learners outperformed the intermediate ones on the listening test. The differences in the means of the three linguistic patterns are indicating that the three patterns were of equal difficulty. The strategies reported by both the advanced and the intermediate learners are more similar than dissimilar except for four strategies: self-monitoring (auditory), grouping, translation and elaboration (world knowledge). Pedagogical implications for teaching are discussed, along with conclusions and recommendations.

Key words:

Arab maritime learners, learning listening strategies, functional, negative and contrary-to-fact statements

1 Introduction

The soaring status of English internationally has drawn the attention to the importance of teaching English at the undergraduate level. Most learners will have studied English for more than ten years by the time they graduate from the university. However, despite the effort and time students spend in their pursuit of English proficiency, they often fail to see pleasing results from their study of English. Foreign language learners report their frustration in communicating with a foreigner. Therefore, it is crucial to place more emphasis on improving students' communicative skills in English (Kim, 1999).

Communication may entail listening, speaking, reading and writing. However, listening comprehension is highly important in the process of language acquisition. Foreign language learners need to understand target language speakers and access the vast amounts of aural information, in addition to the visual information, that they are bound to encounter every day. Furthermore, because listening comprehension internalizes the rules of language, it also facilitates the emergence of other language skills (Dunkel, 1991).

Despite the importance of listening comprehension, it is thought by many learners to be the most difficult skill (Hasan, 2000). The reason behind this could be that diverse factors may influence the listening process (Rubin, 1994). These factors could compound processing difficulties. The listener, in turn, uses steps or strategies to overcome these difficulties and to facilitate his/her comprehension of the aural input. Therefore, awareness and acquisition of successful listening strategies (Vandergrift, 1996) can help learners become more autonomous for life-long learning.

1.1 Purpose of the study

Maritime Students at the Arab Academy for Science, Technology and Maritime Transport are required to communicate with crew members of different nationalities successfully and effectively on board ships. Whether those students communicate formally or informally when working at sea, they need to be able to communicate orally and understand oral language (Wang & Fu, 2007). However, despite the vital importance of listening comprehension for seafarers and the dire consequences that might result from miscommunication, it is an unfortunate fact that the classroom hours allotted to the improvement of students' listening skills are not enough. In order to develop the oral skills of listening and speaking, students need to be given adequate opportunities to interact in English so that they can listen to and produce the language orally. In addition, there is a real need for the students to develop strategies that facilitate the listening process outside the language classroom.

The current study is an attempt to investigate ways to help learners acquire better strategies for improving their listening skills. In addition, it explores the effective and ineffective listening strategies used by Arab learners and examines their understanding of different linguistic patterns while listening to aural texts.

The present study focuses on the linguistic-based strategies pertinent to the use of linguistic clues to interpret an oral message. Similar to Shang's (2008) study on Taiwanese students, this research explores the range and frequency of the listening

strategies which the Arab Academy maritime learners use. To explore this issue, the following questions should be addressed:

1. What are the listening strategies used by intermediate and advanced students to help them decode negative, functional and contrary-to-fact utterances?
2. How successful are students' strategies in aiding their comprehension of the target patterns as measured by the students' scores on a standardized listening comprehension test?
3. Does a higher proficiency level correlate with a more effective use of strategies that help in decoding the target grammatical structures?

The answers to the above research questions could aid educators and teachers in better understanding the impact of linguistic patterns on listening comprehension, thereby making the foreign language learners more aware of the strategies that could facilitate their learning process.

Before proceeding to the present study, the key constructs of the study should be firstly defined.

2 Listening Strategies

Numerous studies have attempted to identify the range and type of learning strategies used by effective and ineffective listeners and the differences in strategy use between these groups of learners. Defillippis (1980) investigated the strategies employed by skillful and unskillful learners while listening. He found that the listening strategies of both groups were more similar than dissimilar. Moreover, more skillful listeners than unskillful listeners reported 'automatic flow' of the auditory stimulus, a contextual inferencing strategy, a grammar strategy, a visualization strategy and a role identification strategy. In addition, skillful learners could organize auditory information for recall better than unskillful listeners. Unskillful learners, on the other hand, relied more on translation and key word strategies than did effective listeners.

Murphy (1985) reported that both effective and ineffective listeners employed seventeen strategies which he grouped under six broader headings: recalling, speculating, probing, introspecting, delaying and recording. Only effective listeners used these strategies in an organizational way which, in turn, made these strategies interconnect and become effective. Ineffective listeners, on the other hand, concentrated on either the text or their world knowledge and elaborated on the text information.

Shang (2008) argued that both advanced and beginner listeners considered contrary-to-fact utterances, then followed by functional utterances, to be the easiest to understand in terms of difficulty. Negative utterances were the most difficult to be understood in a listening test for both proficiency level groups. In addition, advanced learners employed a number of strategies when they listened to contrary-to-fact utterances, while beginners resorted to memory strategies, particularly, when they listened to negative utterances. Hence, he explained that to understand new utterances, these listeners had to employ a number of cognitive and meta-cognitive strategies and did not rely heavily on memory strategies that work mainly on bottom-up strategies or a word-by-word basis.

3 Methodology

3.1 Participants

Sixty participants were selected from Maritime students enrolled at the Arab Academy for Science, Technology and Maritime Transport, Alexandria Branch. Only “advanced” and “intermediate” groups were selected. Their proficiency level was determined by their scores on the admission test administered by the Institute for language Studies in the Academy. The participants were males coming from different Arab origins, aged between 16-22 years old. The mother tongue of all participants was Arabic. Fifty participants were Egyptians while the rest were of different nationalities like: Egyptian American, Egyptian British, Egyptian Danish, Egyptian Japanese, Lebanese, Palestinian, Saudi and one participant from the United Arab Emirates. For the advanced group, their exposure to the English language varied from five years to all life as two of them were native-like speakers. The majority of them rated their listening skills to be good and 27 participants out of 30 said they practiced listening outside the classroom. The intermediate learners, on the other hand, varied in the duration of studying English as some studied it for only one year, while others studied it for nearly 10 years. They rated their listening skill as good. Only half of the group practiced listening outside the classroom.

3.2 Listening Materials

In this study, the assigned teaching material “Longman Preparation Course for the TOEFL Test” (Phillips, 2001) was selected to provide listening questions of various discourse-situated contexts. Listening Part A consists of a set of short dialogues between two speakers of English. After each conversation, students answered questions based on the conversations where they chose from among four options. The language used in the recordings was fragmented, implicit and context dependent.

In the TOEFL preparation book, Listening Part A consists of six skills and linguistic patterns along with clear instructions and exercises. Only three linguistic patterns were selected (negative, functional and contrary-to-fact grammatical structures) for this research.

3.3 Instruments

In order to answer the research questions, a number of instrumental procedures were used. First, to measure students' listening comprehension, 10 multiple choice questions for each pattern were selected randomly. The test was dichotomously scored: 1 for the correct answer, and 0 for the incorrect one. The researcher, herself, prepared the recordings, tried to emulate the TOEFL test and inserted a pause of 12 seconds between one question and the other to give participants ample time to choose the correct answer.

Upon completion of the test, subjects completed a questionnaire on the frequency of their use of different listening strategies (see Appendix A). In order to achieve reliability and validity, semi structured interviews of four of the participants were carried out after the listening test.

3.4 Data Collection

Participants were firstly asked to fill out the demographic part of the questionnaire. Immediately after, the test began where the students listened to the short dialogues along with the constructed item type of multiple choice questions. The set of the listening passage was played twice. Participants were allowed to take notes while listening and to answer the questions during the listening. Students were given forty minutes to complete the listening test. Students then completed the Listening Strategy Use Questionnaire (see Appendix A). Only two students from the intermediate group and two from the advanced group were interviewed a day after. These semi-structured interviews were scheduled to take place a day after the test and filling in the questionnaires for two reasons. The first reason was to avoid students' forgetting the strategies they employed while listening and another reason was to select the effective and the ineffective learners based on their scores on the listening test. In the preparation of the interview guide, the researcher followed the procedures recommended for constructing interviews which were adapted from other researchers' studies (Auerbach & Silverstein, 2003; Kim, 1999; Kvale, 1996; Silverman, 2006). The interviews were recorded. Finally, the collected data were transcribed and coded.

4 Findings and Implications

This section presents a very limited selection of findings from the data generated by the questionnaire and the discussion of these findings.

4.1. The Listening Test

The means and standard deviations, for the three patterns are presented in Table 1.

Table 1
Means and Standard Deviations for the Three Patterns

| Pattern | N | M | SD |
|------------------|----|------|-----|
| Negative | 20 | 5.13 | 2.4 |
| Functional | 20 | 4.71 | 2.5 |
| Contrary-to-fact | 20 | 5.48 | 2.9 |

As shown in Table 1, the results indicate that the participants had average scores on contrary-to-fact statements ($M = 5.48$, $SD = 2.9$), followed by negative expressions ($M = 5.13$, $SD = 2.4$) and then followed the functional expressions ($M = 4.71$, $SD = 2.5$). Mean scores and standard deviations of the two groups were determined and are presented in Table 2. These results show that the advanced group outperformed the intermediate group in the listening test as a whole and in the three patterns, separately.

Table 2
Means and Standard Deviations for Advanced and Intermediate Participants

| | | Advanced (n = 30) | | Intermediate (n = 30) | |
|------------------|-----------|-------------------|------|-----------------------|------|
| | | M | SD | M | SD |
| Whole | Listening | 21.37 | 4.99 | 9.30 | 2.45 |
| Test (k = 30) | | | | | |
| Contrary-to-fact | | 7.77 | 1.89 | 3.20 | 1.63 |
| (k = 10) | | | | | |
| Functional | (k = 10) | 6.47 | 2.19 | 2.97 | 1.22 |
| Negative | (k = 10) | 7.13 | 1.38 | 3.13 | 1.41 |

Note: k = number of items

In order to determine if the differences in scores were significant, independent samples t -tests were run. The t -tests resulted in significant differences between the advanced and the intermediate learners (see Table 3).

Table 3

Independent t-tests between Advanced and Intermediate Groups

| | t | df | Sig. |
|-----------------------------|---------|----|------|
| The whole listening test | 11.882* | 58 | .000 |
| Contrary-to-fact utterances | 10.035* | 58 | .000 |
| Functional utterances | 7.643* | 58 | .000 |
| Negative utterances | 11.102* | 58 | .000 |

* Statistically significant at $p \leq 0.05$

4.2 The Listening Strategies Used by the Learners

To identify the strategies used by each group of the intermediate and advanced participants, the Listening Strategy Use Questionnaire was analyzed by computing the frequencies of the strategies used by both groups as shown in Tables 4 and 5 (see Appendices B & C). The results showed that there was nearly no difference between the advanced and the intermediate learners in their reported strategy use of meta-cognitive strategies, namely, directed attention, selective attention, self-management, self-evaluation and self-monitoring. The percentages were nearly equal except for one strategy, i.e. self-monitoring. The same applied to cognitive strategies, such as, repetition, note-taking, deduction, elaboration (world knowledge), elaboration (personal), elaboration (between parts), translation, grouping, inferencing (voice and paralinguistic), and inferencing (between parts). Both the advanced and the intermediate learners reported the same percentage of use as regards to the strategies of repetition, deduction, elaboration (world knowledge), elaboration (personal), elaboration (between parts), and inference (between parts). The only difference was that intermediate learners relied heavily on translation (66% for always, frequently and sometimes combined), whereas only 30 % of the advanced learners reported using this cognitive strategy (frequently and sometimes). Socio-affective strategies like self-talk and skills were not different. The participants of both proficiency levels calmed themselves down when they did not understand the listening text and did not get frustrated easily.

The same results were obtained when the frequencies of strategy use of both groups were compared statistically using the *chi-square* tests except for the strategies of

grouping, elaboration (world knowledge) and translation which reached statistical significance as shown in Table 6 (see Appendix D)

To further investigate the effectiveness of the strategies employed by both the advanced and intermediate learners, the percentage of both effective and ineffective strategies was computed. The classification of strategies as either effective or ineffective was based on the literature (e.g. Berne, 2004; DeFillippis, 1980; Fujita, 1984; Goh, 1998; McGruddy, 1995; Murphy, 1985; Vandergrift, 1992). It is worthwhile mentioning that no study, to my knowledge, has identified the ineffective strategies. As a result, the present researcher might argue here that “relying on a word by word basis” and “getting frustrated easily” could be classified as *tactics* rather than strategies. Goh (2002) related *tactics* to individual techniques through which a general strategy could be operationalized (p.187). The frequency of strategy choice of both the advanced and the intermediate learners was compared as presented in Table 7 (see Appendix E). The results in Table 7 revealed that there was also no difference between the advanced and the intermediate learners in the choice of effective and ineffective strategies and tactics.

4.3 Correlation between Scores on the Listening Test and Frequency of Strategy Use

Finally, the relationship between frequency of strategy use and the score on the listening test for each group was determined by Pearson product-moment coefficient. Correlations were calculated for each group separately in order to meet the assumption of equal variances. The correlation between the scores on the listening test and strategy use for the advanced group was significant and direct ($r = 0.13, p = .05$), while the relationship between the intermediate learners' scores on the listening test and their reported strategy use was significant as well but indirect ($r = -.02, p = .008$). To determine the importance of these relationships, r^2 for both coefficients were calculated (Perry, 2005). The r^2 for the advanced group was 0.016, while it was 0.00 for the intermediate group, which means that there was no relationship. These values indicate that the relationship for both groups did not have practical significance.

4.4. Qualitative Results

After the administration of the instrument and based on their scores on the listening test, the best two scorers of the advanced and the intermediate participants were selected for semi-structured interviews. These interviews with the two advanced learners, Amir and Mohamed and the two intermediate learners, Aly and Mahmoud (all learners were given pseudonyms) were held to complement the results of the Listening Strategy Use

Questionnaire (Macaro, 2001) by probing further into the listening strategies employed by each proficiency level. Participants were asked to describe the strategies they used in the listening test. Interviews were recorded and transcribed. The transcriptions of the interviews of both the advanced and the intermediate learners were coded by both the researcher and another rater. The interrater reliability of the data coding was 88 %.

Tables 8 and 9 (see Appendices F & G) summarize the strategies that emerged out of the interviews and were agreed upon by both the researcher and the rater. Tables 8 and 9 reveal that both the advanced and the intermediate learners reported to have used a large number of strategies and tactics while taking the listening test. A close look showed that the advanced learners used more metacognitive strategies when compared to the intermediate level students. Moreover, the intermediate learners relied more heavily on cognitive strategies. It is also worthwhile mentioning that the intermediate students did not report using any social or affective strategies. Another striking observation was that one of the advanced learners used translation as a strategy to facilitate listening but the interview script revealed that the learner himself was aware that this strategy was ineffective and resorted only to it twice or three times throughout the whole listening test. It was also noted that none of the interviewed advanced learners reported to have used note taking during the listening test. In addition, the advanced interviewees sought ways to facilitate their learning and developed their own strategies and tactics.

5 Discussion

5.1 The Listening Test

The advanced learners outperformed the intermediate listeners on the listening test and each of the three patterns, separately. These results concur with previous research on listening comprehension strategies that advanced learners score higher than the intermediate learners on listening tests (Defillippis, 1980; Shang, 2008; Vandergrift, 1992). The differences between the means of the three patterns under investigation within each group of participants were very minimal (see Table 2). Hence, it could be concluded that the three patterns are of equal levels of difficulty.

5.2 Listening Strategies

Unlike the majority of previous studies, where the skillful learners outperformed the less skillful listeners in the number and range of strategies employed while listening (e.g. Archer, 2002; Chao, 1996; Clement, 2007; Fujita, 1984; McGruddy, 1995; Murphy, 1985; O'Malley, Chamot & Kupper, 1989; Shang, 2008; Vandergrift, 1992), in this study, the listening strategies and tactics reported by the advanced as well as the intermediate

learners were more similar than dissimilar. Both groups used metacognitive and cognitive strategies. The only difference between the advanced and the intermediate learners' strategy use were the strategies of *self-monitoring (auditory)*, *elaboration (world knowledge)*, *grouping* and *translation*.

There are a number of explanations behind the similarity in strategy use between the advanced and the intermediate learners. Firstly, the difference in listening ability between the advanced and the intermediate learners could not be attributed to the wide range of tactics and strategy use employed by the advanced learners but to the high proficiency level of the learners that might have enabled them to become more competent. This high proficiency level might have enabled the advanced learners to perform better on the listening test. Secondly, as revealed in the interviews of the advanced participants and the questionnaire on demographic information, the nature of schooling might have helped advanced learners score higher on the listening test. The majority of the advanced learners have studied English for more than 15 years and two of them have lived all their lives in the United States. Thirdly, this could be further supported by the fact that there was a contradiction between the intermediate participants' choice of strategies in the Listening Strategy Use Questionnaire and their scores on the listening test. Since learners did not get any explicit instruction on listening strategies and the employment of these strategies and tactics has not yet reached an automatic stage of learning, the intermediate learners could not deploy them while listening. Moreover, as Chamot (2004) in her criticism of questionnaires as a method of data collection argues that in some instances, learners cannot understand the descriptions of the strategies; thus, choose strategies that do not reflect their actual use of strategies and tactics. Students could select strategies and tactics from those presented in the Listening Strategy Use Questionnaire, which means that they are aware of listening strategies and tactics. However, they could not utilize them while listening. Likewise, intermediate interviewees could not report a rich repertoire of strategies. This is consistent with the fact that their proficiency level might have compounded their employment of tactics and strategies while listening.

The intermediate learners did not report to use the cognitive *grouping* strategy. This strategy means that learners recall information based on a grouping previously done (O'Malley & Chamot, 1990) like listening for nouns, then followed by verbs and adjectives or a complement. However, the intermediate learners did not report this strategy as their proficiency level might have affected their comprehension of the oral input. According to Anderson (1995; as cited in, Goh, 2000), there are three phases of comprehension: perception, parsing and utilization. In the perceptual phase, the listener attends to the input and tries to segment phonemes from continuous speech. Then, this input is kept in

the short term memory and segmented either syntactically or according to a semantic cue. Finally, it is stored in long-term memory as propositions or schemata. Nevertheless, for the intermediate learners, the perception skills were not yet fully automatised (Goh, 2000); hence, the utterance was not segmented correctly and learners could not use the grouping strategy.

Furthermore, the strategy of *elaboration (world knowledge)*, which is a cognitive strategy, was not reported by the intermediate learners. The reason behind the absence of this strategy in the intermediate learners' reports may be due to two factors. Firstly, to be able to relate knowledge gained from world experience, this requires that the learners have to be familiar with the topic and the setting of the listening. Most of the situations of the listening test took place in academic university settings. However, in some instances, as has been the case in the listening test, the setting of the listening was new for the listener and s/he could not identify with it. This, in turn, is related to the lack of cultural awareness and cross-cultural differences as the learners might not have been exposed to a variety of listening contexts. Secondly, their low proficiency level might have impeded them from making use of their pre-existing schemata. The low level processes were not yet automatised and the encounter of new unfamiliar words might have left no space for the high level processing to make mental representations with pre-existing schemata in the long-term memory (Goh, 2000).

With regard to the strategy of *self-monitoring (comprehension)*, it is a meta-cognitive strategy, which the intermediate learners did not report while listening. This strategy requires that the learners check and verify their understanding of the aural utterance while listening. Nevertheless, learners had difficulty in employing this strategy. This could have been due to the learners' low proficiency level, which made them stop at individual words and apply other ineffective strategies and tactics to the listening text. There could also be some linguistic features in the utterances like stress and intonation which might have caused a difficulty in understanding or that the learners themselves relied more on translation and a word by word basis and did not check their understanding. In other words, since the short term memory was overburdened with a lot of sounds, utterances and linguistic features, there was no space for this meta-cognitive strategy to come into effect.

As can be seen from the absence of the strategies like self-monitoring, elaboration (world knowledge) and grouping from the reports of the intermediate learners, it could be concluded that the proficiency level might have had an impact on the employment of strategies and tactics while listening. It has always been the low proficiency level along with "inadequate processing capacity" that did not allow for the use of high level

processing. In addition, this low proficiency level might have impeded learners from transferring L1 strategies to the listening text.

6 Pedagogical Implications

The results obtained in this study have a number of implications for classroom teaching of listening comprehension strategies as well as for developing teaching materials for listening comprehension strategies. Firstly, ineffective listeners report that they use a wide range of listening strategies similar to that of the advanced learners. This finding calls into question Wenden's (1987, as cited in, Vann & Abraham, 1990) assumption that "ineffective learners are inactive listeners" and that they don't possess a repertoire of strategies. However, Vann and Abraham (1990) found that unlike the common belief that only effective learners use listening strategies, ineffective learners are active strategy users but maybe they fail to "apply strategies appropriately to the task at hand" (p. 190).

Secondly, advanced learners develop their own listening strategies due to duration of exposure to the target language and practicing out-of-classroom activities. The more time advanced learners spend in studying the target language, the more sophisticated and developed their strategies become.

Thirdly, although intermediate learners could report frequency of strategy use based on the choices of the questionnaire, these strategies were not manifested in the listening test. Hence, intermediate learners need to be made aware of their repertoire of strategies through listening strategy training.

Fourthly, in order to encourage learners to become autonomous listeners, teachers can make use of the vast amount of online listening sites and direct students to access these sites and practice listening. The teacher can motivate the students and encourage them to discuss their experiences with online listening with their peers and the difficulties that they might have encountered to warrant students' doing the task and at the same time raise their meta-cognitive awareness by discussing with them any potential solutions they think could help them solve these problems. Hence, the students realize the fact that they can manage their own learning and get rid of their fear of listening, and consequently, become autonomous.

Finally, both the advanced and the intermediate interviewees asked the researcher about the benefit they might gain after finishing the present study and asked that the approach of teaching listening should be changed. This shows that the learners are aware of the importance of the listening skill and are motivated to learn more. Hence, this motivation could be tapped on by introducing listening strategies to these learners.

7 Conclusion and Recommendations

This study has attempted to explore and unravel the listening strategies Arab learners employ while listening. Despite the misconception I have had at the beginning of the study that these learners might not be aware of listening strategies and might not be able to employ them in the listening process, it has been very surprising to find that learners of both the advanced and the intermediate proficiency level are aware of a wide range of strategies and tactics. Learners, in this study, could employ listening strategies while listening to the TOEFL listening tests with special emphasis on three grammatical patterns, namely, negative, functional and contrary-to-fact statements. Hence, I thought that I could make use of these findings in devising listening activities that aim at teaching the Arab maritime learners to listen to authentic maritime-based listening texts and primarily listening to the Standard Maritime Communication Phrases (SMCP) In addition, the nature of maritime listening texts differs from General English listening texts in both the lexical terms used and the structure of the sentences as the SMCP consists of simple phrases and does entail neither "complex subordinate clauses nor difficult morphological structures" (Perez, n.d). Moreover, it has been a tradition, at my workplace, to introduce SMCP through asking students to memorize them by heart. Accordingly, I thought that I could teach these Arab maritime students to listen to SMCP by taking into consideration a number of factors. First, the proficiency level of the students, namely, advanced and intermediate may not compound comprehension. The second factor is that I can, with the consultancy of other colleagues, select the most difficult lexical items and teach them prior to giving the students the listening text. Hence, warrant that the students might not have difficulty in understanding the text. The only problems, I contend, would be those pertaining to both accents and noise. Maritime students are bound to encounter multilingual crews and any type of communication breakdown may endanger lives; therefore, as a teacher, one can expose learners to a variety of accents and ask them to report the listening strategies while listening to them. The other problem of noise could be solved by trying to emulate the maritime environment by input noise to the listening text and asking students to figure out the message through the employment of listening strategies.

A note of caution, the results in this study are only suggestive and can not be applied to other samples than the one used in this study. They apply only to Arab maritime learners enrolled at the Arab Academy for Science, Technology and Maritime Transport, Alexandria Branch. Another replication of this study could be carried out with other Arab learners of other proficiency levels.

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Appendices

Appendix A

Listening Strategy Use Questionnaire

What did you do when you listened to the test? Please read each statement and circle the answer that tells how often you do the activity described. There are no right or wrong answers.

| | <i>Always</i> | <i>Frequently</i> | <i>Sometimes</i> | <i>Never</i> |
|--|----------------------|--------------------------|-------------------------|---------------------|
| 1. When I listen to a passage, I use the knowledge I already have in order to understand the passage. | | | | |
| 2. When my mind wanders, I refocus my attention and try to concentrate. | 1 | 2 | 3 | 4 |
| 3. I try to keep up with the flow of speech rather than getting stuck on unclear words or phrases. | 1 | 2 | 3 | 4 |
| 4. When I have trouble in understanding, I calm myself down and tell myself that I'll manage and do fine. | 1 | 2 | 3 | 4 |
| 5. I try to understand every single word. | 1 | 2 | 3 | 4 |
| 6. I translate words into Arabic to make sense of a passage. | 1 | 2 | 3 | 4 |
| 7. When I don't understand the meaning of a word, I give up and stop listening. | 1 | 2 | 3 | 4 |
| 8. If there is one part that I don't understand, I try to guess its meaning from the rest of the passage. | 1 | 2 | 3 | 4 |
| 9. I relate new information to my personal experience, e.g. when listening to a passage about travelling abroad, I connect the passage to my own travel experience in foreign countries. | 1 | 2 | 3 | 4 |
| 10. I deduce the meaning from the text. | 1 | 2 | 3 | 4 |
| 11. I try to focus on key words. | 1 | 2 | 3 | 4 |
| 12. I hear a word and repeat it. | 1 | 2 | 3 | 4 |

| | | | | |
|---|---|---|---|---|
| 13.I listen to sounds rather than meaning. | 1 | 2 | 3 | 4 |
| 14.I relate new information to my world knowledge, e.g. when listening to a passage about Egypt, I connect the passage to my knowledge about Egypt. | 1 | 2 | 3 | 4 |
| 15.I use the tone of the speakers' voice to help me guess the meaning of words I do not understand. | 1 | 2 | 3 | 4 |
| 16.I listen for structure, e.g. I listen for verbs and then try to fit them with nouns, adjectives...etc. | 1 | 2 | 3 | 4 |
| 17.I try to predict what comes next. | 1 | 2 | 3 | 4 |
| 18.I evaluate how well my listening skills and techniques work. | 1 | 2 | 3 | 4 |

Appendix B

Table 4

Frequencies of Strategy Use Reported by Advanced Learners

| Strategy | Frequency | | | |
|-------------------------------|-----------|--------------|-------------|---------|
| | Always % | Frequently % | Sometimes % | Never % |
| Meta-cognitive : | | | | |
| Directed attention | 63.3 | 20.0 | 16.7 | 0.0 |
| Selective attention | 23.3 | 33.3 | 36.7 | 6.7 |
| Self-management | 46.7 | 26.7 | 16.7 | 10.0 |
| Self- evaluation | 36.7 | 36.7 | 20.0 | 6.7 |
| Self-monitoring | 0.0 | 13.3 | 40.0 | 46.7 |
| Cognitive : | | | | |
| Repetition | 3.3 | 6.7 | 56.7 | 33.3 |
| Note taking | 16.7 | 23.3 | 26.7 | 33.3 |
| Deduction | 36.7 | 30.0 | 33.3 | 0.0 |
| Elaboration (world knowledge) | 26.7 | 26.7 | 40.0 | 6.7 |
| Elaboration (personal) | 20.0 | 26.7 | 40.0 | 13.3 |
| Elaboration (between parts) | 33.3 | 43.3 | 20.0 | 3.3 |

| | | | | |
|--|------|------|------|------|
| Translation | 0.0 | 3.3 | 26.7 | 70.0 |
| Grouping | 10.0 | 6.7 | 53.3 | 30.0 |
| Inferencing (voice and paralinguistic) | 20.0 | 16.7 | 46.7 | 16.7 |
| Inferencing (between parts) | 23.3 | 26.7 | 40.0 | 10.0 |
| Socio-affective : | | | | |
| Self-talk | 26.7 | 33.3 | 33.3 | 6.7 |
| Tactics : | | | | |
| Getting frustrated easily | 3.3 | 6.7 | 16.7 | 73.3 |
| Relying on a word by word basis | 33.3 | 26.7 | 23.3 | 16.7 |

Appendix C

Table 5

Frequencies of Strategy Use Reported by Intermediate Learners

| Strategy | Frequency | | | |
|--|-----------|--------------|-------------|---------|
| | Always % | Frequently % | Sometimes % | Never % |
| Meta-cognitive: | | | | |
| Directed attention | 56.7 | 26.7 | 16.7 | 0.0 |
| Selective attention | 16.7 | 30.0 | 46.7 | 6.7 |
| Self-management | 26.7 | 36.7 | 33.3 | 3.3 |
| Self-evaluation | 43.3 | 20.0 | 33.3 | 3.3 |
| Self-monitoring | 10.0 | 13.3 | 46.7 | 30.0 |
| Cognitive: | | | | |
| Repetition | 16.7 | 16.7 | 36.7 | 30.0 |
| Note taking | 10.0 | 26.7 | 50.0 | 13.3 |
| Deduction | 50.0 | 33.3 | 16.7 | 0.0 |
| Elaboration (world knowledge) | 60.0 | 16.7 | 23.3 | 0.0 |
| Elaboration (personal) | 20.0 | 20.0 | 46.7 | 13.3 |
| Translation | 10.0 | 20.0 | 36.7 | 33.3 |
| Grouping | 6.7 | 43.3 | 43.3 | 6.7 |
| Inferencing (voice and paralinguistic) | 23.3 | 30.0 | 36.7 | 10.0 |
| Inferencing (between parts) | 23.3 | 26.7 | 36.7 | 13.3 |
| Socio-affective: | | | | |
| Self-talk | 33.3 | 20.0 | 33.3 | 13.3 |
| Tactics: | | | | |

| | | | | |
|---------------------------------|------|------|------|------|
| Getting frustrated easily | 0.0 | 6.7 | 26.7 | 66.7 |
| Relying on a word by word basis | 30.0 | 20.0 | 33.3 | 16.7 |

Appendix D

Table 6

Results of the Chi-square Tests

| Strategy | Value | df | χ^2 (p) | MC (p) |
|---|--------|----|--------------|--------------------|
| Directed attention | 0.397 | 3 | 0.820 | 0.935 |
| Selective attention | 0.746 | 3 | 0.862 | 0.918 |
| Self-management | 4.777 | 3 | 0.189 | 0.208 |
| Self-monitoring (auditory) | 4.241 | 3 | 0.237 | 0.247 |
| Self-evaluation | 2.971 | 3 | 0.396 | 0.447 |
| Cognitive: | | | | |
| Repetition | 5.291 | 3 | 0.152 | 0.150 |
| Note taking | 5.269 | 3 | 0.153 | 0.158 |
| Deduction | 2.335 | 3 | 0.311 | 0.332 |
| Elaboration (world knowledge) | 7.854 | 3 | 0.049 | 7.854* (0.040) |
| Elaboration (personal) | 0.440 | 3 | 0.932 | 0.981 |
| Elaboration(between parts) | 2.615 | 3 | 0.455 | 0.505 |
| Translation | 10.948 | 3 | 0.009* | 10.948* (0.012) |
| Grouping | 13.032 | 3 | 0.005* | 0.003* |
| Inferencing (voice and paralinguistic) | 2.080 | 3 | 0.266 | 4.241 (0.237) |
| Inferencing (between parts) | .186 | 3 | 0.980 | 1.000 |
| Socio- affective: | | | | |
| Self-talk | 1.889 | 3 | 0.596 | 0.556 |
| Relying on a word- by-word basis | 0.868 | 3 | 0.833 | 0.840 |
| Getting frustrated easily | 1.788 | 3 | 0.618 | 0.815 |

MC p: value for Monte Carlo test

* Statistically significant at $p \leq 0.05$

Appendix E

Table 7

Effective and Ineffective Strategies and Tactics Employed by Advanced and Intermediate Learners

| Strategy | Strategy Category | Advanced % | Intermediate % |
|--|-------------------|------------|----------------|
| Effective strategies and tactics: | | | |
| 1. When my mind wanders, I refocus my attention and try to concentrate. | Metacognitive | 99.3 | 100 |
| 2. I try to focus on key words. | Metacognitive | 93.3 | 93.3 |
| 3. I evaluate how well my listening skills and techniques work. | Metacognitive | 93.3 | 96.6 |
| 4. I try to keep up with the flow of speech rather than getting stuck on unclear words or phrases. | Metacognitive | 90.1 | 96.7 |
| 5. When I listen to a passage, I use the knowledge I already have in order to understand the passage. | Cognitive | 93.3 | 100 |
| 6. If there is one part that I don't understand, I try to guess its meaning from the rest of the passage. | Cognitive | 96.6 | 93.4 |
| 7. I relate new information to my personal experience, e.g. when listening to a passage about travelling abroad, I connect the passage to my own travel experience in foreign countries. | Cognitive | 86.7 | 86.7 |
| 8. I deduce the meaning from the text. | Cognitive | 100 | 100 |
| 9. I take down notes while I'm listening to a passage. | Cognitive | 66.7 | 86.7 |
| 10. I listen for structure, e.g. I listen for verbs and then try to fit them with nouns, adjectives...etc. | Cognitive | 70 | 93.3 |
| 11. I try to predict what comes next. | Cognitive | 90 | 86.7 |
| 12. When I have trouble in understanding, I calm myself down and tell myself that I'll manage and do fine. | Socio-affective | 93.3 | 86.6 |
| Ineffective strategies and tactics: | | | |
| 1. I listen to sounds rather than meaning. | Metacognitive | 53.3 | 70 |
| 2. I try to understand every single word. | Cognitive | 83.3 | 83.3 |
| 3. I translate words into Arabic to make sense | Cognitive | 30 | 66 |

of a passage.

| | | | |
|---|-----------------|------|------|
| 4. I hear a word and repeat it. | Cognitive | 66.7 | 70 |
| 5. I use the tone of the speakers' voice to help me guess the meaning of words I do not understand. | Cognitive | 83.4 | 90 |
| 6. When I don't understand the meaning of a word, I give up and stop listening. | Socio-affective | 26.7 | 33.4 |

Appendix F

Table 8

Advanced Learners' Strategies Revealed by Interviews

| Main categories | Subcategories | Codes |
|----------------------|--|-------|
| Metacognitive | Planning | MP |
| | Directed attention | MD |
| | Selective attention | MS |
| | Self-management | MSM |
| | Self-monitoring (comprehension, production, auditory, plan and double-check) | MFM |
| Cognitive | Problem identification | MPI |
| | Deduction | CD |
| | Substitution | CS |
| | Elaboration (between parts) | CE |
| | Grouping | CG |
| | Translation | CT |
| | Inferencing | CI |
| Social and affective | Self-talk | ST |

Appendix G

Table 9

Intermediate Learners' Strategies Revealed by Interviews

| Main categories | Subcategories | Codes |
|-----------------|------------------------|-------|
| Metacognitive | Planning | MP |
| | Directed attention | MD |
| | Selective attention | MS |
| Cognitive | Problem identification | MPI |
| | Repetition | CR |
| | Note taking | CN |
| | Deduction | CD |
| | Translation | CT |
| | Inferencing | CI |

RAISING CADETS' SAFETY AWARENESS THROUGH LANGUAGE TEACHING

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Abstract

This paper reviews the experience in safety issues oriented language training gained by instructors of the Maritime English Dept., Maritime State University named after Admiral G.I. Nevelskoy. Safety-conscious behavior and safety practices are of utmost importance for seafarers, while following them in globalizing shipping industry implies a good command of English. Methodology principals of the approach to language teaching are dwelt upon. A variety of methods and tools employed in teaching language classes both to navigating and engineering cadets is shown, emphasis being made on self-developed teaching aids. These include textbooks, workbooks, e-books developed by the MSU Maritime English Dept. lecturers within some previous years. A research into the outcome is done and recommendations for further improvements are made.

Key words: safety awareness, motivation, language teaching, self-developed teaching aids, creativity

1 Introduction

Present-day shipping industry, extremely specialized and sophisticated in every of its aspects, requires highly focused approach to the issues of safety. It is only through seafarers' safety-conscious behavior and maintenance of safety practices that ships and the industry as a whole can run smoothly and thus the *safe, secure and efficient shipping* can be guaranteed. The basics of safety are acquired by future seafarers in the course of training at educational institutions, which increases the importance of education. In maritime education growing emphasis, as Peter Trenkner (2009) points out, "should be

shifted to people, i.e. development of their skills, proficiency, knowledge, understanding and *competency*, hence competency-oriented rather than purely knowledge-based maritime education should be given a higher priority". And it is quite justifiable, because only *competent* people can make ships safer.

Implementation of safety procedures and following safety regulations in the shipping industry are tightly linked with the seafarers' competency in English as safety is heavily dependent on flawless communication. Therefore, ME teachers of MSU Maritime English Department (MED) have embarked on the program of raising safety awareness of their cadets through the English language training. A feature of this program is accounted for by insufficient funding of the university which, on the one hand, prevents us from purchasing lots of teaching aids / textbooks available internationally, and, on the other hand, serves an impetus to do creative work and produce some self-developed teaching aids.

2 Getting to Know Safety Basics through Language Training

To contribute to raising safety awareness and competency in on-board safety procedures among those who decided to devote their lives to working on board a ship right at the period of their studies at a higher maritime educational institution, i.e. among our cadets, we are to have a well-thought-out syllabus of language training, based on a variety of teaching aids: course textbooks, activity books, video-films, ICTs, testing tools.

Awareness according to Macmillan (2006) is "the knowledge or understanding of a subject, issue, or situation". To have this understanding of the subject of the on-board safety basics, the language training providers of our MED chose the way of creating their own teaching aids and textbooks, based on authentic materials due to scarcity and non-availability of internationally recognized textbooks on Maritime English at our university. However, in perfect fit of the definition of education as "the gradual process of acquiring knowledge through instruction and learning", practice shows that relying only on instructors' efforts to put into practice the aim of compiling a textbook of practical interest and necessity would be absolutely in vain without real involvement and commitment of our cadets. In fact, when having their periods of real sea on board foreign-flag ships, often manned with mixed crews, our cadets become implicitly interested in improving their competency in safety procedures to be observed on a ship and, what is more, in developing their language communication skills.

Details of the MED professors' progress in their undertaking should be preceded by a description of the academic process organization we've had till now. In compliance with the State Educational Standard 2nd generation which is to be substituted by the Standard

of the 3rd generation in a year or two, navigating cadets have five and a half years of studies with the university, while engineering cadets have five years of these. To have the language teaching tailored to the needs of different specialist training the MED is subdivided into a marine engineering section and a navigation section. Such division is to a great extent conventional one, as all the language providers at the Department work in close cooperation.

3 Teaching Aids to Engineering Cadets

Bearing in mind the trainees' motivation and realizing the need to put learning into context a former MED Head Ass. Prof. V. Mazur compiled a Reader-book titled "How to be Safe on a Ship" (2001). To be able to think safe and act safe, engineering cadets were offered a chance to familiarize themselves with such topics as: arrival on board and joining a ship procedure, personal safety instructions, preventing personal labour injuries, medical emergencies, general emergencies and their organization, fire-fighting organization, etc. This teaching aid comprised only original texts and situations relating to the topics under discussion and vocabulary, as well as samples of checklists. So, as far as the input of these themes is concerned, much is depended on experience and creativeness of an instructor. Further on, here arose an explicit necessity to develop a students' book, namely "Practice Book on Ship's Safety" (2005) which consists of three main sections:

1. Lexical-grammar exercises
2. Different types of test exercises
3. Sample situations (for the cadets to role-play) covering various aspects of safety procedures on board.

At present, trying to keep pace with new requirements of IMO conventions and the Manila amendments to STCW Convention and Code (2010), in particular, we are making up an updated version of a textbook on safety basics under a working heading "Think Safety First", which aims at renewing some of the above-mentioned topics of importance and adding some new ones, among them: prevention of marine pollution, life-saving appliances, a more detailed familiarization with basic internationally-agreed documents and the problem of the threat of piracy on high seas. Having such a collection of topics to dwell upon we can achieve dual goal, i.e. while teaching Maritime English simultaneously to raise safety awareness in our cadets. Actually, while implementing this, we focus a lot on teaching specific vocabulary, because we are strongly the advocates of the idea that better communication can be accomplished when learners have acquired more vocabulary. Moreover, it is generally known, that not having enough vocabulary knowledge, they are quite often at a loss when building-up up rather simple grammar

structures, because lexical lapses can actually stop communication completely. And ME training providers should bear this in mind. Captain Jan Horck (2005) underlines that “communication skills become more important; too often messages sent are not the same as messages received. Strangely, humans are pleased with a brief understanding of communication, but communication brevity should not be accepted on board” because of a safety risk and alienation among crewmembers’ and the latter can result in the poor teamwork, which is completely unacceptable.

4 Helping the Trainees to Learn, Store, and Retrieve the Words They Need

Sharing the opinion of Richards (2000) that “vocabulary and lexical units are at the heart of learning and communication”; we try to practise vocabulary development exercises systematically, paying a great deal of attention to different principles and techniques of vocabulary development. As it was mentioned before, the first thing to do was to define the clusters of basic maritime communication background knowledge to be included into our syllabus for senior engineering cadets. There’s where the materials of IMO Model Courses 3.17 were of real help. Then, we had to develop successful learning strategies for presenting authentic texts and types of exercises for class activities and for homework. Eventually, we compiled “Practice Book on Ship’s Safety”, its main objective being to assist young instructors with the presentation of lexical units and to help trainees acquire and store sufficient vocabulary to become active communicators, when performing necessary duties aboard. As practice shows, the most helpful way of learning vocabulary is to make trainees interact with the word multiple times and what is more in different ways. The idea of this strategy was extensively worked through by Keith Folse (2008) in a number of papers, devoted to the problems of how to acquire a word stock. Of course, there are different ways of presentation and revising the vocabulary. Generally, we prefer introducing vocabulary by topic or theme for the cadets to be able to make up the bulk of their mental lexicon. For instance,

- when focusing on forms and offering the learners different exercises to complete either during the class activities or at home, we demonstrate them simple ways of enriching their store of useful words by adding various suffixes and prefixes;
- making an emphasis on meaning, we teach them such notions as synonyms and antonyms and discuss in class the ways they are used and how they collocate with other words;
- of course, when introducing new vocabulary, we try to do our best to teach new words in English using such traditional techniques as contextualization, guessing meaning from the context, visual representation (where possible), oral explanations or gestures, and mime;

- when practising the vocabulary, we sometimes still make use of such exercises as “giving Russian equivalents to ... / giving English equivalents to ...” to help learners see that ways of forming collocations in English and in Russian can differ. (Deveci, T., 2004). As to the other activities aimed at storing and retrieving collocations and basic grammar structures these are presented as follows in our “Practice Book on Ship’s Safety”:

- 1) Guided dialogues to restore Master’s or Chief Engineer’s words.
- 2) Multiple choice gap filling exercises to complete the sentences.
- 3) Identifying True / False statements, to agree or disagree and give one’s own grounds.
- 4) Changing the sentences to practice this or that grammar structure type using the given model.

In the second part of our “Practice Book ...” we revise vocabulary units in different test exercises, giving trainees a chance to retrieve the words, when writing mind-maps, playing definition bingo games, brainstorming, choosing the words with similar meaning (odd one out), deciding which variant best fits the space, building-up all possible chunks, using the words from the left or right columns.

To train the conversational skills to replicate “real life” communication some sample situation on the topics of safety basics on board are offered for the cadets to role play in the third part of our course book. Thus, we can see that such an extensive input of vocabulary units, based on recurrent scheme of training, allows us to witness its positive effect in our traditionally held course projects, and to verify that all our efforts aimed at increasing students’ motivation not only through in-class, but also out-of-class activities proved to bring us quite encouraging and satisfying results.

5 Teaching Aids to Navigating Cadets

Language training providers of the navigation section of MED take as a premise the utmost importance of a good command of English for those who are trained to become deck officers, who will have to ensure safe shiphandling, cargo handling, communications at sea and management of the vessel. Therefore, from very first classes of ME we introduce phonetic alphabet to our cadets to be learnt quite well to use VHF communication. The cadets practise the alphabet at every class till they know it perfectly well. They spell their first names, last names, and streets, using the alphabet, write down words, sentences, and even poems which are dictated with the help of phonetic alphabet. In this case we always make use of both group and pair work.

Starting from the first year of studies, our cadets are familiarized with standard communication phrases, as we subscribe to the view by Peter Trenkner (2010) that “the phrases provide a sort of survival kit as they include all essential safety-related events where spoken English is required, both in conversations on radio and face-to-face onboard”. When they are third-year cadets they learn how to conduct VHF communication and start their active work with IMO Standard Marine Communication Phrases (SMCP), though it should be mentioned that the cadets of all years of study learn and practise SMCP, which is obligatory for all watch officers. Due to insufficiency of specialist books written with the purpose of teaching ME to navigating cadets in Russia, the MED instructors have to compile their own books to teach the language. One of them is the “Collection of Practice Exercises for SMCP English” which proves to be helpful in making cadets more motivated in learning SMCP. The book covers different topics of importance for future navigators, such as Pilot Request, Pilot on the Bridge, Anchoring, Berthing and Unberthing, Cargo Handling, etc. Command of standard phrases is of help for our cadets in developing their skills in reading, comprehending and constructing various messages, e.g. warnings, which is crucial for safety purposes.

Senior navigating cadets study English, using the course book “Bridge Watchkeeping”. The course textbook compiled by MED instructors was specifically designed for fifth-year navigating cadets. It consists of five parts and eight appendices. The first part called “Watchkeeping” includes nine units, covering Navigation, Passage Planning, Taking over the Watch, etc. Each unit contains a text and a number of exercises, aimed at developing reading skills and vocabulary necessary for understanding different instructions both written and oral. The final exercise in every unit offers cadets to make a summary of the text read and to speak on the topic. The material studied in the first part is then revised with the help of two tests, each comprising the following tasks: gap-filling, matching, reading-plus-response, etc.

The second part of the textbook provides cadets with information on Port State Control deck inspections in foreign ports. They are also made aware of regulations, procedures and their own responsibilities for pollution prevention. The process of foreign language acquisition takes place when students have consistent exposure to English. To establish an English-speaking environment our instructors tend to teach English through English, though rather simplified. It is the communicative approach that allows to develop and improve language competence of future officers in charge of navigational watch and, therefore, to enhance safety at sea. The principles of communicative approach are efficiently implemented, especially when dialogues are studied and used as basis of role-playing. Different activities are used to practise vocabulary units, functional phrases or

pronunciation, ranging from doing controlled and semi-controlled exercises (at earlier stages) to role-playing (at the final stage).

The third part of the book is devoted to emergency situations, where cadets get acquainted with the ship's emergency organization. They learn what actions should be taken and what procedures should be followed by the OOW in the event of any emergency. The cadets are familiarized with lifeboat and liferaft launching instructions, as well as with the other life-saving appliances required in particular emergency situations. Procedures for firefighting are also covered in the part.

Writing skills are of no less importance for future navigators as compared to other communication skills. That is why, the fourth part of the book describes some practical tips on record-keeping and helps cadets develop their fluency and accuracy in writing by doing a number of exercises. For example:

- 1) Make entries into the log book. The following notes will help you. Use abbreviations where possible.
- 2) Copy the notebook entries into the log book. Use approved abbreviations.

The last part of the book covers nautical charts and helps cadets improve their reading skills. They practise different sub-skills of reading for comprehension, i.e. scan reading, reading when looking for specific items in headings, cautions and intensive reading to understand them in more details, using traditional reading comprehension tasks (e.g. true / false questions, gap-filling, etc.). Appendices contain extracts from IMO SMCP, samples of different check lists, a Muster List, Standing Bridge Orders, job description for a watchkeeping officer, a general layout of a CV, and a typical application form.

Work at sea requires a seafarer to be able to take tough decisions within limited timeframe, and quite often with insufficient information. The actions of an officer in charge of navigational watch become more efficient, when his / her abilities have been driven to the level of automation. Only polished skills relieve a specialist of the necessity to recall a sequence of any operations.

Such skills and abilities are improved and polished in the course of simulator training. In the 6th year of studies cadets of the university have practical training on different simulators, one of the most important being GMDSS simulator. GMDSS as an international communication system for safety purposes used in marine navigation makes use of English as its working language. Every GMDSS operator – holding the certificate typically required from a navigator – must possess the knowledge, understanding and proficiency in English to be capable of conducting VHF communication,

especially when in emergency. They must know how to recognize distress, urgency, and safety procedures. That is why, the course book "English for GMDSS Students", written in collaboration of a MED professor and a Shiphandling Department professor, introduces cadets to the description of circumstances when such procedures are to be used. On studying them carefully, they are offered to look through a set of situations and choose the correct type of procedure for each of them.

6 Use of ICTs

MSU Maritime English Department teachers have gained some experience in compiling ICT / multimedia based teaching aids as well. There's a multimedia lab with 11 work stations available for classroom and independent language learning. The use of ICTs is intended to facilitate language acquisition, rather than language training, which is understood as a subconscious process, commonly used to describe the innate ability of children to acquire their first language, with no direct instruction but with lots of authentic input. The multimedia lab and the e-books are to be used in such a manner that cadets develop their skills in finding solutions to communicative challenges in English, that they are led to the ability to interact in specified situations of communication, including interacting in safety issues.

In view of the above, the presentation of typical situations of communication is of particular significance for the trainees to be familiarized with a variety of ways how to effect communicative intentions, to store a certain stock of speech patterns, and, eventually, to find such a communicative pattern in English, which is similar to that in their native language.

It is videos that satisfy the above requirements to the demonstration of conversation situations. Thanks to the fusion of audible, visual, and emotional perception the impact of dynamic means of audiovisual demonstrativeness outmatches the impact of any other means on a trainee greatly. Hence, faster, more efficient and everlasting memorizing of speech patterns and creating of more durable associative bonds. The use of video in classroom provides a teacher with a number of advantages, as these make it livelier and more diverse, and, moreover, there's a unique opportunity of simulating "on job training". In real time cadets can see how communication is done on various professional topics in a range of situations, influenced by very different factors, and attended by very different people. The very fact of people of different nationalities speaking English to each other is of great psychological effect and motivation to learn the language is increased. Of special value in our case are scenes where Russian people speak English.

The advantages of using video in class are attained provided there's clearly and correctly organized syllabus and the material has been thoroughly selected on the basis of goals set by the language teacher. There are Shipboard Safety Series, Shipping Casualty Emergency Response available at the MSU Maritime English Department, but of special mentioning are self-developed e-books, MED teachers have compiled and incorporated into the "Let's Watch & Learn" Series. These are based on shipping industry oriented videos, namely videos by P&I Club ("Cargo Matters", "Tanker Matters", etc.), "Take 5", "U.S. Port State Control", and some others. Each e-book of the series contains:

- 1) Video section
- 2) Script section (with time span indication)
- 3) Vocabulary section (with time span indication)
- 4) Study section (containing various tasks)
- 5) Key section (with clues and hints to the tasks).

As applied to the aim of raising safety awareness among our cadets a language instructor is granted an opportunity:

- to show (whereas a trainee is granted an opportunity to see), how people working on board actually act and communicate in different safety related situations;
- to demonstrate right and wrong ways of communicating, right and wrong actions;
- to create conditions for a trainee to be involved into solution finding and decision making.

To be a success in achieving his / her goal a language instructor has to follow certain rules and observe compatibility of the course objectives and video presented. Thus, the objectives can be defined as follows:

- 1) understanding of what is happening on the screen;
- 2) realizing the communicative challenge facing the seafarer at the moment;
- 3) acquiring right way of communicating in a given situation;
- 4) shaping and mastering skills in finding solutions to communicative challenges in the form of interacting in situations on safety-related issues.

The final stage of work (following preliminary preparation to watching, watching, checking understanding in class, checking that cadets have mastered the language means to solve a communicative problem) is represented by role-plays. It should be stressed that it is emergency situations that require fully automatic performance on the part of the people involved, as there is no room for complacency. The e-books of "Let's Watch & Learn Series" and the offered role-plays serve to attain the goal.

Another activity that can be offered on the basis of video films / e-books is video production – a learner-centered project-based activity that "introduces students to skills,

in this case writing, directing, acting in, and editing a movie" (Carney, N., Foss, P., 2004). This, in turn, stimulates interest in the language and requires students to interact in activities that involve problem solving and higher order thinking in the second language. Being very attracting, this type of activity is a challenge to be solved by MSU MED teachers in some nearest future.

We also make use of a testing tool, developed by MSU professors from specialist departments of Navigation and Shiphandling titled "Proxima Testing Suite" that can be as well applied to testing Maritime English skills among our cadets.

7 Conclusions

The experience gained at the MSU Maritime English department in compiling self-developed teaching aids aimed at raising safety awareness through language teaching, as well as using these in and out of class, though forced by the certain external circumstances, proved to be of use both to trainees and trainers. The latter have had an excellent opportunity for creative work and professional development. The former have had a chance to master their Maritime English language skills in line with the professional skills to be carried out when employed in maritime industry.

There is a certain positive response to the results of the program, both in terms of newly enrolled seafarers' language training and safety awareness, on the part of the employers. Therefore, we have a strong belief that the program of raising cadets' safety awareness through language teaching should be continued and further developed, i.e. new self-developed teaching aids to be compiled and used in and out of class. Of special mentioning is the development of the role-plays, including video production activity. The program of creating self-developed teaching aids to raise safety awareness through language teaching was to a considerable extent inspired by recent growing international contacts of MSU MED instructors, enhanced exchange with the peers home and abroad, and involvement into IMEC activities.

Invariably, it should finally be stressed, that to become real achievers, cadets are to never stop learning. Education is a life-long process and the ME training providers are to be effective developers and facilitators to help students look for suitable material of their own for their specific language learning purposes. "Where there's a will, there's a way". And, when speaking about safety principles we know this for sure, that "forewarned is forearmed", thus raising safety awareness through language training is a good idea for all those involved in shipping industry.

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Liudmila Anufrieva is an Associate Professor. She has been working as a translator at the Scientific Research Department in the Maritime State University in Russia for over 10 years and has been teaching ESL/ESP at the same university for over 15 years. She has authored and co-authored some textbooks and methodological teaching aids used in teaching engineering cadets, incl. *English for Engine-Room Matters* (2004), *Practice Book on Ship's Safety* (2005), *English for Marine Engineers* (2008). She has written papers covering methodology of teaching ESL/ESP which amount to more than 13 and has attended the "Maritime English Training Program" by Ms. Valerie A. Short (AMETIAP Training), a PDC Course delivered by Asst. Prof. Clive Cole(2008), as well as an IELTS Preparation Course delivered by IELTS Principal Examiner, IELTS Examiner Trainer Andrew Thomas(2010).

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COMMUNICATION FOR MARITIME PURPOSES: A RESEARCH PROJECT FOCUSING ON LINGUISTIC AND INTERCULTURAL FEATURES

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Abstract

Effective communication in the maritime world is central to establishing an enhanced working environment and safety culture onboard. Miscommunication in a marine environment can have dramatic, sometimes disastrous, consequences. The research project aims to determine the features of maritime communication (linguistic, intercultural) that hinder or aid the quality of work onboard a merchant ship (impediments, threats, facilitators, drivers).

More concretely the objective of the research is to establish the possible connection between communication and levels of effectiveness during professional navigational activities by examining which factors characterise communication, be it successful or unsuccessful, in the maritime world. The project thus intends to make a structural and sustainable contribution to the achievement of successful professional communication for maritime purposes.

A preliminary investigation led to an inventory of possible variables that might influence communication. Survey based research in combination with selected in-depth interviews will determine the relative importance of these variables, thus establishing which variables prove to be particularly dominant. At the first stage of this project three surveys in the form of questionnaires were carried out exclusively amongst captains and deck officers navigating with Belgian shipping companies. The first survey focuses on linguistic features, the second one considers the (inter)cultural aspects of communication and the third one assesses the use of SMCP (Standard Marine Communication Phrases) and the need for a standard means of communication.

This paper will focus on the results of the first survey, examining the extent to which linguistic features such as insufficient knowledge of vocabulary and/or grammar in general, insufficient knowledge of technical vocabulary, poor pronunciation and weak oral skills, listening problems, poor reading skills and writing problems influence the quality of communication in the maritime sector. Although the data resulting from the second and third surveys have not yet been processed, this paper will provide a brief overview of their content. The paper also provides recommendations for future research.

Keywords: maritime communication, intercultural communication/cultural awareness, languages for specific purposes, maritime sector, on-board communications/external communications, safety culture, second language acquisition, SMCP

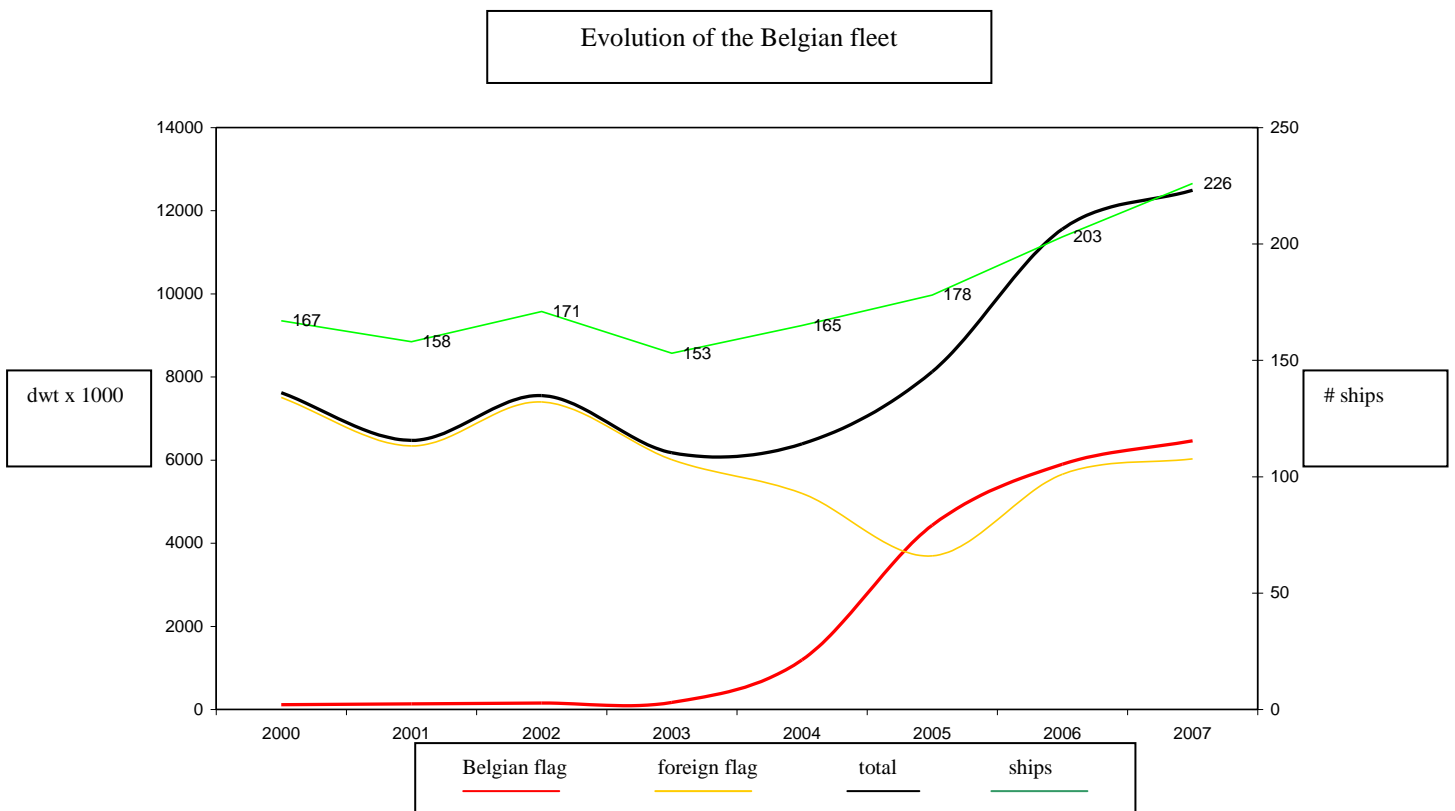
1 Introduction

Exact figures relating to multinational crewing are difficult to ascertain but multi-ethnic crews have certainly been a reality for the last decade. Five years ago 65% of the world's merchant marine operated under multinational crews (Horck, 2005; Deboo 2004), a combination of five or more nationalities in one crew being no exception. Currently the figure will be much higher although it appears to vary according to different areas of the world. This situation can clearly give rise to communication problems, not only on board but also at the level of intership and ship-to-shore communication with, at times, significant consequences for safety as proven by De la Campa Portela's study (2005, 2006). The International Maritime Organization (IMO) is fully aware of this problem and has committed time and effort to promoting and enforcing English as the *lingua franca* of the maritime world, continually striving to raise linguistic standards at sea. In 2001 the IMO adopted the Standard Marine Communication Phrases (SMCP) which replaced the Standard Marine Navigational Vocabulary (1977). The SMCP serve as a more accessible language designed to facilitate safety and take into account state-of-the-art innovation and conditions in the field of modern navigation. They contain *external communication phrases* (ship-to-ship and ship-to-shore) as well as *on-board communication phrases*. It would appear to be often the case, however, that SMCP are scantily used in practice. Squire (2006) notes that the high numbers of maritime accidents reported are often caused by miscommunication. The conclusion must be that inability to communicate, whether the result of poor English or failure to use SMCP, has serious repercussions for safety.

Following the recent "Comprehensive Review of the STCW Convention and the STCW code", the IMO has also made amendments to the Standards of Training, Certification and Watchkeeping (STCW). The amendments, which were approved at the Diplomatic Conference held in Manila, Philippines in June 2010, include some of a linguistic nature. The linguistic amendments emphasise the IMO's desire to focus on communication as the "building blocks" which ensure effective and safe working conditions at sea. For example "Contribute to a safe navigational watch" constitutes an addition to Table A-II/5 as does "Ability to understand orders and to communicate with the officer of the watch in matters related to watchkeeping duties". "Contribute to a Safe Engineering Watch" has been included in column 1 of Table A-III/5 and "Adequate knowledge of the English language to enable the officer to use engineering publications and to enable the officer to perform the officer's duties" in column 2. Column 4 states "Communications are clear and concise". Terminology such as *unambiguous, clear, effective, ability to understand* punctuate these amendments leading to the conclusion that communication in English

onboard and ashore needs to comply with this terminology in order to fulfil its role effectively within the current multinational maritime sector.¹

This study aims to present the first results of a research project which analyses the subject of communication onboard in a Belgian context taking into consideration linguistic and intercultural components. The Belgian merchant fleet proves an interesting case study. The graph below illustrates the evolution of the fleet. Containing more than 200 vessels (merchant vessels, dredgers, sea tugs) and a total of some 13 million d.w.t., the Belgian fleet is ranked amongst the twenty largest merchant fleets in the world and, in addition, it is distinctly international in character. Moreover the Belgian trend towards attractive wages and packages for seafarers as well as excellent conditions aboard Belgian-operated vessels have meant that since 2003 the number of ships flying the Belgian flag has increased considerably, with currently approximately half of the fleet sailing under the national flag.



Graph 1

Given that the topic of this paper is global it is not surprising that it manifests itself in the Belgian merchant marine. There has already been significant discussion within the

¹ The comments are based on a report written by Prof. Clive Cole (World Maritime University, Malmo, Sweden) of the 41st Sub-Committee on Standards of Training and Watchkeeping (<http://home.planet.nl/~kluij016/IMLA-IMECnewsletter32.pdf>).

Belgian maritime sector as to the issue of communication on board and intercultural issues amongst multinational crews. For example Exmar, the largest company within the Belgian Shipping Association, has conducted significant research into the question of multinational crewing and adopted specific crewing policies as a result. The Belgian fleet thus offers ample opportunity to conduct a study of the kind presented here.

2 Brief literature review

The most recent large-scale research project on maritime communication (internal and external) is the Cardiff study of 1999 to 2001 (Kahveci, Lane and Sampson, 2002), commissioned by The Seafarers International Research Centre. The study thus took place some 10 years ago. The main results of this study revealed that due to globalization approximately 80% of the world's merchant ships had become multilingual and multi-ethnic in terms of crew composition. The study showed that the most difficult communication problems arise at the levels of understanding English when used between ship and shore under critical conditions, between ship and shore in close and congested circumstances when there is little time or space to rectify initial misunderstanding and in passing orders between different language speakers on the bridge of a vessel and during emergencies. The study unequivocally signalled that language was not the only problem. Cultural differences in a mixed crew involving, for example, different meanings and emphasis being applied to the same words and ways of communication also cause friction and lead to accidents.

In terms of LSP in general the research literature confirms and re-enforces the results. In the field of business communication, for example, studies show that, elaborating Bourdieu's concept of "linguistic capital", there is also a factor that might be named "linguistic penalty". A clear example of this would be job interviews, conducted in English, where native speakers gain the upper hand and non-native speakers are clearly at a disadvantage (Roberts and Campbell, 2006). It therefore follows that within any given culture a participant in a specific kind of communicative event can only be considered competent if he/she possesses knowledge not only of the corresponding language system but also of the culture-specific characteristics of that communicative event.

There undoubtedly exists a positive correlation between knowledge of foreign languages and successful internationalisation. Knowledge of languages can be termed human capital and offers significant competitive advantages. Moreover, a good command of foreign languages and major intercultural openings go hand in hand. Similarly results from

surveys carried out in the world of business indicate that a knowledge of languages combined with international experience at managerial level have a greater influence on investment decision making and development opportunities than other factors such as training, professional experience or age. A good linguistic team also appears to extensively facilitate information flows and promote innovation (Leonidou, et al., 2001; Williams and Chaston, 2004). Although there is no doubt that training, experience and age also play a role in shaping the competent seafarer it is hoped that the data amassed will clarify whether, at a similar level, proficiency in the English language coupled with intercultural awareness and sensitivity promote efficiency and excellence at sea.

Given that a clear link between linguistic and intercultural competences has been largely proven to exist by the research literature we have opted to elaborate these aspects in a three part survey: the first survey deals with linguistic features, the second (inter) cultural features and the third the use of SMCP.

The present paper will focus on the results of the first survey, examining the extent to which linguistic features such as insufficient knowledge of vocabulary and/or grammar in general, insufficient knowledge of technical vocabulary, poor pronunciation and weak oral skills, listening problems (misinterpreting oral information/statements/instructions/orders), poor reading skills (misinterpreting written materials), writing problems (writing errors leading to unreadable reports/notes/instructions) etc., influence the quality of communication in the maritime sector. The first part of the paper offers an exploratory data analysis, with a view to familiarization with the data. The paper continues with a detailed description of parts two and three of the survey and concludes with recommendations for future research.

3 Methodology

To investigate maritime communication in the Belgian shipping industry, the authors are conducting a cross-section descriptive survey, which is an appropriate tool to understand the relevance of communication problems (Baarda and de Goede, 2006).

The first part of the survey addresses general respondent information such as employer, shipping experience (years of experience, vessel type, trade type and geographical area) and on board function, as well as more specific questions on the linguistic aspects of communication problems in the maritime world, their causes and possible solutions.

In October 2009, the authors constructed a draft questionnaire, which was first discussed with a focus group of three maritime experts, all former captains with a leading function

in a shipping company. Focus groups are known to be a useful tool in developing surveys (Flink, 2003). The fine-tuned questionnaire was sent to a number of Belgian shipping companies and The Royal Belgian Shipowners' Association (www.brvt.be) over the period September to December 2009. They, in turn, agreed to send the questionnaire to all their captains and officers. In addition, the questionnaire was sent to the alumni of the Antwerp Maritime Academy.

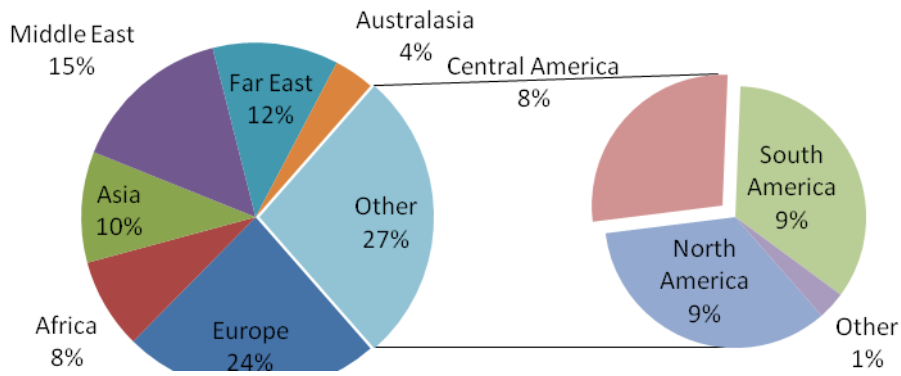
Restricting the scope of the survey to officers only was designed to ensure that all respondents were sufficiently knowledgeable (Kumar, et al., 1993). Of the 127 respondents who completed the survey, 21(16.5%) are captains, 17 (13.4%) second officers, 8 (6.3%) third officers, 19 (15%) chief officers, 4 (3.1%) apprentice officers, for 26 respondents (20.5%) no function was specified. High-ranking crew members (captains, officers, engineering officers) form a homogenous group in terms of profile. Low ranking crewmembers form by contrast an extremely heterogeneous group certainly in terms of native language, rendering a survey more difficult (especially when combined with other factors such as lower levels of education). Staff working onshore would appear to be less familiar with onboard communication.

Although not all of the 127 respondents completed all the questions in the survey, this response is considered a high rate given the fact that response rates for academic studies have been known to show a general decline in recent years (Griffis, et al., 2003)

4 A basic characterisation of the respondent group

4.1 Information on the types of vessels and the types of shipping

A response was received from captains and officers from 28 different shipping companies. 32% sailed on gas tankers, 7% on chemical tankers and 7% on dredgers, the remaining 54% being divided over bulk carriers, container ships, general cargo vessels (break bulk carriers), oil tankers, passenger vessels (cruise ships, ferries and ro-ro vessels, coasters, tug boats and ocean-going tugs. 28% of the respondents are also currently engaged in long-distance shipping. Graph 2 represents the areas/continents in which they operate:



Graph 2

4.2 Information about the respondents

Of the 127 respondents, 84 stated their current or former function. 20% is not sailing any longer. Of the 80% that is still sailing, almost 57% is captain or chief officer, and 43% is second, third, fourth or apprentice officer. Figure 1 is a box-plot that shows the experience of the respondents. The group left is no longer sailing and shows a mean of 153 months of experience for 75%. The still sailing group on the right side shows a mean of 40 months of experience for 25%.

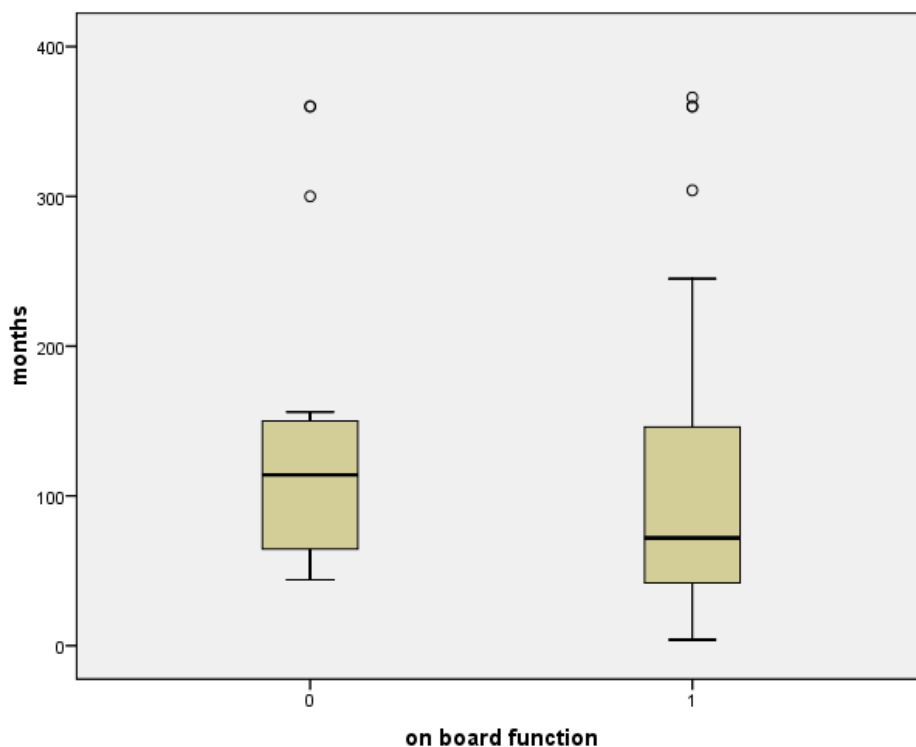


Figure 1²

² 95% of the observations lie between the “whiskers”. The respondents situated outside the whiskers (indicated by **O**) represent exceptions to the majority (“rogue” cases).

5 Descriptive analysis of the data

5.1. Linguistic variation aboard

In terms of the nationalities aboard, a distinction was made between the group encompassing the Captain, Deck officers and Engineer officers and the other encompassing other crew members (of the deck department, of the engine room department and of the catering department).

For the first group, 10% stated this was composed exclusively of Belgians, 19% stated there were no Belgians in this group, and almost 71% stated it was a mixed group with Belgians included.³ In the group of the other (lower) crew members⁴, the absence of Belgians is more considerable: almost 75% states there were no Belgians in this group, in 24% of the cases this group was mixed, and in 1% this group of crewmembers was composed of only Belgians.

| | Captains and Officers | Other crewmembers |
|---------------|-----------------------|-------------------|
| Only Belgians | 10% | 1% |
| No Belgians | 19% | 75% |
| Mixed | 71% | 24% |

Table 1

The next table gives an overview in % of the languages the respondents use with these groups for written and spoken communication for professional purposes.

| | Spoken Captain & Officers | Spoken Others | Written Captain & Officers | Written Others |
|--------------------------------|---------------------------|---------------|----------------------------|----------------|
| English only | 42,5 | 68,5 | 79,4 | 88,2 |
| English and other ⁵ | 53,4 | 27,4 | 20,6 | 11,8 |
| No English | 4,1 | 4,1 | 0 | 0 |

Table 2

³ Captains: Belgian, Chinese, Polish, Zairian, Lithuanian, Spanish, Bulgarian, Indian, Croatian; Deck and engineer officers: Congolese, Turkish, Bulgarian, Pakistani, Filipino, Croat, German, Burmese, Russian, Indian, Ukrainian, Canadian, Finnish, Polish, Lithuanian, Argentine, Moroccan and Senegalese.

⁴ For the other crew members: Belgian, Polish, Filipino, Chilean, Indian, Croat, Lithuanian, Spanish, Burmese, Portuguese, Indonesian, Australian, Ecuadorian, Uruguayan and Ukrainian.

⁵ English mostly, some Dutch, French and Polish. An additional comment from the questionnaire states “Everybody present to understand the conversations / Working language is English / Common sense is the rule / When everybody present understands, I do speak Nederlands to Flemish/Dutch team members and French to French speaking persons. You know, ship board language might be a kind of "melting pot". Example: "*Stand-by kurkezak à l'avant!*" 3 words, 3 different languages, and everybody understands....”

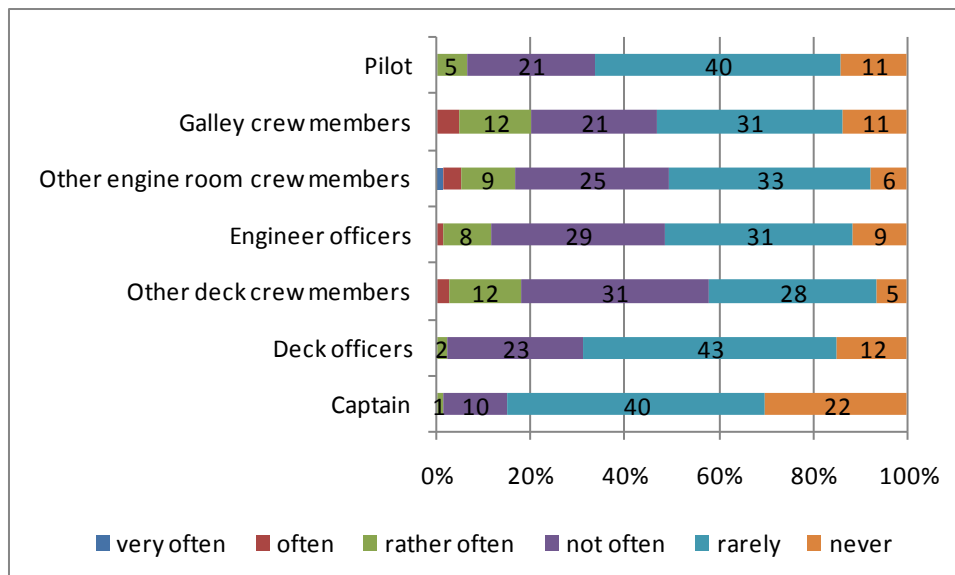
For informal purposes the combination of English with other languages⁶ is more significant, as is shown in the next table:

| | |
|-------------------|------|
| English only | 17,6 |
| English and other | 75,7 |
| No English | 6,8 |

Table 3

5.2. Effectiveness of communication

The following graph illustrates that on board communication related problems are non-existent in communication with the Captain, and rare with the Engineer and Deck officers. It seems, thus, that communication problems on board are either with the pilot, although only according to 8% of the respondents, and with the remaining crew members. Between 10 and 20% of the respondents feel that there are *rather often* to (*very*) *often* communication related problems or conflicts with crew members that are not officers. In a further stage of the research, in-depth interviews with a selection of the respondents should give more details about this situation.



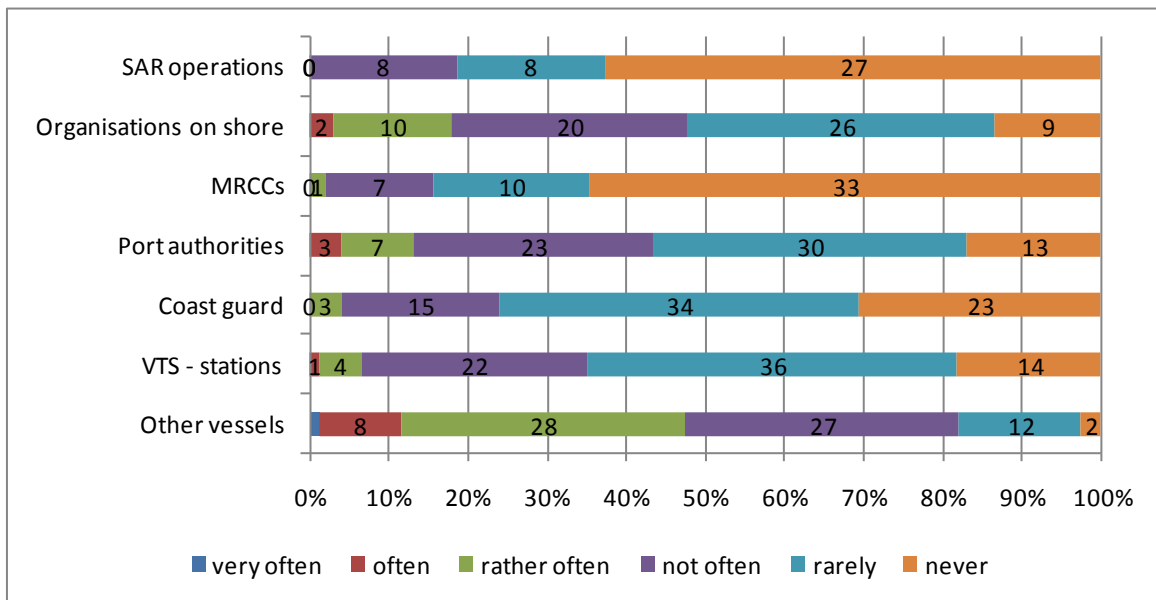
Graph 3

When asked in what situations these communication related problems proved more significant, 15% of the respondents indicate activities of navigation and manoeuvring,

⁶ Dutch, French, Spanish, Russian, Filipino/Tagalog, Polish, Ukrainian, Croatian, Bulgarian, Moroccan, Indian, Hindi

12% of maintenance, and approximately 10% of loading and discharging, mooring and letting go, operation of deck gear, and security and emergency drills.

With respect to the external communication ship-to-ship and ship-to-shore, the next graph shows that it is mainly communication with other vessels that is considered to be problematic by almost half of the respondents. The data also shows that communication ship-to-shore, namely communication with the port authorities and with organizations on shore, also leaves room for improvement. Informal reports from cadets at maritime academies returning from onboard training often reveal that external communication tends to differ according to the area in which the ship sails. It is frequently the case that diminished linguistic ability and difficulty in using English as the working language appear to be greater amongst shoreside authorities in some parts of the world as opposed to others, indicating the potential need for more intensive training in English as the maritime language within the shoreside sector. In a later stage of research, it is our intention to link the areas in which the respondents sail to the data produced by the survey, in order to be able to draw more specific and significant conclusions. As stated, a series of in-depth interviews with selected respondents will be undertaken in addition to the surveys and these will clarify differing linguistic hindrances and drivers within ship-to-shore communication.

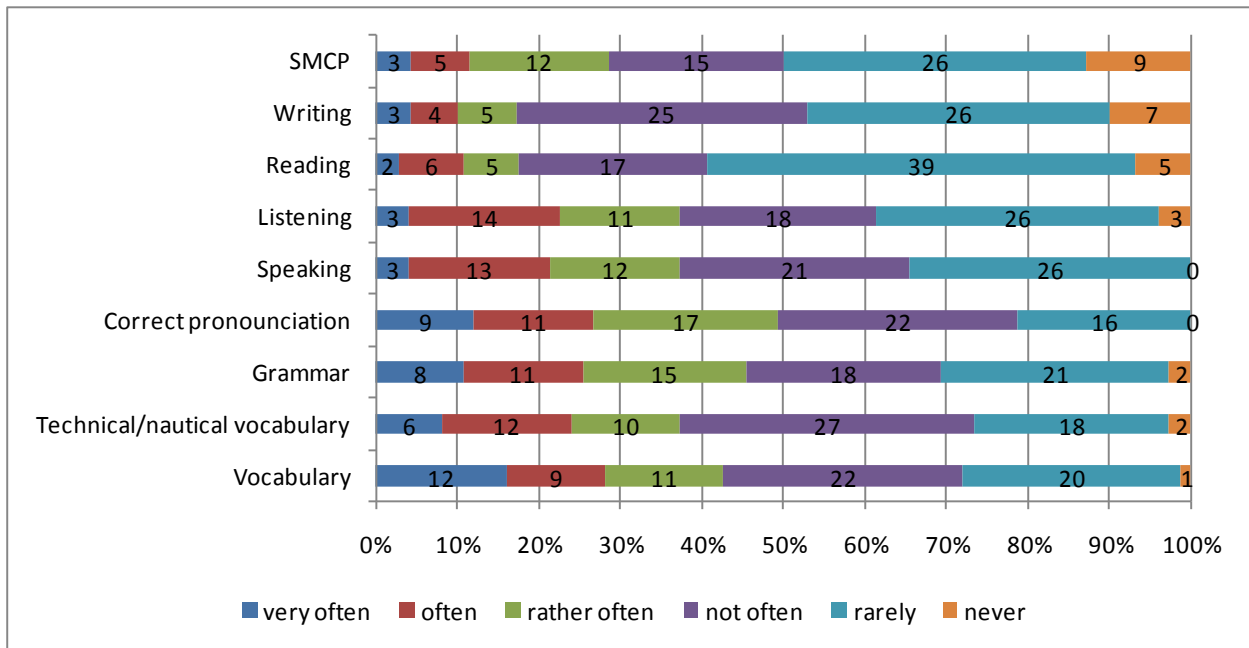


Graph 4

5.3. Causes of miscommunication

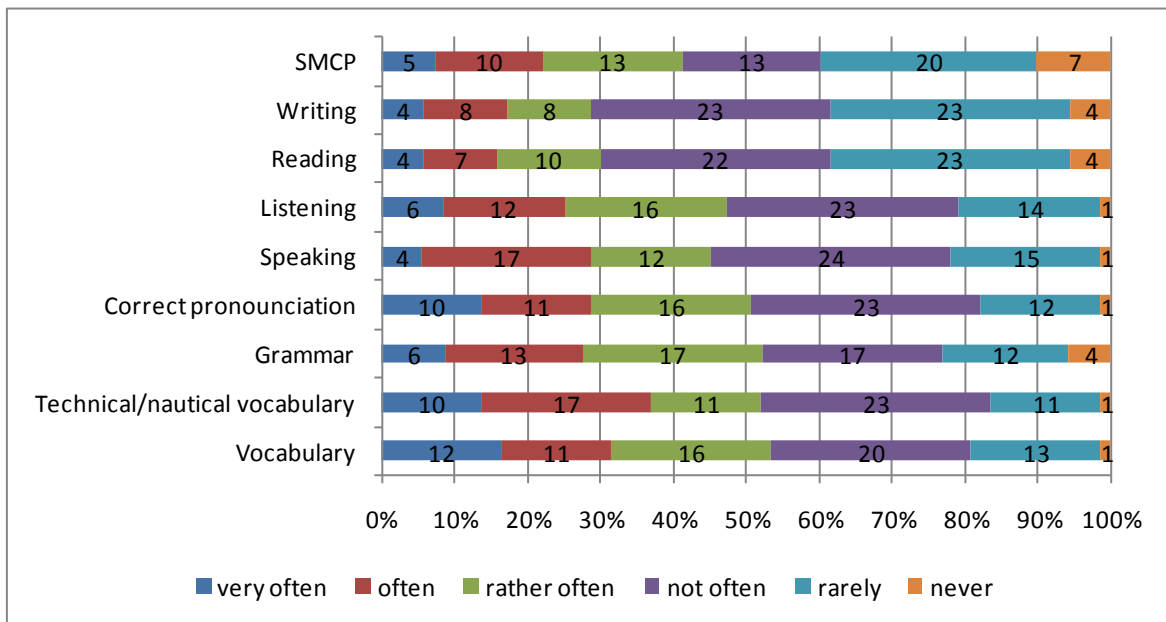
The following graph gives an overview of the aspects that the respondents hold responsible for miscommunication between officers. Apart from reading skills, all of the

following aspects cause problems now and then according to at least 50% of the respondents.



Graph 5

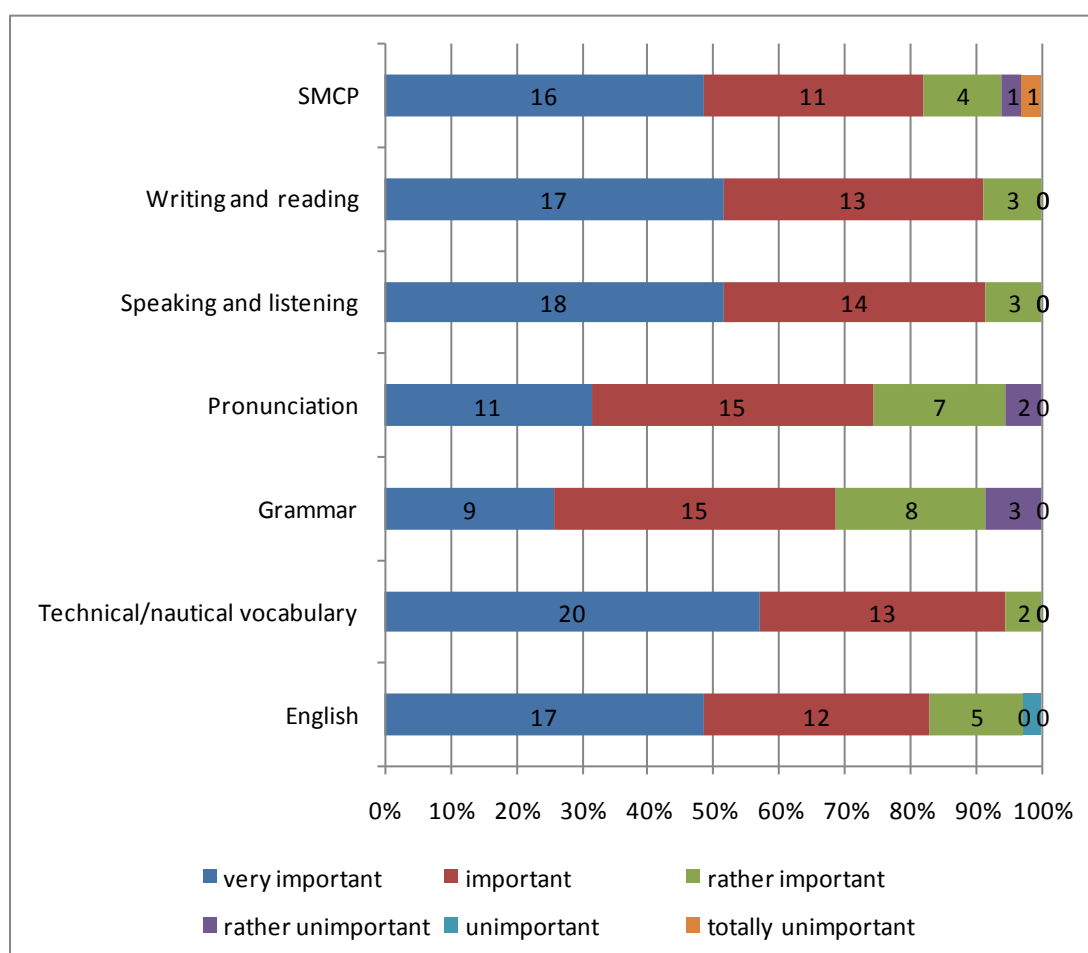
When asked the same question with respect to communication with crewmembers other than officers, at least 60% of the respondents replied that all aspects are considered to cause miscommunication on some occasions, listening, pronunciation, grammar and (technical/nautical) vocabulary proving the most significant.



Graph 6

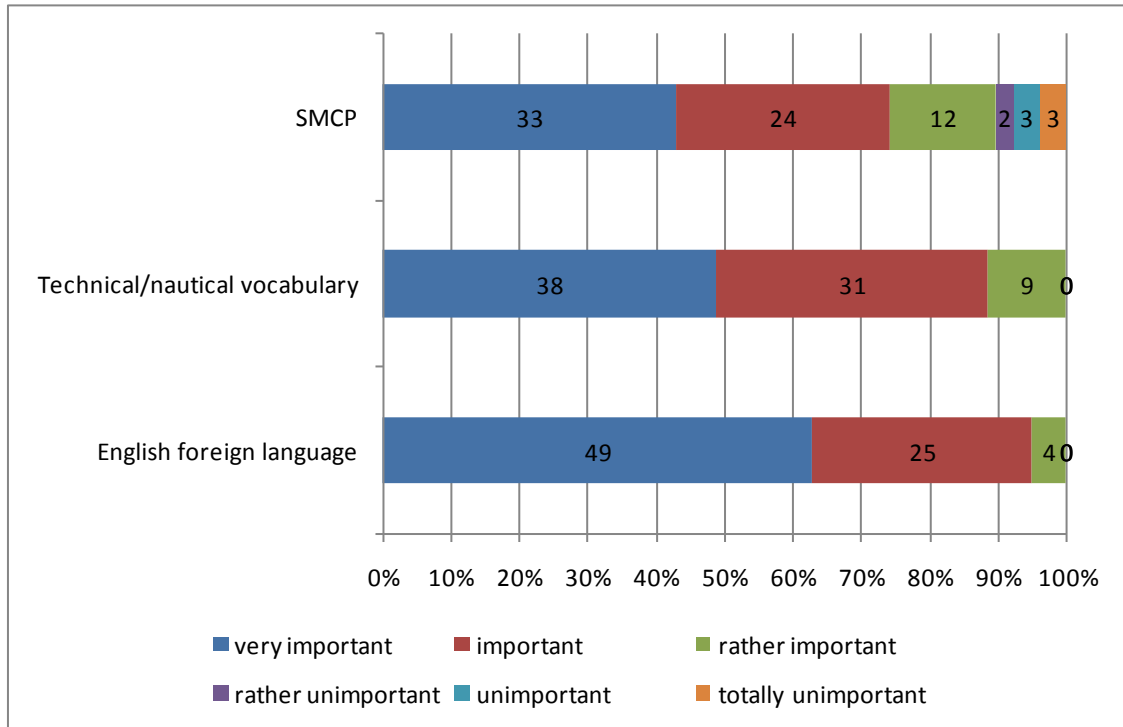
5.4. Solutions

Given that a breakdown in communication at sea can lead to catastrophic losses and damage, not only at financial level but also at human level, the maritime sector demands fluency and competence in the English language. The potential risks are too great to allow the shipping industry to “skimp” on linguistic competences. However, as indeed is the case in other professions, use of English at sea is defined by and clearly matched to occupational functions (Mead 1990, p. 220). With a view to elucidating the value respondents place on specific linguistic components and skills, the questionnaire includes several questions about course units and whether respondents consider they receive enough training in these units to allow them to perform their jobs to the most competent level in terms of English. The graph below illustrates that the majority of the respondents consider the following course units to be of great importance for their work on board a ship:



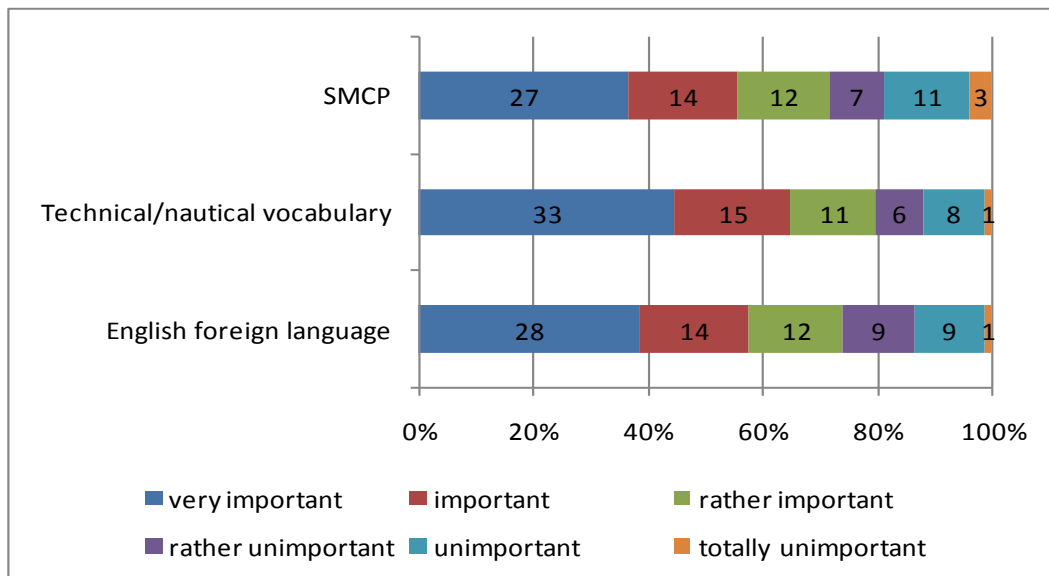
Graph 7

Apparently, language skills are equally considered important to very important for recruitment and assessment, as seen in the graph below:



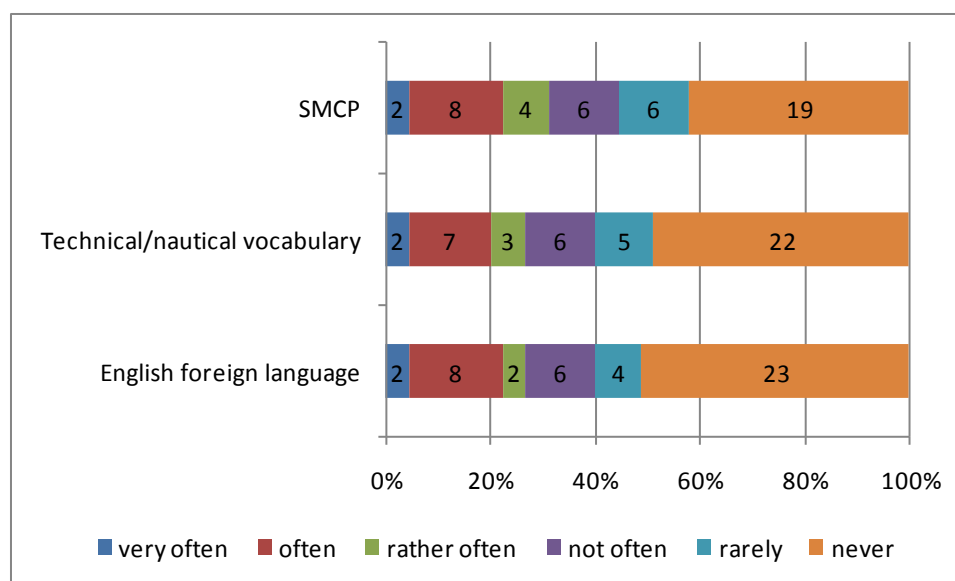
Graph 8

This explains of course why the majority of the respondents (more than 70%) consider in-service training organized by their shipping company as important. It is remarkable that, although the SMCP are considered less important than knowledge of technical/nautical vocabulary in general, they are considered to be as important as training in English as a foreign language in general.



Graph 9

Nevertheless, only 20 to 30% indicates that this kind of training has been offered by their shipping company in the last 5 years. Some of them indicate that computer programmes are available aboard, and that their knowledge is tested every 36 months. Others say that there is no training whilst mentioning that insufficient knowledge can result in crewmembers being dismissed. Clearly, this needs further examination by way of detailed interviews, and by asking the shipping companies for the content of these computer programmes.



Graph 10

6 Description of the second and third surveys

The results presented so far analyse only the first survey. The second and third will provide greater insight into the details of maritime communication, the second concentrating on the relationship between linguistic and intercultural elements and the third examining the use of SMCP onboard and assessing their value as a standardised communication system. The data relating to the second and third surveys have still to be analysed but the following sections of the paper will provide a more detailed overview of their content and set out our objectives within the framework of intercultural and maritime communication issues.

The second survey concentrates on linguistic and intercultural elements and their potential influence on the type of international communication current amongst crew onboard merchant marine vessels. The multi-ethnic crew of the 21st century does not only pose challenges as a result of an often insufficient command of English but also as a result of what might, at first, seem insurmountable intercultural differences. Deboo (2004) states that for example Latin American seafarers usually display subordinate

tendencies on board due to the importance of hierarchical relationships in this particular culture. Hence, the authority of a superior must not be questioned, a belief which proceeds to have a negative effect on levels of initiative within this ethnic group. Consequently it is vital that superiors encourage crew members to be more assertive and enterprising. This may be a valid observation yet when tackling the issue of communication on board it is vital to be aware not only of the dangers of stereotyping (wherein statements exist that, for example, Latin American or Filipino crews display subordinate tendencies) but of a multitude of multi-cultural issues. We referred earlier in the paper to the Cardiff study which examined diverse cultural aspects under various headings including *cultural differences and stereotypes, initiative and rule-following, teamwork, nationality and social order, social integration and "story-telling", hierarchy, nationality and social space and discrimination and racial prejudice* ((Kahveci, Lane and Sampson, 2002) The questions contained in the second survey shed additional light on these as well as other aspects and issues.

The range of questions created for each of the surveys was devised with a view to elaborating various areas of research. Naturally, as regards the second survey, it is important to establish, in the first place, whether seafarers actually perceive that culture-related problems exist and, if so, their cause, the frequency with which they arise and the domain on board where they exist (amongst officers/amongst other crewmembers/overall). Given that current day seafaring demands, by its very nature, that the individual learns to operate within a multinational crew, the questionnaire also aim to ascertain the advantages and disadvantages associated with working in a multinational team. We are confident that the results of the survey will prove useful not only to the (Belgian) shipping community but also to lecturers in MET (Maritime Education and Training) institutions. Thus, with pedagogic objectives in mind, the final part of the questionnaire elicits whether respondents feel that possessing intercultural sensitivity and awareness is an asset in their profession and whether they believe they are given enough training in these issues, both prior to and during their career at sea.

The third survey focuses on SMCP. The questions included aim to establish whether the respondent feels confident in his use of SMCP, how often and in which situations he uses SMCP and to what extent the respondent perceives the SMCP as being a useful asset, in other words effective and valued in its role as a standardized maritime communication system. The survey also asks the respondent to what extent he agrees with specific suggestions regarding, for example, the volume of SMCP, the teaching methods related to SMCP and the content of SMCP. It should also be noted that champions of Spanish and French have from time to time attempted to elevate these languages from their lower ranking and to present viable arguments as to why they should be more greatly valued

as a means of international maritime communication. To this end the questionnaire also contains a question about the perceived usefulness of a French and/or Spanish SMCP as a standardised maritime communication system.

In his first extensive analysis of IBM's 1967-1973 international employee attitude study, *Culture's Consequences* (2001, p. 73), Hofstede remarks that the methods and approaches used elicited mixed reactions from his readers, raising some academic eyebrows and producing often critical reviews of his methods and approaches. One criticism was that surveys were not a suitable way of measuring cultural differences. To this Hofstede replies that surveys should not be exclusive of other ways. Indeed it must be argued that surveys should be complemented by other approaches in order for the resulting analysis and research to be conclusive and valid. To this end, using data reduction procedures, we aim to select groups of respondents and their data and, eventually, to triangulate our survey data by proceeding to in-depth interviews with the selected respondents. It should here be noted that all three questionnaires (first, second and third surveys) were addressed to the alumni of the AMA, in addition to Belgian shipping companies, and thus non- Belgian shipping companies have also been contacted. This will offer a wider scope in terms of linguistic and cultural diversity and will allow for a differentiation to be made between Belgian and non-Belgian communication issues in the maritime world. The observations of cadets at AMA returning from onboard training reveal, for example, that some nationalities tend to use SMCP more readily and more accurately than others. Individual interviews with survey respondents representing specific nationalities or cultures, linked with data analysis, may assist in validating such observations. Or, as previously mentioned, a combination of interview techniques with data analysis – in other words a combination of qualitative and quantitative research - may render it possible to highlight those areas of the world where communication with shoreside authorities experiences greater linguistic hindrances as a result of difficulties with the English language than other parts of the world.

7 Recommendations for future research

There are numerous other cultural and linguistic issues related to the survey which invite research using qualitative as opposed to quantitative methods and, as previously stated, the one should not be exclusive of the other. Indeed the attraction of initiating research with survey-based methods is that the data collected can act as a springboard for future qualitative forms of research. Thus the intention to move forward from the initial quantitative analysis of the survey data to qualitative research based on in-depth interviews with selected respondents could, potentially, invite a diverse range of approaches. Qualitative research is often described as undisciplined or "messy". This

description may be justified but should not deter the researcher; on the contrary it should motivate him or her to explore and use a variety of analytical methods including ethnography, discourse and/or sociolinguistic analysis. Our three part survey will act as the basis for doctoral research into the influence of linguistic and cultural factors on onboard communication and it is the intention to employ a range of approaches and methods. These methods are yet to be confirmed and will ultimately depend on the results of the data analysis of the second and third surveys. It remains to be seen whether linguistic or intercultural factors play the greater role in shaping communication onboard and it is only once this has been established that the true focus of the doctoral research may be fine-tuned. Potential methods and approaches offer the opportunity to draw on Critical Discourse Analysis (CDA), nexus analysis as proposed by the Scollon partnership (Scollon and Wong Scollon, 2006) and ethnographic investigative techniques to name but a few.

8 Conclusions

The paper has been able to analyse the results of the first survey into communication for maritime purposes. The second and third should provide greater insight into the details of maritime communication, its connection with intercultural factors and the added value of a standardised maritime communication system, such as SMCP. Extended doctoral research into the subject, based on both quantitative and qualitative methods, will in the future clarify and enhance hypotheses and conclusions drawn from the initial data. There is a real intention and desire to make a sustainable and valid contribution to the maritime sector, certainly in Belgium if not further afield, by rendering the results and conclusions of the research accessible and applicable to those within the industry.

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**LANGUAGE IN USE VERSUS LANGUAGE AS IT IS TAUGHT:
LINGUISTIC AND CULTURAL ISSUES IN THE TEACHING AND USE
OF ENGLISH AS A WORKPLACE LANGUAGE IN THE MARITIME
WORLD**

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Abstract

This paper analyses testimonies of seafarers about the use to which Maritime English is put in the working environment, and compares it with the methods and content of the Maritime English courses as they are taught in a students' sample from Maritime Academies. The paper aims at revealing how the intrinsic cultural background of seafarers, as well as the methodologies involved in language teaching which consequently shape it affect the communication among crew members and the understanding of the common working language on board. In this perspective, the case of Greek shipping is examined which nowadays experiences a high level of multiculturalism on board. Quantitative data was collected with the use of a structured questionnaire and personal interviews among a number of Greek seafarers. Moreover, the analysis is enriched with qualitative data from an onboard study of a multicultural crew.

The results show that the way Maritime English is currently taught in Marine Academies does not meet all the needs of real life on board. There seems to be a mismatch between the required skills and knowledge and the offered education and the greater lacks seem to pertain to social linguistic-related skills. Furthermore, the results show that stereotypes and cultural misunderstandings influence the use and understanding of the English as a workplace language. Finally, the paper suggests a number of teaching activities and practices that could help Maritime English teachers in their mission to accommodate future linguistic seafarer needs.

Keywords: Multicultural Crews, Maritime English, Communication Issues

1 Introduction

The International Convention on the Standards of Training, Certification and Watchkeeping which rules the recruitment and employment of all seafarers states that "officers should be capable of addressing both the crew and the passengers in clear, standard English in order to avoid losses in human lives or cargo". For a rule of that importance in practice, one may consider that the terms "clear, standard English" are rather vague. What qualifies as Standard English and what does not is still a matter of some controversy. The variety in accents, intonation patterns and vocabulary, technical and non-technical, are variables which must be taken into account when defining English as a common workplace language. Thus, the seafarers' community of practice is, considering the high level of multiculturalism of its members, an interesting field of research concerning language proficiency and competence.

If the certification of Standard English proficiency was the unique precondition for the successful communication among seafarers, a decreased occurrence of miscommunication generated accidents on board would have confirmed this function. And yet, according to the findings of the MARCOM Project (1998), 96% of the marine accidents in their compiled corpus are imputable to the human factor, a factor associated to language. Horck (2004), Pyne and Koester (2005), and Winbow (2002) all join their voices in an effort to underline the importance of effective communication on board if not for any other reason, then for safety alone.

Moreover, language plays a predominant role in issues of mobility, job opportunities and employability. Sampson and Zhao (2001) and the MARCOM Project demonstrated that the linguistic skills and cultural background of multicultural crews were proven crucial for their performance and that decisions concerning manning strategy were made according to them.

The seafarers' communicative problems are aggravated by the unwillingness of individuals to admit they have difficulties, an unwillingness which is partially attributed to the working culture of the ships. An international review of the relevant bibliography is revealing. A considerable number of seafarers from Asian countries, when asked, testify that their communication problems, which turned out to be mainly imputable to their poor linguistic proficiency, influence negatively their experiences, feelings and perceptions on board (Zhao 2001). According to another study (Philippine National Maritime Polytechnic 2002) 34% of Filipino seafarers admitted the existence of communication problems when collaborating with other nationalities, identifying the divergences in language, attitude and culture manifested among the crewmembers as their source. The results of Loginovski's (2002) study on Russian seafarers makes

obvious the fact that even a native speaker is not immune to communication problems. In fact, the study shows that the Russians have difficulties understanding native speakers and the former resented the latter's unwillingness to take an extra step in order to be understood, a practice known as convergence in the linguistic field. One could argue that cultural divergence is also at the origin of such problems. In a survey conducted among Greek-owned shipping companies and Greek seafarers (Progoulaki 2003; Theotokas and Progoulaki 2007) almost 85% of the companies' executives mentioned that problems arising in the process of the ship's interaction with third parties can be imputed to linguistic and cultural diversity. Still, in what seems at first a paradoxical tendency, quite a number of seafarers facing the problems in question prefer working in multicultural environments (Wu 2004). It is obvious that they see it as their only chance to improve their linguistic competency in English and their professional standards. To sum up, one cannot but agree with Østreng (2001; 2001) who explored the paradox of the shipping industry as a global, in theory, working environment, which in practice is staffed by local people, when she states that "being in the world, interacting with people from alien cultures and acting in transnational markets does not necessarily mean being cosmopolitan".

In this perspective, the aim of this paper is to elucidate possible links between the way English is taught to national groups as a workplace language and the subsequent efficiency of communication on board or lack thereof, as well as the perceptions formed in the aforementioned group concerning language in the balance of authority dynamics. We also aim to examine whether cultural awareness is incorporated in the courses curriculum, be it in form or in content, and if the means are given to language learners to become language users. English for Specific Purposes and related matters forming the theoretical backbone of our approach will be analysed in Section 2 of the present study, while the methodology of the research and the choice of tools will be discussed in section 3. The results are presented and discussed in section 4, and conclusions are offered in section 5.

2 ENGLISH FOR SPECIFIC PURPOSES, ENGLISH AS A LINGUA FRANCA AND INTERCULTURAL COMPETENCE

Teaching English as a Second Language is a discipline in which progress is constantly achieved and yet that progress affects very lightly the way language is taught to one of the most "globalized" diverse and rich in cultural difference community of practice, i.e. the seafarers.

Teaching English has also become the theatre of many battles fought not only in the context of language teaching *per se*, but also in fields such as sociolinguistics, discourse and genre analysis and power and identity (Fairclough 1989, Swales 1990, Norton 2000, Pennycook 2001, Wei and Auer 2007). Discussions central to this debate include questions such as “Who owns English?” “What power do non-native speakers of English have?” “Who has access to English?” “What forms of English are considered acceptable internationally?” Eventually, the idea of English for Specific Purposes as a branch of English Language Teaching emerged, involving the *teaching of English designed to meet specific needs of the learners, making use of the underlying methodology and activities of the disciplines it serves and centred on the language (grammar, lexis, register) skills, discourse and genres appropriate to these activities* (Dudley and St John, 1998, pp 4-5). ESP profiled itself as a rational option for intensive and focused ways of teaching specific work or academic-related communities and Maritime English is considered as English for Specific Purposes.

At this point an additional number of key terms must be addressed. We already referred to seafarers as a community of practice, or a speech community. The term refers to a group of people using language in a unique and mutually accepted way among them (Labov in Gordon 2006). Speech communities often develop slang or jargon to serve the group's special purposes and priorities. Those who have been in contact with people professionally involved with the sea, may have observed their use of a special vocabulary, almost an idiolect. But, as it has been pointed out by Holmes (2000), when one enters a new workplace and integrates a community of practice, one needs to learn not only the technical terminology and the in-group jargon, one also has to acquire the norm of interaction, the ways to address and refer to people, the acceptable levels of formality and how to use language to negotiate new meanings with new colleagues. We posit that Maritime English should be informed by those needs and incorporate them in its curriculum both in form and in content.

Another term used in relation to the teaching of English is English Lingua Franca (ELF). In Lesznyak (2002), Mauranen (2003), Louhiala-Saalminen *et al* (2005) and Seidlhofer (2002) ELF refers to English used as a ‘neutral’ and shared communication language, neutral in the sense that none of the speakers can claim it as its own and shared in the sense that it is used for communicating within the global discourse community. However, is ELF in its quality of highly functional form of communication, culture-neutral or cultureless? According to Meierkord (2002,) speakers creating the lingua franca do have a cultural background, in fact in the seafarers’ case, a diversity of backgrounds. In this article we assume that the adoption of a language as a workplace one should by no

means entail abandoning one culture to adopt another, but rather conjugating all cultures in a hopefully harmonious whole.

The last concepts we need to examine prior to analysing our methodology are that of intercultural competence and the idea of language users versus language learners. If we accept Gestenberger's assumption (2003) that "seafarers are work immigrants, but in opposition to people working in foreign countries, seafarers do not emigrate to another nation-state but to the world market" the fact that the latter's stock of trade should be intercultural competence rather than near-native one can hardly be considered a surprise. Interculturally competent language users rather than language learners tend to tolerate various degrees of linguistic proficiency and to focus on communication and task performance rather than just linguistic accuracy and grammatical perfection. We will try to establish which role the students are inclined or indeed enabled to play in the Maritime English Classroom of today.

The above theoretical framework will dictate our methodology and eventually future conception of a new syllabus for Maritime English.

3 METHODOLOGY AND TOOLS

The present article is, first and foremost, the fruit of a multidisciplinary analysis. It stems from a deep conviction that the phenomena related to the use of language as a tool for improving efficiency and communication of those who use it, should not be considered the exclusive study field of linguists and language teachers, not least of all because they require topical knowledge, i.e. the knowledge of the framework in which the language will be employed and deployed. This article is in fact an effort towards an integrated approach, focusing on the specificities and lacunas in the way English language is taught to seafarers and learned by them, but also on how language is used in the working environment of the ship and shaped by the international seafarers' labor market.

The article hosts only part of the findings of a wide research on the use of English as a workplace language onboard and the ways in which it can contribute to the improvement of the social and working environment thus improving safety levels and overall ship's effectiveness.

As per the definition of English for Specific Purposes and therefore of Maritime English, the first step towards appraising the needs of the learners but also of the field specialists and other stakeholders, is to conduct a Needs Analysis.

Prior to the actual questionnaire design, the groundwork described by Dudley-Evans and Saint John (1998) includes trawling the literature for previous needs analysis, available material and research findings. Considering the large number of articles dedicated to English for Maritime Purposes (indicatively: López de Vergara Méndez (2006) Naoyuki (2000), Rojo-Laurilla (2007), Benton (2003) and Yakushechkina (2002)) the variety of specialists involved in the endeavour, as well as the various approaches adopted to address what seems to be the object of a universal consensus, i.e. the inadequacies and shortcomings of Maritime English as a workplace language, a Seafarer's Language Needs Analysis seemed to be conspicuously absent from the International Bibliography. Indeed we found no trace of it, either as a basis for a future course design, or in a purely methodological perspective. It must be pointed out that if stakeholders persist in ignoring that methodological tool, they risk investing their resources, time and effort in reinventing the wheel. The courses offered will not match the learner's needs but some one-size-fits-all conception of the language. In practice, this entails the proliferation and continuation of the unfortunate phenomena associated with the ship's safety but also with the deterioration of the social and working conditions.

The next stage was to conduct a personal small scale research aiming to hunt down information sources. Job descriptions (such as the IMO STW78/95) lists of tasks and performance standards, manuals, brochures of Maritime Educational Institutions of various levels and from a variety of countries, syllabi (such as the IMO Model Course 3.17) and "in service informants" provided original material. The final version of the Questionnaire consists of four sections. The first covers biodata, the second tasks, interlocutors and setting where language is used, the third attitudes and perception towards language. As for the last it addresses ways in which the language is currently taught, teaching materials, student specific learning needs and an array of ideas for improvement to choose from. The present article will focus on data from the last two sections.

A number of measures were taken to address a number of methodological issues. The answer to those who object to learners as unique sources of information on account of their subjectivity was to choose the task rather than some form of linguistic excellence as the measure unit of our analysis. Seafarers are perfectly able to tell whether they can or not fill in the ship's log or talk to representatives of port authorities. Furthermore, as another precaution, we used multiple sources, by piloting the questionnaire to a focus group of serving officers for validity and by triangulating both data sources and methods of analysis by means of semi-structured interviews with Language Instructors and active seafarers.

We provided also for the fact that the traditional framework of a Needs Analysis does not conceptualize certain aspects of the Seafarer's language use. Measuring the use of mother tongue against that of the ship's working language was proven a valuable, sector specific tool. For instance it was discovered that the occurrence of a horizontal sort of segregation that excludes officers from other nationalities in ships where the majority group is monolingual depends on it (Iakovaki, Theotokas 2010). By rethinking and enhancing the narrow definition of a Language Needs Analysis to render it more representative and sector-specific we hope to have provided an improved research tool.

4 RESULTS AND DISCUSSION

4.1 The Sample

Those of the research results that constitute the cornerstone of the present analysis cover the responses received by cadets, Officers to be, who are presently studying in two Marine Academies of the Greek Merchant Marine. They were chosen as an initial target sample for a number of reasons; first, because they record both the impact of the learning procedure and an early reaction to the use of language in a "real-life" environment. Secondly, because they are at the balance point of the authority scale: being students but being aware of their future role as Officers and its enhanced authority; theirs is a clear-cut professional path associated to very specific attitudes. If, in addition, they happen to be employed in ships flying the Greek flag, they will have the advantage of belonging to the national dominant group on board. Thirdly, they have freshly joined a community of practice and long to adopt its organizational culture but can still be critical towards certain phenomena, experienced or observed in the course of their educational trips. This perspective renders them an ideal source of raw data and a privileged window to what is normally not offered to the common view.

4.2 Profile of the Respondents: Use of Mother Tongue on board.

The total number of Questionnaires sent to the two Maritime Academies located at Chios and Oinoussai (Greece) were 170. Returned questionnaires were 107, which makes for a respond rate of 63%, a fairly high one. The answers came from students destined to become Deck officers (19,6%) and Engineer Officers (80,4%), aged between 18-22 (84,11%) and 22-35 (15,89). Almost one half of the respondents were in their 1st and 2nd years of study while the other half consists of senior students. The quasi-totality were men (94,39%) of Greek nationality having Greek as their mother tongue (a rough 99%). Concerning their self-assessed linguistic proficiency, roughly half of the respondents consider themselves expert users in all four skills, and the highest percentage concerns

those confident of their Speaking Skills (57,1%). That estimation does not coincide with those of either Language Instructors we interviewed or the active seafarers who happen to make educational trips with Cadets.

Nevertheless, a language audit which would settle the matter one and for all was beyond the scope of the present research since, at this point, we were rather interested in the Cadets' perceived needs, i.e. the skills, tasks and vocabulary they thought they would need in their future careers. And it is quite revealing that despite their rather optimistic self-evaluation, more than three quarters of all respondents find their Speaking, Writing and Listening Skills in need of improvement in various degrees of urgency, a sign that, for all their self assurance, they still maintain a feeling of apprehension about their future linguistic responsibilities.

The well-known phenomenon of mother tongue used in social settings with one's co-nationals, was confirmed by our research and re-adjusted by indications that a certain form of linguistic "contamination" was at place consisting in mother tongue taking over other, non-social instances, like briefings and watches. This was predominantly the cases with interaction with peers (Officers to Officers) or superiors (Officers to Master) (Iakovaki, Theotokas, 2010).

Although neutral *per se*, what is referred to as "code switch"⁷, i.e. the tendency to revert to mother tongue in the presence of fellow ethnic group members has been pointed out by outsiders as one of the principal generators of cultural distance and misunderstandings. The results of studies on Greeks seafarers and their attitudes towards multiculturalism (Progoulaki, *et al.* (2006) and Progoulaki (2008) confirm it. It has been stated that "there is an unwritten law on the ship stipulating that the flag and nationality of the owners of the vessel are the factors that appoint the official language on board; on a X-flagged and X-owned vessel, while the official language onboard is English, unofficially, it is X". A seafarer mentioned that he often observes his colleagues talking in their mother tongue (not his) and commented "that is understandable, it happens sometimes. You feel like, not discriminated against, but apart. And maybe it is important for you to listen to what people are talking about and you can't understand, but it happens. My opinion is that it {should not} be compulsory to speak English; you should do you as you feel... But, on the job, for professional matters, it is most interesting [necessary] to speak English all the time".

⁷ The term *code switch* in its original, *stricto sensu* meaning, refers to the change of language in the course of conversation or interaction between bilingual groups and communities. We employ it here in a larger sense, stretching the definition of the latter to include seafarers who are somehow a sort of "coerced bilinguals" (the Authors' term).

This problem admits no hard and fast solutions, since any form of “English only” internal rule would bring to mind an all too-familiar form of linguistic imperialism (cf. Rodriguez 2006). Yet, the fact that a unique language cannot be employed on board on all instances (social, operational etc.) has its linguistic repercussions on the final linguistic performance of one and all. In terms of an answer as to how language can mitigate such diverging practices we will present an exercise in the Annexe which, although not strictly counteracting the effects of code switch, would hopefully divest them of their threatening undertone.

4.3 The Intercultural Dimension. Belonging to a Community of Practice

As to their linguistic proficiency, the majority of the respondents admitted that their blind spot in tasks performed in English was social interaction and more specifically, dealing with cross cultural issues. A shockingly low 19,7% proclaimed themselves perfectly and very well trained in dealing with cross-cultural issues, conflict resolution and negotiations. A less shocking but nevertheless disappointing 39,2% is perfectly and very well trained to interact socially with the crew “making small talk, talking about sports, politics, shared interests and having pre-dinner drinks”. Twenty years ago, in the era of monolingual, mono-ethnic crews the idea of such categories of interaction to be explicitly taught in an English classroom would probably produce a fit of laughter among seafarers. In today’s shipping though, where soft skills of Officers, not unlike the ones described here, are considered an asset of equal value as their hard skills (Harris 2000), maybe the time has come to give the matter serious consideration.

In an effort to discover a closer match between real and perceived needs and to further explore the intercultural possibilities of ESP we included a number of questions indicating a list of new learning items (skills, tasks, procedural as well as descriptive categories of knowledge) for respondents to choose from in view of a future syllabus. On top of the Cadets’ list can be found the ever-present Seafarers’ Terminology (66,4% of the respondents *totally or simply agree* to include it in the New Maritime English Course and the item also features the highest rate of *totally agree* of the list). Such a strong preference is probably a cry for help considering the extremely heavy workload of technical vocabulary Maritime English usually consists of.

Of more interest are the second and third item in the list: *language exercises about real problems on board rather than just about language itself* are supported by 61,7%, and *Learning Strategies* by 51,4%. The first shows that learners crave authenticity not just of material but of tasks made out of it, a matter we hope to address in practical terms in Appendix A. The second is indeed a sign that learners are aware of the existence of

strategies they can use to learn better, and although learning strategies are by no means exclusive to ESP they occupy a central position in it, because they allow for transfer of skills and the development of a personal learning style. We should always bear in mind that ESP is about integrating the methodologies of the disciplines it “serves” in language teaching and learning.

A 48,6% rate of the sample agrees to the inclusion of “ways to negotiate and to break deadlocks in professional situations”, a task we borrowed from a checklist concerning the soft skills of future businessmen. Context and implied meaning, two of the core assets afforded by the intercultural dimension of English teaching, received the approval of 46,7% of the respondents, a fact that indicates that, in this respect at least, the latter have a mature and sophisticated approach to language far beyond their years. Nevertheless, none of the above items seemed to be integrated in any sort of ME syllabus we could get our hands on. The same holds true for another item in the list which received ample votes, namely “how to use politeness strategies” (51,4%).

Other items were not honoured with the students’ preference. Notably, *How to sensitize others in cultural differences by means of social interaction*, *Story-telling*, and *Language and Literature* received a meagre 35,5%, 32,7% and 31,8% respectively.

For the first, suffice to say that cadets are in all probability quite unaware of what is in stock for them in their future careers, and that that is a misfortune. During one of the interviews conducted by the authors with active seafarers, a Greek Captain admitted that “concerning multicultural crews, my opinion is that communication is not at its best. There is of course the language difference that makes it hard to communicate. I know that Pilipino seafarers speak English and I speak English myself but it’s the philosophy behind language that makes the difference. I formulate utterances quite differently and there is the accent too... What I want to say in English I conceptualize in Greek and this is another difference. I mean, culture, philosophy, the love of work well done, these are values that differ from country to country, let alone from continent to continent”. And yet, to their credit as intercultural sensitive learners, 52,3% of the respondents claim that the practice of one common language onboard at all times, should not serve as an excuse for the exclusion of those who do not speak the standard version of it so well. That choice demonstrates that future officers have in the back of their mind a potential for intercultural competency and the tendency to protect those of poor linguistic competency, unless of course they think of themselves that way.

Concerning “Story Telling” that was met with such poor rates of approval it should be noted that according to Kahveci, Lane and Samson (2001) “[it] remains an important part of the lives of seafarers even aboard today’s modern vessels equipped as they are

with sophisticated entertainment [...] It typically took place during 'snatched' moments of sociability". Besides its obvious diverting function, story telling is also a binding element. The community of practice of seafarers is largely dependent on the narrative patterns of the Mariner's oral lore featuring themes such as Heroism, Banter, or the Pain of Separation, not only for its collective identity but as a means to boost the organizational knowledge flow and to showcase examples of best practices. How Guilds and communities describe themselves is always a key to their ethnographic interpretation and what is commonly known as the mariners' "yarn" often encompasses ways of creatively articulating a collective identity. Once again, it should be underlined that in the era of monolingual crews such practices would never reach the status of items to be taught. Once again, it should be noted that times are changing.

On the other hand, and to do them justice, it must also be noted that a large percentage of the sample agree (46,7%) to sharing information with their community of practice, demonstrating thus a strong sense of community belonging. According to the Cadets knowledge-sharing is important because it creates value for the ship, the company and the shipping community in general. The sense of belonging is reinforced when asked to choose between the ethnic community they belong to and that of the seafarers in general. 48,6% admit that on board they feel they belong to the community of their ship, rather than that of their co-nationals. They recognize as their code the seafarer's language rather than their mother tongue, another step towards informed multiculturalism. Furthermore, when asked to choose between "following their own cultural norms as closely as possible" and "following the cultural norms of their community of practice and simultaneously show your own cultural identity" the majority opted for the tolerant and interculturally informed second option.

As for the uses of Literature in a Maritime English Classroom, we will provide an example in Annexe 1 which will make or break (as chance would have it) their fortune.

4.4 Obstacles in Communication and Cases of language use with a tendency to include, exclude members from the community of practice and exclusion on board

Another break from what is considered a Typical Needs Analysis can be associated to the fact that we offered participants an array of possible obstacles to communication on board from which to choose. It can be argued that Seafarers are one of the very few groups of language learners/users which do not "take off" their workplace language as the multilingual manager of a merged corporation would do, at the end of his/her shift, to go home to their mother tongue and family. Instead they live in it, day in-day out, for

days or months in a row. In this respect questions pertaining to the everyday life on board and investigating the possible linguistically constructed domination schemes at work are another valuable instrument in the effort to assess, understand and cater to the community's needs.

To the question enumerating crucial, very important and important obstacles to communication on board, two items share the first place: 53,3% of the respondents placed the fact the learning procedures were not designed for professional experienced adults like seafarers at the top, along with the lack of remedial courses which makes trainees focus on passing examinations rather than appropriating useful knowledge and developing relevant skills (on this point cf. Gholamreza and Wolff, 2008). 52,4% gave their vote to the fact that Maritime English as it is taught consists of purely technical and semi-technical vocabulary and cannot be used socially. A 48,5% rate of the respondents named as problems the fact that "speaking English with non-native speakers means you need to understand a variety of accents different vocabulary sets and a lot of social-related content", a matter we hope to address in the Annexe in practical form. Finally, 43% of the sample identified "the use of mother tongue by those who have one in common" as a major obstacle confirming the existence of mother tongue over workplace language issue we mentioned earlier in this paper, and their remark is all the more valid because they are the ones to indulge in it first.

Last, but not least, in our Questionnaire was the category of questions seeking to identify practices which might conceal abusive uses of language. To avoid incriminating our informants or to have them think we do so, the questions' phrasing refers to the frequency of such incidents as observed by the respondents, regardless of whether they contributed to them. "Crew members being called by other names than their own, i.e. nicknames as a friendly teasing" was voted by 53,3% of the respondents as happening very often, often and all the time. The fact that Cadets consider such nicknames as "friendly teasing" does not mean that they are perceived as such by all crew members, but confirmation will perforce come from an eventual triangulation with a sample of ratings.

Likewise, the use of special forms of politeness by native speakers which are not understood by other nationalities (e.g. the use of the Greek term *Mastora* {Μάστορα} a term to address an engineer, more often than not a subordinate, but one you respect for his/her expertise) may not be perceived as excluding by the 52,3% of the respondents who admitted it occurs often, very often and all the time but if the non-native speakers were asked the response would probably be different. An unambiguous practice witnessed by 50,5% of the sample refers to "any form of language related to power

abuse, i.e. officers of specific nationalities not being admitted in the officers mess because they do not speak a certain language". Finally, 49,5% of the sample claims that often, very often and all the time, crew members are being called by other names than their own as an insult e.g. nationalities being referred to collectively as offending traits *the Filipinos, the Kiribas*.

5 Conclusions

The article has examined discrepancies between language as it is taught and language in use in the seafarers' community drawing data from both a qualitative research of a large sample of Cadets studying in two Greek Merchant Marine Academies and a quantitative one based on interviews with Active Officers, Captains and the Cadets' own Language Instructors. The question as to whether communicative abilities necessary for those who wish to work in today's multicultural environment were indeed part of their language curriculum was partly answered to the negative.

In the era of multilingual, multicultural crews, course and syllabus designs must be expanded to accommodate new needs with materials supporting Elements of Social Interaction, Cultural Sensitisation and Context and Implied Meaning Familiarisation. Far from being a luxury they constitute the foundation of future communicative skills-a linguistically-constructed foundation.

Cadets are also the first to demand authenticity not only of their courses' materials but also of the accompanying tasks. Their responses pointed out once more the need for a thorough and robust Needs Analysis prior to any course design, with regard to tasks, interlocutors, settings and community practices to which language will be put to use. As the legitimate Instructor question arises "how can authenticity be procured?" an obvious answer may be "Get help. Ask practitioners, stakeholders, the industry. Ask your students."

The last element of a future curriculum to be exposed so far is that the seafarer's community of practice and its relevant corporate ethos come across as very strong. For the time being. If future officers wish to fully endorse their responsibilities they must develop their intercultural communicative abilities and learn to communicate with other seafarers, in all probability non-native speakers of English as well. It follows that they should be in possession of language tools which will encourage tolerance and understanding of diversity. The seafarers' collective identity can be relied on for solidarity but if the linguistic construct that corresponds to it is left to be eroded, the industry will erode too.

Apply learning to the real world and integration will happen by default this is a principle which dovetails our findings. By “real world” we understand the working environment of the seafarers’ community of practice.

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THE COMPREHENSIBILITY OF THREE VARIETIES OF ENGLISH BY THE FILIPINO SEAFARERS: ITS IMPLICATIONS TO THE TEACHING OF MARITIME ENGLISH

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Abstract

This paper reports on the ability of how Filipino seafarers as speakers of English as a second language (ESL) comprehend the three varieties of English as spoken by their crewmates of different nationalities commonly encountered onboard. Three educated speakers of the English varieties are used in recording for the listening tests – the British, Indian and Japanese Englishes. Using the framework of Smith and Bisazza (1982) positing that the 'evaluation of one's English language comprehensibility should be based on the judgement of both native and non-native speakers', involved in this study are 31 Filipino seafarers of varied sea experience and less diverse linguistic background. The results of the study show that majority of the Filipino seafarers comprehend best the Native English variety compared to the non-natives such as of the ESL and EFL varieties. Scores of the three tests, however, reveal that the text is also a factor on their performance. Familiarity on the accent of such variety of English made the participants to predict of the speaker's nationality. These results lend some important pedagogical implications to the teaching of Maritime English especially among the ESL learners.

1 Introduction

The Philippines is at present the major supplier of seafarers in the global labour market of the international shipping as 30% of the world's crew are Filipinos (OFW, 2007). We are regarded as the manning capital of the world supplying the workforce among the international fleets according to the POEA. Based on their records, there were 323,384 seafarers deployed in 2009 or an increase of 26.5 percent from the 261,614 in 2008. The seafarers are the 25% of the total deployment of overseas Filipino workers. Some 256,000 seafarers are deployed annually. As the manning capital, the Filipino seafarers are inevitably exposed to a multinational environment onboard working with the different nationalities from the crewmates to other vessels' crew and to the port authorities. The Europeans (58%), specifically, the British, Greeks and Germans and the Asians (38%) represented by the Japanese, Koreans and Indians are the most common crewmates of the Filipino seafarers and who hold the senior position as well. Some of the crewmates are from America, Africa and Oceania but only very few of 4% according to the NMP study. In effect, problems in miscommunication due to language and cultural barrier

have been reported. English since then was promulgated by the International Maritime Organization (STCW 1978) to be used by all seafarers manning the ocean-going vessels in the international seas as the lingua franca. The National Maritime Polytechnic (2002) reported that the 'most common form of communication and language problems are language barrier and raising of voice when giving orders experienced by both officer- and rating-respondents with their Japanese, Korean and Greek superiors'. The inability to understand the English language of the other nationals when they speak posed great difficulty for the Filipino seafarers despite they know English for quite a long time in school. Smith and Rafiqzad (1979) reported that the native-speaker variety of English was recognizable or intelligible to others and that its model was regarded as the standard to be followed by the non-natives as to eliminate diversity of the English language if the non-native varieties are used. The seafarers have a dynamic social environment as they encounter very frequent changes of colleagues as the contract of the foreign counterparts are shorter than of the Filipinos. They mingle with people of different cultures now and then to work with in their 6 to 9-month working contract. Communication is very vital for them to survive in their seafaring life onboard professionally and socially with the numerous factors in his environment.

This study investigated the comprehensibility of the varieties of English spoken onboard specifically that of the British, Indian and Japanese as to whether which variety is the most understandable by the Filipino seafarers. The framework used in this study is that of Smith and Bisazza (1982) positing that the 'evaluation of one's English language comprehensibility should be based on the judgement of both native and non-native speakers.' However, in this present study, it limited to one group of non-native speaker as the judge – the ESL Filipino speakers. Since there has been no study conducted yet on how Filipino seafarers comprehend the other varieties of English spoken by their crewmates or by other shore personnel, it is the purpose of this study to investigate the ability of the Filipino seafarers to understand the utterance meaning of the three speakers of similar syntactical pattern but of phonological difference on its varieties of English. And, specifically, it aims to answer the question, which variety of English is the most comprehensible to the ESL Filipino seafarers among the three varieties?

In the study of Smith (1992), comprehensibility was distinctly defined as the understanding of the word or utterance meaning which is second in the categories he made. He said the degrees of understanding are like in a continuum where the intelligibility is the lowest and interpretability is the highest, however, this paper is interested in the middle or second category. On the other hand, Smith and Bisazza (1982) earlier argued that speaker's comprehensibility on a language is not judged by a native speaker but by other speakers of that language and this was corroborated by the

previous studies (Smith 1976; Quirk, 1978; Strevens, 1978; Kachru and Quirk, 1981) that both native and non-native speakers would be the judge in terms of comprehensibility. Filipinos belong in the outer circle being speakers of English as a second language. They can judge how comprehensible the other varieties. Hung (2002) has articulated further his views on intelligibility that it is not only on pronunciation but also on lexical or word, grammatical, discursal and cultural level. This is suggesting that there is a thin line separating the two. There is comprehensibility when intelligibility has been achieved.

Other studies on comprehensibility includes of Shubert, et.al. (1995) on how non-native speakers benefit from the use of the Simplified English in improving the comprehensibility of complex documents; Richards and Stevens (2006) on television program language comprehensibility in 6 to 24 month old children where it said language comprehensibility played an important role to hold the child's attention. In another study on the interrelationship of accentedness, perceived comprehensibility, and intelligibility in the speech of L2 learners (Murray and Derwing, 2002), it was found out that although there is a positive correlation on accent and errors on how the NS perceived the utterance of the NNS in English, the strong foreign accent does not necessarily reduce the comprehensibility or intelligibility of the L2 speech. Derwing, Murray and Thomson (2007) investigated in a longitudinal study the development of the ESL learners' fluency and comprehensibility on the basis of their exposure to English outside their ESL class. Results revealed that there was slight improvement for the Slavic NS compared to the Mandarin NS whose fluency did not change over the period of time.

The reviewed studies above showed the broader applications of comprehensibility in the non-natives' usage of the English language. In short, it is suggesting the following, that simplistic version of the language can help for better comprehensibility of one's English. Secondly, it said that comprehensible language attracts attention of the listener and encourage deeper engagement to the communication. Third, that accent does not always interfere in one's comprehensible speech, and lastly, exposure and the use of English to the language community makes positive effect to one's comprehensibility.

2 Methodology

2.1 Participants

The participants in the study are 31 seafarers who are still active in their seafaring career. They belong to one group of an ESL speaker – Filipino. The 31 participants were carefully chosen based on the years of experience onboard, the rank or position onboard

and the educational background. The mean average age is 33 years. All of them have at least five years of experience onboard and the longest is 13 years. All of them have finished and graduated college in the degrees of the BS in Marine Transportation and in Marine Engineering. Twelve are officers in the deck and in the engine departments who have the authority over the crew and are in-charge of the ship's operations and 19 are the ratings or the ordinary seafarers from the rank and file. The linguistic profile of the group is varied but more than half speaks Tagalog or Filipino and the rest speaks other Philippine languages such as Ilokano, Hiligayno, Cebuano, etc. They all claimed have learned English since grade school until college as being taught in school and have spoken it onboard especially in a mixed crew environment or the ship's crew composed of other nationalities, and have used English to communicate during ship's operation like in navigation and while working at ports and terminals in different countries. Almost half of them had experienced in the full crew or all Filipino crew who are manning the ship and some are with 2 or more other nationalities such as Norwegian, Croatian, Russian, French, British, Indian, Japanese, German and Greek.

Table 1 Linguistic and work experience background of the participants

| First Language (L1) | Rank | Years of Experience |
|----------------------------|--------------------|----------------------------|
| Luzon Languages – 16 | Deck Officer – 7 | 10 to 13yrs - 6 |
| Visayan Languages – 9 | Engine Officer – 5 | 6 to 9yrs - 14 |
| Mindanao Languages-6 | Ratings - 19 | 1 to 5yrs - 11 |

The principal or employers of the participants are mostly European and Japanese shipping companies such as the Maersk Line which is one of the biggest container fleets in the world owned by the Danish shipping and the Magsaysay Shipping which is the second biggest Japanese fleet in the Philippines next to the oldest NYK shipping.

2.2 Material

Using the Kachruvian circle of the English speakers as a replication of the Smith and Bisazza's study (1982), a native speaker and two non-native speakers of English were used for the voice recording of the aural or listening test. A British native speaker was used for the native speaker. An Indian and a Japanese speaker were used for the non-native varieties or for the ESL and EFL. The three nationalities were specifically chosen since majority of the senior officers onboard that the Filipino seafarers are interacting with come from these countries like UK, India, Japan, etc. The three speakers are found to be highly educated speakers of English – the British as a native speaker, the Indian as an ESL speaker and the Japanese as an EFL speaker who have the formal training in

English language for many years. The three have considerable years of sea experience as well as an officer onboard so they are familiar with the contexts of the material given to them to record since it is about their work. The British is a chief engineer and a Ph.D. holder in the UK. The Indian is a seasoned master mariner who is now a training manager and a ship inspector of an EU shipping company based in Manila who is employing a lot of Filipino seafarers. The Japanese is an engineer who is assigned in the Japanese shipping also based in Manila.

The instrument as based on the replicated study is from the Michigan Test for Aural Comprehension (MTAC) with the 3 sets A, B and C tests. But the texts in all of the sets were replaced with in maritime context which were taken from the UK-based standardized English language test of the Marlins Test and from the MEITC listening material to suit on the level and background of the participants in relation to the purpose of testing the comprehensibility of the most common varieties of English that the Filipino seafarers are exposed onboard. The test items of the three sets and its duration are similar and were only up to 10 minutes. Set A was recorded by the British speaker, Set B was done by the Indian speaker and Set C was with the Japanese. It was validated and tested to some seafarers who were not part of the participants in the study before it was administered.

2.3 Procedure

The researcher has searched for qualified speakers (NS, ESL and EFL) for the audio recording of the aural test. The three speakers were given the time to rehearse in reading the text with the proper enunciation, volume of the voice and emphasis before recording it. The text was read suitable for listening in a way the listener could get the main idea and supporting details of the short text. After each listening text, questions are asked one at a time with an interval of 10 seconds before proceeding to the next question. Each speaker has recorded twice on the same text for comparison and the better version was chosen as the final material for the aural test.

The participants were asked briefly on their personal, linguistic and work experience background and were chosen. After the screening process, they were divided into two groups who took turns in taking the test and were briefed on what to do. They stayed in a quiet room and the audio recorded listening test was played over the loud speaker so it was heard clearly. All of the three sets of the test were given and answered by all the participants. They wrote their answers by encircling the letter of their choice on the answer sheet provided. At the bottom of the answer sheet, participants were asked to guess the nationality of the speaker in every set and were asked to rank the level of

difficulty they encountered in understanding the speech of the speaker. After all the tests, they were asked to fill out the profile sheet for personal background information and were thanked. The participants were the seafarers who are on their vacation from work and were taking the upgrading technical short courses in the training centres in compliance with the IMO STCW requirements. The results were tabulated and simple descriptive statistics was used in analyzing the data.

3 Results and Discussion

The participants scored highest in the three sets of test with the mean of 6.87 in Test A compared with Test C of 6.77 and Test B of 5.22. The participants found Test A or the British English variety more comprehensible than of the Indian and of the Japanese. This means that the Filipino seafarers who are ESL speakers understand better the NS variety of English than of the ESL and EFL. However, the difference in the scores of set A and C is insignificant (see the appended descriptive statistics). The native variety and the EFL of the Japanese variety are both comprehensible to the participants. This may be attributed to the familiarity of the participants to the British accent since most of the officers and port personnel they have encountered and working with are speaking the British English variety such as when they trade in the countries that were former colonies of the United Kingdom such as in Australia, South, East and West Africas, European countries, India, Hong Kong, East Asias where the language has been transplanted in those countries. Secondly, on their good performance on set C or on the Japanese variety, this can probably because the Japanese speaker recording the listening task has been in the Philippines for a long time and has acquired the kind of Philippine English accent due to acculturation that is why even if he is a Japanese his English production is somewhat sounding like Philippine English that the seafarers are familiar so they were able to comprehend better compared with the Indian accent.

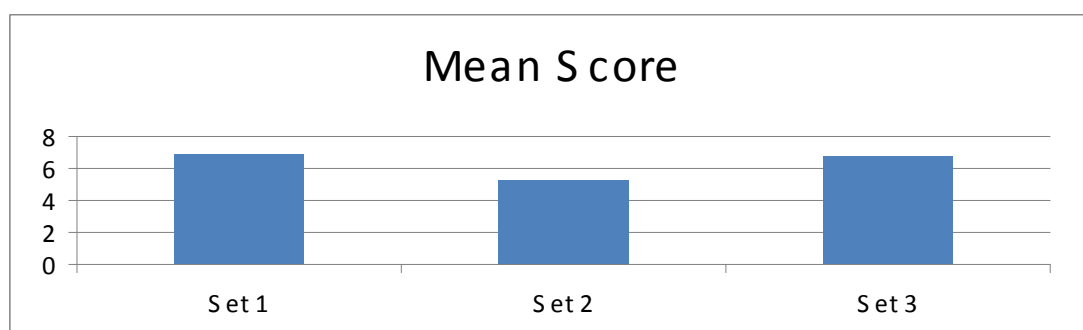
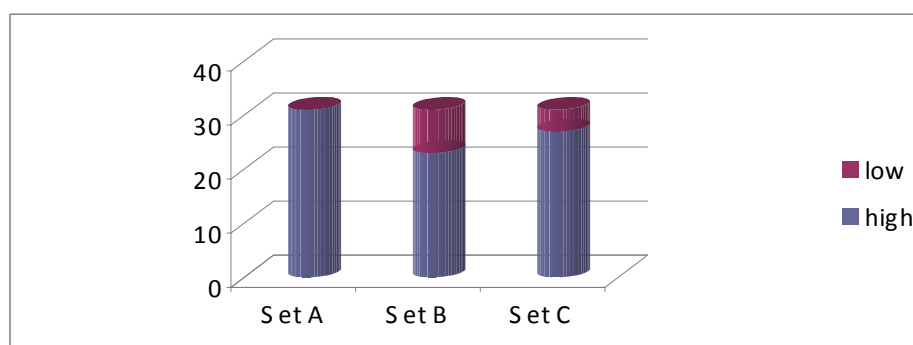


Figure 1. The Mean Score of the participants in the three sets of Aural Test

However, in the individual score performance, there are twelve out of 31 who scored perfect in set C compared to 9 in set A. This can be further explained on the sets of the

test. The topic of the text in set A was about the ship's parts which all seafarers are expected to know whether they belong in the deck (navigator) or engine (engineer) department while in set C the topic was on navigation where it is also a common knowledge of everybody onboard regardless of which department he belongs so the topic familiarity can be a factor. Though, they scored slightly higher in set C but it is of insignificant difference. However, they scored badly in set B where only 1 got perfect. The topic was about cargo operation specifically of a tanker discharging operation in a port. Though, all seafarers know what cargo operation means but their familiarity would greatly depend on the type of vessel they have boarded with because there are different types of cargo ships that have different cargo operations. Maybe the officers have the broad knowledge on cargo operation but the ratings might just be guessing. So, may be this aspect has played an effect on their performance. The figure below shows the trend of how the participants performed in the three sets of test.

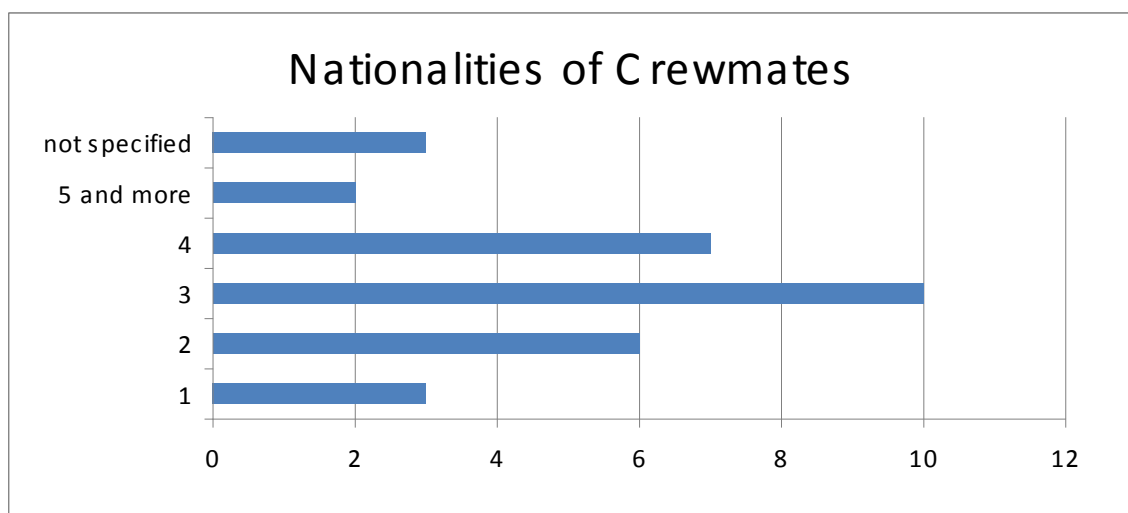
Figure 2. Individual Scores of the participants in the three sets of the Aural Test



We can see that in set A test nobody among the participants got a low score or everybody scored above 50% on the perfect score to 100% where the low score is from 1 to 4 and the high score is from 5 to perfect 8. The trend has changed in set B. There were only 23 or 74% of the participants scored high and 8 participants belong to the low score. However, in set C, 27 or 87% of them belong to the high score and 4 in low. If we look at their performance on this angle of individual score, we can say that their performance in the three tests has less difference. When asked in the questionnaire to guess the nationalities of the speakers in the three tests. Twenty two guessed correctly that the first speaker in the set A test is a British native speaker, however, there were five who said an American and four who said other European nationality like Norwegian or German. In the set B, 25 out of 31 have identified correctly the Indian nationality of the speaker as they said they know he was an Indian since he spoke very fast with a British accent while six wrongly guessed with Greek or Russian. Lastly, in set C majority of them got the right guess of saying that it was a Japanese speaker and only 3 said it was Chinese or Korean. This identification of the nationality of the speaker of English showed the ability of the participants to determine the nationality of the speaker on the

basis of their accent. It means through their experience and interactions with the multinationals onboard, they have been exposed to the different varieties of English.

Figure 3. Multi-nationality of the Crew members Onboard



Probably, their proficiency in determining the speaker's accent can be explained on the nature of multilingualism environment they have onboard since most of them are experiencing where the crewmembers composed of 2, 3 or 4 different nationalities. For example in a mixed crew vessel with 2 nationalities as the third in most cases above, this can be of Filipino and Indian crews. Furthermore on the participants' profile, the most number of nationalities they were sailing with is of three different nationalities or 32% (ten) of them have experienced it. This composition of 3 nationalities among the crews for instance is like with Filipino, British and Croatian. Next is with 4 different nationalities. There is also the 5 or more mixed nationalities which is rare. However, some of participants were just sailing with all Filipino or full crew manning which means only of 1 nationality from the master to the lowest position

When asked about the level of difficulty they had in understanding the English speech of the three speakers, the participants were identifying the Indian or the set B speaker was the most challenging. They needed to carefully listen in order to understand well. Next is the Japanese speaker since he has the tendency of having no lateral consonant /l/ sound. They found the British speaker very clear and comprehensible. When asked on which test they found the text difficult to understand, majority have said that it was the text of set B which was about cargo handling followed by the set A about ship's parts lastly, the set C on navigation.

4 Conclusion

The results of the study, though inconclusive, quite somehow deviated to the researcher's expectation. The British English as the most comprehensible was expected since as a native speaker he is expected to have clear understandable educated English and his high educational background was an added factor. However, it was unexpected on the Japanese speaker since the researcher thought the Indian English is more comprehensible than the previous. In the opinions of the participants on the level of difficulty in understanding the three speakers, the Indian speaker was also unexpected since his background as an educated speaker of English is good. Surprisingly, the individual participants scored higher in the set spoken by the Japanese than of the British. The unfamiliarity on the topic of the text by the participants seems a factor also and comprehensibility is not only on the speaker's utterance. Though, the results of the study are inconclusive and further study is recommended in the future, these results are used as a source for insights in the teaching of Maritime English. The following are suggested as to the conduct of the course in the classrooms:

1. That the critical sounds of the English language should be given a careful attention by the instructor in the teaching of the course, such as an explicit teaching of some phonological features of the English language that is found to be difficult to orally produced by the non-native learners as a result of L1 interference;
2. That the different models of the English varieties be used as materials in the classroom teaching-learning process for the learners to have a minimal exposure to the kind of English language they will encounter onboard.
3. That the teaching of SMCP be done as conversational as possible using authentic scenarios and not just the familiarization of the vocabulary to maximize the facilitation of the oral language production.

Hence, the emphasis on intelligibility and comprehensibility of one's English variety does not only depend on the pronunciation of the oral production but as well on the lexicon used and the sentence structure that it must be simplified to facilitate communication, more so, a repair is done during communication breakdown.

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Appendix (Descriptive Statistics)

| Test | N | Mean | Std. Deviation | Std. Error | 95% Confidence Interval for Mean | Upper Bound | Minimum | Maximum |
|-------|----|--------|----------------|------------|----------------------------------|-------------|---------|---------|
| 1.00 | 31 | 6.8710 | .92166 | .16554 | 6.5329 | 7.2090 | 5.00 | 8.00 |
| 2.00 | 31 | 5.2258 | 1.17501 | .21104 | 4.7948 | 5.6568 | 3.00 | 8.00 |
| 3.00 | 31 | 6.7742 | 1.64742 | .29588 | 6.1699 | 7.3785 | 1.00 | 8.00 |
| Total | 93 | 6.2903 | 1.47869 | .15333 | 5.9858 | 6.5949 | 1.00 | 8.00 |

ANOVA

| | Sum of Squares | df | Mean Square | F | Sig. |
|-----------------------|----------------|-----------|---------------|---------------|-------------|
| Between Groups | 52.839 | 2 | 26.419 | 16.031 | .000 |
| Within Groups | 148.323 | 90 | 1.648 | | |
| Total | 201.161 | 92 | | | |

Analysis of variance (ANOVA) result with F= 16.03 significant at 0.01 level suggests that there are significant differences in the mean scores of the students across the three different tests. The multiple comparison test below implies that the students’ mean score (6.87) in test A is significantly higher compared to that of test B (5.23); however, it is not significantly different from that of test C (6.77). Moreover, the students scored significantly higher in test C compared to test B. Hence, it can be surmised that students, on the average, performed least in test B. These results are confirmed by the Paired Samples Test of the three test results.

Multiple Comparisons

| (I) test | (J) test | Mean Difference (I-J) | Std. Error | Sig. | 95% Confidence Interval Lower Bound | Upper Bound |
|----------|----------|-----------------------|------------|------|-------------------------------------|-------------|
| 1.0 | 2.00 | 1.64516* | .32607 | .000 | .9974 | 2.2930 |
| | 3.00 | .09677 | .32607 | .767 | -.5510 | .7446 |
| 2.0 | 1.00 | -1.64516 | .32607 | .000 | -2.2930 | -.9974 |
| | 3.00 | -1.54839 | .32607 | .000 | -2.1962 | -.9006 |
| 3.0 | 1.00 | -.09677 | .32607 | .767 | -.7446 | .5510 |
| | 2.00 | 1.54839 | .32607 | .000 | .9006 | 2.1962 |

*The mean difference is significant at the 0.05 level.

Paired Samples Test

| Test Comparison | Mean | Std. Deviation | Std. Error Mean | Lower | Upper | t | df | Sig (2-tailed) |
|------------------|-------------------|--------------------|------------------|--------------------|--------------------|---------------|----------|----------------|
| Test 1- test2 | 1.64516 .09677 | 1.33037 1.53525 | .23894 .27574 | 1.15718 -.46636 | 2.133115 .65991 | 6.885 .351 | 30 30 | .000 .728 |
| Test1- test3 | - 1.54839 | 2.03041 | .36467 | - 2.29315 | -.80363 | -4.246 | 30 | .000 |
| Test2- test3 | | | | | | | | |

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MAPPING MARITIME ENGLISH SYNTAX AND SEMANTICS

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Abstract

In his essays, which were published in 1977, Chomsky in what is known as the "Autonomous Syntax Thesis" had asserted constantly that syntax should be studied separately and independently from semantics. Theoretically speaking, one can find a clear distinguishing line between syntax and semantics. Thus, any beginner in the field of linguistics can differentiate between both modules. Syntax simply addresses topics like the combination of words to form sentences, and the positions in which these words fit in order to form all and only well formed sentences. While semantics answers the questions, as Radford states, "Is such-and-such a sentence meaningful, and if so, what does it mean?" An important question that comes to one's mind here is: "Can syntax and semantics be linked?" or they must be dealt with as two separate poles which can't be mapped. The main aim of this paper is to prove that a crucial way to solve the problem of language barriers at sea and to avoid misunderstandings which can cause accidents is attempting to formalize maritime English language through bridging the gap between English SMCP and SEASPEAK syntax and semantics.

Key words: SMCP/ SEASPEAK syntax, SMCP/ SEASPEAK semantics, formalizing, mapping, language barriers, miscommunication.

1 Introduction

No other words can better express the fatal and crucial importance of setting down a standard, formalized, special and concise maritime English language for communication as those words said by Lord Donaldson commenting on the case of the oil tanker "Sea Empress" in the conference at the Wakefield Memorial in Southampton. He asserted:

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

Although The IAMU 2009 Assembly viewed that miscommunication can be due to many cultural, psychological, and linguistic reasons, yet it assured that linguistic problems or in other words awareness of the accurate phraseology of "language of the sea"; that's to say, "Maritime English" is the direct access to marine catastrophes.

Twinning programmes mainly comprise subject matter experts of two distinct fields that somehow will be mingled or adapted to suit every other's needs. The paper at hand attempts in a theoretical based approach to analyze SMCP/SEASPEAK language as a sort of restricted, or as will be rather mentioned later on "sublanguage" through mapping its syntax and semantics. Accordingly, some well known and accredited semantic and syntactic theories will be adapted and applied to some instances of SMCP and SEASPEAK corpora in a modest attempt to deduce all and only well formed messages and utterance through a set of finite –yet not complete – syntactic and semantic rules. It is noteworthy here to say that these theories and rules are not complete, because they are tackling only some sample instances and cases but not all SMCPs and SEASPEAK examples. That's why they are willing to be subjected to further additions or modifications.

2 Key linguistic features of Maritime English "ME"

2.1 ME ... an instance of sublanguages

Despite the fact that it is literally mentioned in literature that " traditional linguists' " main aim was to describe the features of language, "revolutionary pioneers" in linguistics paid more attention to the ways in which language is used in real versus standard communication. Yet at wider level of critical analysis, one should admit that the most accurate way of investigating how sublanguage is used in real versus standard communication is to linguistically examine its features.

It is worth of mentioning now that the word "sublanguage" will be used here rather than "restricted, artificial, special..., etc" when describing the language of SMCP/SEASPEAK. The main reason for this assumption is the definition of sublanguage by Bross, Shapiro, and Anderson. They defined sublanguage as "The language used by a particular community of speakers, say, those concerned with a particular subject matter or those engaged in a specialized occupation". This definition implies that sublanguage in the first place was not originated as a separate or even distinct language; on the contrary it was and still gradually constructed based on the needs of a certain discourse community; that's to say, maritime speaking community in our case. Even though the main two linguistic features addressed in this paper are syntactic and semantic ones, yet an overall view of maritime English linguistic characteristics mentioned in literature will be first introduced.

2.2 ME linguistic features

Clive Cole, Boris Pritchard, and Peter Trenkner in a perfectly collective research paper entitled "Maritime English instruction – ensuring instructors' competence" summed up in an extremely structured and formal way some key linguistic characteristics of maritime English. The following points are some of these characteristics in addition to some further features that aim at complementing rather than supplementing the basic characteristics. This set of features is deduced from the fact that ME is not a "separate" language from other types of ESP, on the contrary both of them stand on common grounds; taking into account some ME distinct features.

- The presence of few items of "monoreferential" gambits or rather lexis which can stand alone independent of their context and refer solely to "maritime subject-matter"; such as, seamanship, ship construction, ship handling ..., etc. Examples for such lexis were "bulwark, garboard strake, halyard, wharf, dead reckoning"; in addition to some archaisms like "abeam, aloft, ashore, hard-a-starboard". The main focus here is that such lexical items' frequency of occurrence is noticeably higher in nautical rather than in maritime English "registers".
- ME terminology is rich with complex compound nouns and collocations.
- The existence of well-known general linguistic phenomena; such as semantic changes and shifts including semantic broadening and narrowing. The example given here is the word cable (=anchor chain; thick rope; distance measure). However, the semantics of the lexis in this case is "register and situation dependant". (Clive Cole, Boris Pritchard, and Peter Trenkner, 2007)
- ME especially SMCP/SEASPEAK is to a great extent a "telegraphic" preferring the use of nominalizations rather than verbs; for instance, in communication it is well said to utter "INFORMATION: Wind backing and increasing" rather than "INFORMATION: Wind is backing and increasing". Needless to say that the message marker "INFORMATION" is the main reason for such nominalization
- Although ME is a sublanguage; as prior mentioned, its syntax and semantics are more organized, systematic, and logical than general English as a whole. This point will be further discussed.
- No complete "sentence analysis" as mentioned in literature may be accomplished when dealing with most of ME sentences; however, analysis of parts of sentences i.e., SMCP/SEASPEAK analysis can be obtained.

3 SMCP/SEASPEAK mapping syntax and semantics

3.1 syntax and semantics ... which is which, and which comes first

Linguists; especially grammarians, agreed upon a scientific fact in the philosophy of language; that is, any language consists of "lexicon" which is defined as a set of possible labels and their corresponding semantics, and "grammar" which defines how lexicon elements may be composed ; in other words, syntax. Accordingly, the question addressed at the very beginning of the paper "*Can syntax and semantics be linked?*" is rhetorical, since "syntax" is apparently a tool for arranging and structuring semantic elements.

However, in linguistics, there are two prominent views; the first one believes typically that syntax can be comprehended as a framework for semantic interpretation, while the other view states that logical semantics sets down how syntactic rules and categories are organized. Logically speaking, one can admit that the best way to solve this two opposing views is to reconsider the rule which says that you can deduce regularity from many irregular things. To put it clear, a deep eye into these two opposing views can see clearly that they don't oppose; on the contrary, they complete each other. Our claim here is to prove that syntax together with semantic rules can be linked together "mapped" in order to analyse ME sublanguage specifically SMCP and SEASPEAK. The innovation here is not the idea of linking syntax and semantics, or as stated in literature "syntax-semantics" interface; however, the method by which linking will be applied to SMCP/SEASPEAK is the main concern here. It is worth mentioning that nowadays there are some recent attempts to "formalize" SMCP/SEASPEAK as instances of sublanguages using some syntactic as well as semantic theories, which actually helped and motivated the main claim of the paper at hand.

3.2 Applying Saussure's notions

Ferdinand de Saussure is the father of structural semiotics. Structuralists are interested in the relationship between units and rules; the ways by which units are put together. A famous example for describing a structural analysis is the tinker toys. A structural analysis of tinker toys wouldn't only look at building different shapes out of them, but it would also look at the structure governing every possible combination of tinker toys parts. From a linguistic perspective, Saussure provides us with a structural analysis of language as a signifying system or structure. His ideas apply to any language "English, Arabic, French..., etc" and to anything which we can call a 'signifying system'. Accordingly, his structural analysis can be adapted and applied to ME.

Since most researchers and theories meet a dead end by asking the wrong questions or through lack of proper evidence, examples of IMO SMCP and SEASPEAK corpus are extracted for the aim of introducing proper instances and evidence. However, before explaining how Saussure's notions apply to IMO SMCP and SEASPEAK message markers, a brief account of them will be given.

3.2.1 ME Langue Vs ME Parole

Natural language (L) for Saussure is a system which comprises two important notions; namely "LANGUE" and "PAROLE" (Saussure, 1916). Many scholars and linguists comprehend these two notions in many different ways the best of which is the one adopted by Fromkin and Rodman in their book published in 1978 entitled "An Introduction to Language". They assumed that the term "LANGUE" denotes 'linguistic competence', while "PAROLE" means 'linguistic performance'. The following application takes some VHF communication messages as an example of ME corpus.

In ME, linguistic competence "LANGUE" is reached if and only if seafarers comply with the standard structure of complete standard maritime VHF communication messages which follows;

Setting: Approaching pilot station – three miles from Elbe Light vessel

Speakers: MV MARLIN, Elbe Pilot (EP)

Topic(s): Fourth notice of arrival – exchange with the pilot station;

MARLIN: Elbe Pilot, Elbe Pilot. Elbe Pilot. This is Marlin, Marlin. Good evening. Over.

Elbe Pilot: Marlin. This is Elbe Pilot. Switch to VHF Channel 2-2. Over.

MARLIN: Elbe Pilot. This is Marlin, Agree: Switching to VHF Channel 2- 2. Over
..... switch-over procedure

Elbe Pilot: Marlin. This is Elbe Pilot. Question: What is your position. Over.

MARLIN: Elbe Pilot, This Is Marlin. Answer: Position: Three miles from Elbe Light vessel.

Elbe Pilot: *Marlin. This Is Elbe Pilot. Understood. Your position: Three miles from Elbe Light vessel. Instruction: Rig pilot ladder on the portside, one foot above the water. Information: my position is close to Buoy No. 1. Over. **

(Adapted from Maritime Communications and IMO SMCP 2001, Boris Pritchard, 2003)

In contrast, linguistic performance expressed by the notion "PAROLE" is represented by the following actual VHF communication messages:

Setting: Approaching pilot station – three miles from Elbe Light vessel

Speakers: MV MARLIN, Elbe Pilot (EP)

Topic(s): Fourth notice of arrival – exchange with the pilot station;

MARLIN: Elbe Pilot, Elbe Pilot. Marlin, Marlin. Good evening. Over.

Elbe Pilot: Marlin. Elbe Pilot.

MARLIN: Er.. Sir. I am three miles from Elbe Light vessel.

Elbe Pilot: *Three miles from Elbe Light vessel. Yes. Pilot ladder port side, one foot above water. And, for information, my position is close to Buoy No. 1. Keep my vessel at first straight ahead and when a small vessel is coming a little to port to make a good lee.**

MARLIN: Roger, Sir. I have you on my screen. You are the big vessel 6 miles from us. Thank you.

Elbe Pilot: Yes, that is correct. And another question. *Could* you take one passenger pilot up to Brunnsmittel. Is it possible?

MARLIN: Roger, Sir. I confirm: one passenger pilot.

Elbe Pilot: Thank you very much indeed, Captain. Stand by on channel 0-8.

MARLIN: Roger, zero eight. Stand by.

(Adapted from Maritime Communications and IMO SMCP 2001, Boris Pritchard, 2003)

The previous two messages' role is to represent the typical "PAROLE" and "LANGUE" of seafarers. In addition to the use of non preferred lexical items like (*Roger*), the main distinct feature of ME standard "LANGUE" is the use of message markers before any given speech act. These message markers help the structure of ME sentence to be shorter and better informative than the opposite sentence which exists in the ME "PAROLE". Consider; for instance, the two italicized message parts *. The first one—indicating "LANGUE"—consists of shorter, more concise and to the point sentences, while the other message part—indicating "PAROLE"—consists of a long run-on sentence ,which is less concise and accurate. The main point here is to draw ME instructors, seafarers, and linguists to a significant issue; that is, one could make up his/her own private language, but no one else would understand it; to communicate, two or more people have to agree on a common language whether it is "PAROLE" or "LANGUE". Names do not matter; on the contrary, what really matters is to agree upon a structured and standard tool of communication.

3.2.2 ME syntagms and paradigms

Semantically speaking, units of meaning can be discussed further through two kinds of relations, namely paradigms and syntagms. These two dimensions are often presented by two axes in which the vertical axis is the paradigmatic one, and the horizontal axis is the syntagmatic one. A "paradigm" is a classification of signs which are all members of some defining category, but in which each sign is significantly different. The vocabulary of any natural language can be an example of paradigms. The second kind of relation, the "syntagm", is a combination of interacting signs which form a meaningful whole. In other words, a syntagm is formed when an element from the paradigm has been chosen and combined with other units. To sum up the whole matter, the main difference between a paradigmatic and a syntagmatic relation is that the former is a relation of combination, while the latter is that of selection.

Interesting enough that ME; especially, SMCPs are perfect examples for these two relations at the same time. Consider the following standard maritime communication phrases describing damage affecting cargo on board ships;

- Boxes/cartons/cases/ ... with ... (*cargo*) crushed.
- Bags/bales with ... (*cargo*) torn.

The list of SMCP above can be formalized into the following couple of syntagmatic rules. These rules represent Saussure's syntagms that combine lexis of SMCP, while the set of variables $\{x, x_1, x_2, c, c_1, c_2\}$ present instances of paradigms symbolized by a language of logic.

Rule one: $\forall(x_1) \{(x_1) \cup (c_1) \rightarrow (\text{crushed})\}$

Rule two: $\forall(x_2) \{(x_2) \cup (c_2) \rightarrow (\text{torn})\}$

Given that \forall stands for "for all", x stands for "any type of containers", x_1 stands for "containers of type 1; for instance, boxes, cases, cartons..., etc", x_2 stands for "containers of type 2; for instance, bags/bales...,etc", \cup stands for " with/containing", c stands for "any type of cargo", c_1 stands for "cargo suitable for x_1 " , c_2 stands for "cargo suitable for x_2 ". Therefore, the first rule can be interpreted as follows; " for all containers of type (1) containing cargo suitable for these containers are described by the adjective (crushed)". On the other hand, the second rule can be deciphered as follows; "for all containers of type (2) containing cargo suitable for these containers are described by the adjective (torn)". Mostly, all of SMCP can be formalized in such a way to facilitate comprehending and accordingly generating all and only well formed SMCPs; taking into

consideration that it is not one rule that will govern them; on the contrary, they are finite set of rules.

3.3 SEASPEAK ... How to do things with words

J. L. Austin, an Oxford philosopher and a well known linguist, adopted the fact that “acts of speech” rather than sentences or an utterances are the primary unit of semantic analysis. In his book “How to do things with words” published in 1962, Austin explains that speech acts are acts that depend on the intentions of the speaker and the hearer, and they are used to carry out the several functions. The ones that concern us the most are;

- To convey information (ANSWER, INFORMATION)
- To ask for information (QUESTION)
- To give orders (ORDERS)
- To express intentions (INTENTION)
- To make requests (REQUEST)
- To give warnings (WARNING)
- To give advice (ADVICE)

These six speech acts corresponds to the well known seven SEASPEAK message markers. Austin divided these speech acts into two main categories; that is, “performative” and “constative”. The former describes the act of doing, while the latter represents statements and assertions. However, Austin modified this dichotomy into a triad one in which he divided speech acts into “locutionary”, “illocutionary”, and “prelocutionary”. Locutionary is the act of speaking, illocutionary is the act of declaring a fact, giving an advice, asking for information ..., etc, and prelocutionary is the act of influencing the hearer. Consequently, the act that concerns ME the most is illocutionary acts represented by the SEASPEAK message markers.

Austin asserted that “Illocutionary forces are realized in the syntax of the actual natural languages in a variety of ways, e.g. mood, punctuation, word-order, intonation contour, and stress”. For the aim of rephrasing this quotation to serve ME one could claim that “Illocutionary forces represented in the seven message markers are realized in the syntax of ME sublanguage in a variety of ways, e.g. Mood, punctuation, word-order, intonation contour, and stress”. Practically speaking, problems of mood, intonation, and stress are addressed through the innovative practical methodology of teaching SMCP use in VTS simulators as it contextualizes their use and reinforces the communicative approach. As for “punctuation” in SEASPEAK message markers, the colon [:] separating the illocution and the content of the message is the most distinctive feature.

However, the paper’s concern is analyzing ME SMCP/SEASPEAK – through using several syntactic and semantic theories aiming at deducing regularities and hence formalizing ME. Therefore, the stress here will be on “word order” as a realization of the illocutionary forces (speech acts), namely the seven message markers.

3.4 Semantic roles as means of structuring SEASPEAK

Consider first the typology of the semantic roles played by arguments in relation to their predicates. This typology is originated by Gruber (1965), Fillmore (1968), and Jackendoff (1972), and can be listed as follows;

| Role | Gloss | Example |
|--------------------|--|---|
| 1) THEME (PATIENT) | Entity undergoing the effect of some action. | <i>Anchor ball hoisted.</i> |
| 2) AGENT | Entity instigating some action | <i>Pilot boat approaching your vessel.</i> |
| 3) EXPERIENCER | Entity experiencing some psychological state | <i>I like syntax.</i> |
| 4) LOCATIVE | Place in which something is situated or takes place | <i>Cable(s) leading ahead/ astern/ to port/ to starboard.</i> |
| 5) GOAL | Entity representing the destination of some other entity | <i>Enter all checks into log – book.</i> |
| 6) SOURCE | Entity from which something moves | <i>Your course deviating from reference line.</i> |
| 7) INSTRUMENT | Means used to perform some action | <i>Position obtained by GPS, DECCA RADAR.</i> |

The above table shows the basic taxonomy of semantic/ thematic roles; however, there are other additional thematic roles; such as, “time”, “quantity”..., etc. Accordingly, any SEASPEAK message can be structured based on these thematic roles. Let’s consider the following extract of a SEASPEAK message as a sort of application.

Shell Southport. This is Paisano. REQUEST: Please supply bunkers: quantity: two thousand metric tonnes. Over

This extract could be structured semantically in the following table;

| | |
|---------|--------|
| REQUEST | Supply |
|---------|--------|

| | |
|----------|--------------------|
| SOURCE | Shell Southport |
| THEME | Bunkers |
| AGENT | Paisano |
| QUANTITY | two thousand |
| UNIT | metric tonnes |

N.B: This example can be further applies to many other instances of SMCP/SEASPEAK messages.

4 Conclusion

Analyzing SMCP/ SEASPEAK using semantic and syntactic rules as mentioned above gives rise to stimulating linguists and researchers to use linguistic theories in order to give proper explanations for special phenomena inside ME language. Trenker’s famous definition for ME is “the entirety of all those means of the English language which, being used as a device for communication within the international maritime community, contribute to the safety of navigation and the facilitation of the seaborne trade”. An important fact that should be put into consideration is that sublanguages including SMCP/SEASPEAK are not separate languages; in the sense that, their linguistic “semantic, syntactic..., etc” features are not autonomous in the word’s absolute sense, however they are derived from the linguistic features of the natural language. Linking Trenker’s definition and the prior mentioned important fact suggests that in an arithmetic formula;

- ∴ ME is the entirety of all those means of the English language.
- ∴ SMCP/SEASPEAK are not separate languages.
- ∴ one way of investigating language is analyzing its corpora by using syntax and semantics.
- ∴ It is fair enough to argue that simultaneously one way of investigating ME is analyzing its corpora—including SMCP/SEASPEAK—through adapting syntactic as well as semantic theories.

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INTERCULTURAL EDUCATION - A NEW CHALLENGE FOR MARITIME ENGLISH LECTURERS WITHIN THE GLOBALIZATION ERA

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Abstract

Nowadays humanistic and intercultural education is the focus point of all education systems and educational issues. All these are the result of a social training whose mission is continuously expanding, so as to assure the safety clearance from an egocentric thinking to a sympathetic thinking, which can favour cooperation, more than competition. The teacher faces new challenges while teaching students pertaining to different cultural and ethnic environments. The way of approaching such issues is vital if we aim to achieve a peaceful global unity. On the other hand, the onboard training of our students has come in the aid of identifying the features of the challenges they face during their onboard training. Such challenges are the result of a multicultural crew dynamics made up of different people speaking different languages. This is the reason of tackling such a topic in our paper as we are trying to develop methodological and pedagogical strategies for intercultural education adapted both to our own environment and to the cultural diversity that our students must absorb. The results of our research will help us to develop and implement the "Cultural Communication on board Ships" as a course that is to be implemented within our university's curricula.

Keywords: intercultural education, maritime teaching strategies, onboard cultural diversity

***"Intercultural competence is a bridge,
and the one who is exercising is a passenger on that bridge..."***
(Marc Thomas, 2000)

1 Introduction

In order to strengthen democracy, education systems need to take into account the multicultural character of society, and aim at actively contributing to peaceful coexistence and positive interaction between different cultural groups. There have traditionally been two approaches: multicultural education and Intercultural Education. Multicultural

education uses learning about other cultures in order to produce acceptance, or at least *tolerance*, of these cultures. Intercultural Education aims to go beyond passive coexistence, to achieve a developing and sustainable way of living together in multicultural societies through the creation of *understanding of, respect for and dialogue* between the different cultural groups.

Intercultural education cannot be just a simple 'add on' to the regular curriculum. It needs to concern the learning environment as a whole, as well as other dimensions of educational processes, such as school life and decision making, teacher education and training, curricula, languages of instruction, teaching methods and student interactions, and learning materials. This can be done through the inclusion of multiple perspectives and voices. The development of inclusive curricula that contain learning about the languages, histories and cultures of non-dominant groups in society is one important example. The issue of language(s) of instruction and language teaching is another crucial element of effective Intercultural Education.

2 An educational model

An educational model requires "*comprehensive and explicit representation in the field of education*" (Legendre, 1988). The Educational model is then supplemented by a scientific model "*to a whole object more or less extensive to educational phenomena represented in some aspect or all of these issues*" (Legendre, 1988). In the present case, we have to represent and explain the scope and various manifestations of the intercultural education. In a democratic society, the intercultural education is an ideological option, which aims at preparing citizens to turn in contexts of multiple and diverse culture. The concept that is promoted by the intercultural education is extracted from the direction given by anthropology in the last decades of the XX century. The cultural anthropology proposes "*to consider each in relation to the culture as a model that is responsible for its birth, organization and perpetuating*" (Bârlogeanu, & Crişan, 2005).

Following these guidelines each system is judging through the filter of the cultural values that give its specific physiognomy. The assessment of a culture by other cultures values can be avoided if participants' exchanges between cultures adopt their strategy changes summary attitudes. The synthetic strategies are intercultural, following construction of articulation between bearers of different cultures to prevent inconvenience and maximize the benefits of coexistence. The bearers of different cultures can be educated to participate in mutual exchanges between cultures and to change their

attitudes: from sacredness of their own culture and impermeability toward other cultures to an open attitude to accommodation with elements of other cultural systems.

The intercultural education is a response to the requirements of multicultural contemporary societies. This form of education means a complex of principles and practices, which focus on exchanges between cultures, and the interrelation of bearers of different cultures. The purpose of education is *"to ensure the educational success in various fields, which manages the report between individuals and groups, as representatives of different cultures"* (Gavriliuc, 2006).

That is why we consider that the training for intercultural pattern requires an education process, which allow for the learning subjects to cover several stages in the educational approach. The following steps are proposed for the educational approach, in order to implement the "Cultural Communication on board Ships" course:

- Recognition of the diversity of representations and values;
- Interaction between different representations and instances of value;
- Exchanges between individuals and groups whose values are different, or multiple;
- Deconstruction of the self-centered ethno-cultural vision as the basis of social interactions;
- Intercultural communication as the basis of social dynamics, of the alive and healthy vision on the identities, as the result of evolutionary formations of cultural contacts.

The purpose of such a course is to acquire intercultural competence. The structure combines intercultural competence and attitudes into action: cultural curiosity, openness to the others, overcome of social stereotypes and erroneous awards), knowledge (traditions, customs, beliefs), interrelations at micro and macro social levels, interpretations and networking skills, skills of interaction and discovery, reflection and critical evaluation skills.

The intercultural competence is required not only in interactions between people and groups, but in ethnic and international relations, where different cultures may interfere. That is why the education aims gradually to build the needed intercultural skills, aiming the training for objectivity in dealing with other cultures and their representatives.

3 Objectives of the Intercultural Education Course; Competencies and Skills

From the very beginning, the curriculum outline involves the need to identify the aims of the educational program. The idea of a scientific design, the idea of objectivity

for the assessment, the idea of teaching the subjects centered on learning approaches, all of them are the result of the curricular vision that places the objectives within the framework center and achieve the educational act. On the adult education level, the objectives are formulated in terms of **skills** and **competencies**. The purpose is to direct the adult by means of a set of concrete action levers within particular situations, and to solve the problems that real life makes. In the end of our paper we propose a setting of interim and general objectives of an intercultural education program that addresses the seafarers.

3.1. General issues of educational objectives

3.1.1. Definition, role and functions of educational objectives

Any educational endeavor, scientific design, has a specific teleological dimension, i.e. the orientation towards achieving the desired results, of acceptable performance, the behavioral and attitudinal changes recorded on the learning subjects level. Besides defining "what is desired to be obtained at the end of the educational program" the pedagogical approach does not make sense. Doing an exercise of imagination, without defining the exact aims of the educational program we do not know where we are going, whether we are making any progress or not, whether we are going toward the right direction, whether we have reached the end of the road, or whether we have obtained the acceptable results in terms of quantity and quality.

The educational objectives are defined, within specialized teaching literature as the intention of the educational process, with varying degrees of generality, which requires a specific frame time for completion.

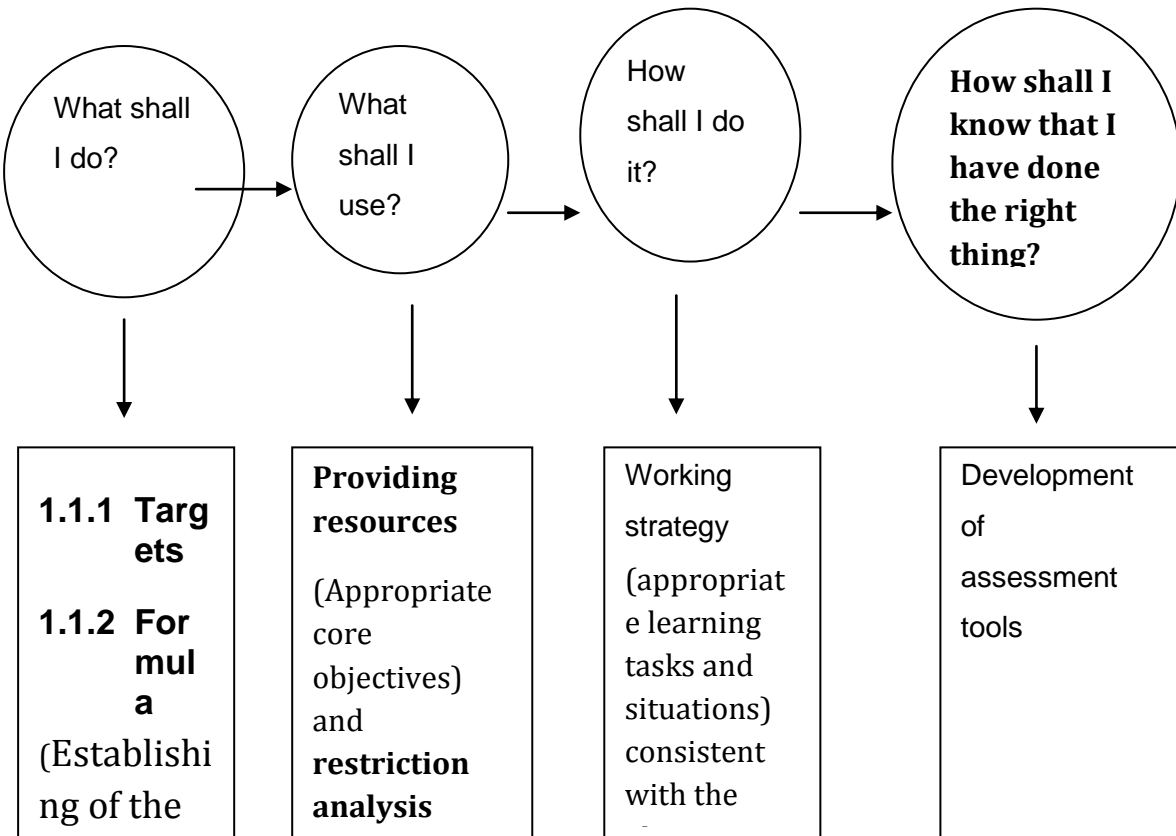
The importance of educational objectives formula in a curriculum design approach is justified by the functions they fulfill:

- 1. The prediction function:** the objectives of an educational program describe the attitudinal and behavioral changes expected to be received at the end of the instructive - educational process. They are formulated in terms of intent before the effective program's development and anticipate the final results;
- 2. The communication function:** the objectives formulas express the value orientations that are the basis of the education program. This implies that is required before opening the business objectives of education and training. Thus

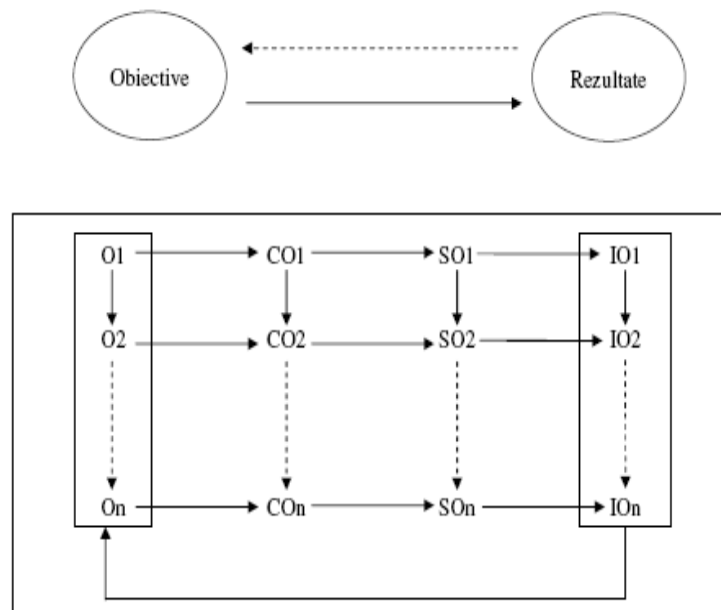
they ensure the participation of students in their awareness training, and their orientation to the essential aspects of the educational program.

- 3. The evaluation function:** the objectives are involved as the unit of measure in all the evaluative steps that accompany a curriculum project. So, the subjects' *initial assessment* involves evaluation of the subjects' current level knowledge within the project subjects (*Do the students have the minimum level necessary for successful achievement of the planned objectives for this educational program?*). The *formative assessment* (ongoing) requires reporting of partial results of subjects in the initial project objectives (*Are the obtained results at this time representing a previous step to achieve the expected objectives? Are we on the good path?*). The *final evaluation* (summative) means the final report on the initial project objectives (*Are the final obtained results acceptable to an extent with what we have projected as desirable at the beginning of training program?*). This final report provides a relevant image on the effectiveness of the teaching approach that was designed and built. Therefore, the objectives are a kind of "benchmark" for measuring and assessing the success or failure of students / learners and the educational program. The evaluative approach is justified and fully effective only through its relation to what we set before running the program.
- 4. The function of organizing and ruling of the training process:** is explained by placing targets in a central position in designing the curricular educational program. Depending on the objectives designed to pick, all the other components are settled: content, working methodology, assessment tools. Also, this function involves adjustment and self-regulation (role of additional remedial measures) continuous training activities in relation to the degree of (non) achievement of objectives in a given context. The project centering on curriculum objectives is the only way that centering on student will not remain an empty slogan. To illustrate the role and functions performed by the objectives within the design education algorithm, we propose two explanatory schemes:

a. The general model of curriculum design involves the following steps, performed in the following order:



b. The training design at every level of learning involves early description of a path from goals to results, essential being the possibility to compare them permanently, retrospectively, or by rating processes:



O – *objective*

CO – essential *content* for achieving the objective

SO – student *workload*, derived from the objective and *appropriate learning situation*

IO – the *item of the assessment test designed to check the objective's achieving*

3.2. Typology of educational objectives

It is important to examine the objective inventories to decide the configuration of the educational goals within the multicultural education project.

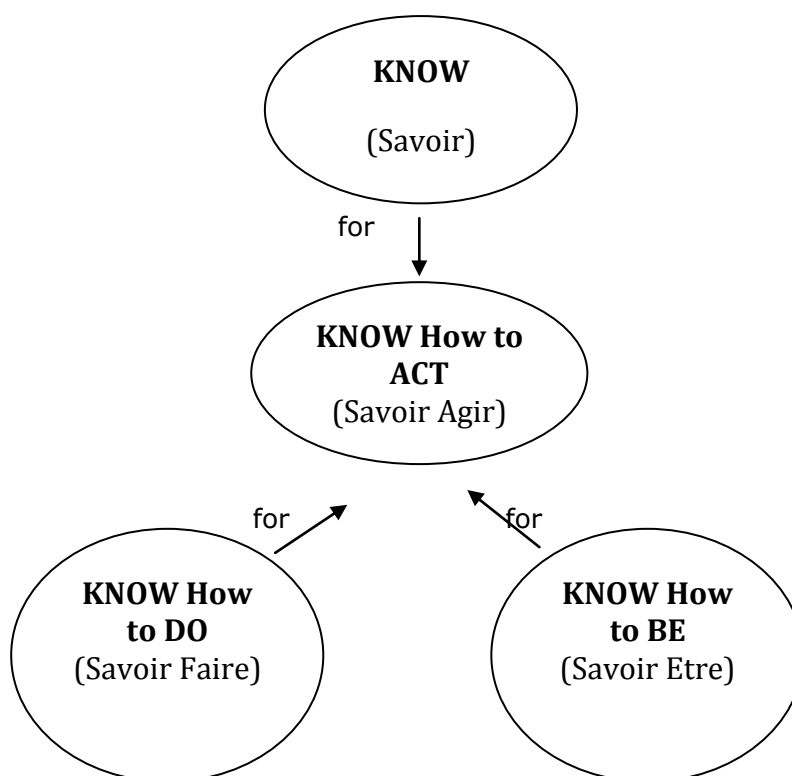
As a result of the generality degree and by the time required to achieve their educational objectives are classified into:

- **General objectives** (the aims that make the whole project. They can be defined in terms of skills that feature the profile of "educational product". They are achievable and valued at the end of the entire route proposed to the beneficiary or recipient);
- **Objectives of average generality** (the targets are derived from the general objectives. They are made, usually related to the topic areas or chapters of the course and are described in terms of skills, abilities that make up the competencies originally made);
- **Operational objectives** (they are specific targets to each unit of learning / lesson/ practice activity, and they describe the student's specific, observable and measurable activities that actually translate the cognitive acquisition, knowledge and operation, or emotions, attitudes, feelings, etc.).

The separation of conceptual skills - abilities - performance is necessary to correctly identify and develop these elements into the curriculum project.

Competencies are defined as structured sets of knowledge (Resource of "savoirs" type), skills (resources such as "savoir-faire" type) and value orientations (resources such as "savoir-être" type) acquired by learning, so to identify and resolve the various contexts of problem- linked situations.

Each competency can be detailed through a set of *capabilities*. Very important is the size of the operated competency (after the interaction of the three: "savoir-s": "savoir faire", and savoir être "results "savoir agir").



SAVOIRS - overall depth of knowledge acquired by an individual through education and experience; ability to perform tasks through theoretical and practical knowledge and experience.

SAVOIR FAIRE - type of work, cognitive and psychomotor skills, which allow solving problems in real situations.

SAVOIR ETRE - characteristics of personality with dominant strong emotions (sense of personal efficacy, self-confidence, perceived causes of successes and failures), attitudes, and social skills.

The competencies assessment is done through the problem situations, i.e. complex tasks that cause the individual to mobilize the three categories of resources.

The *performance* is defined in relation to a specific task and represents the work done by the subject for the learning task. Also, the performance refers to the degree of compliance with the particular learning task.

Related to psychological acquisitions criterion, we try to make another division of the educational objectives, relevant to the aims of the project development matrix of intercultural education:

- **Cognitive** objectives (acquisitions within the cognitive domain, both at knowledge and operations level, particularly for the Language field and intercultural education).
- **Emotional** objectives (acquisitions within the emotional domain, at the attitudes, feelings, beliefs level-specific to intercultural education).

4 General and Specific Objectives of an Intercultural Education Program

4.1. Premises of the intercultural approach

On the basis of any intercultural approach there are some principles and values that determine the full specificity of the aims of the intercultural education program:

1. Decentralize yourself!

Drop on you and your group an objective, outer look. The mirror image on your own identity is a first good step in building the intercultural skills. The objective is to learn to develop the objectiveness of your own referential system, to distance yourself from it and to accept the existence of the other's perspectives.

2. Put yourself into the others' place!

Develop empathic skills to put yourself into the others' place, to design yourself from a different perspective. "To feel" a different culture is synonymous with overcoming a section vision, namely do not classify, do not generalize.

3. Cooperate!

Go behind prejudices, following the challenge of trying to understand the other.

4. Understand how the other perceives reality and how he/she perceives you!

Learn to correctly decode the messages sent by the other. For that you need to possess a sufficient number of data related to your collocutor behavior key.

4.2. Intercultural competence - the overall objective of an intercultural education program

In the light of the above assertions and calling upon the theoretical model for designing the educational objectives, we can say that the overall objective of "**Cultural Communication on board Ships**" course proposed by the "Seacultlife" - "*Seafarers' environmental, social and cultural implications of sharing life on board ship within multinational crews*" project, which will be implemented in Constanta Maritime

University, and that represent the main outcome of the above mentioned project, is the intercultural competence training, meaning in short:

- To exchange ideas and experiences considering the subject;
- To start the process of mutual contribution to a common base of teaching material with involvement of students and the application of innovative learning and teaching methods;
- To establish a stable partnership for exchange of knowledge and perceptions on "intercultural communication and seafarers' environmental, social and cultural implications of sharing life on board ship within multinational crews" by integrating the project results into day-to-day work of partner institutions;
- To bring students in touch with "seafarers' environmental, social and cultural implications of sharing life on board ship within multinational crews matters" as a standard part of curriculum.

This major acquisition requires at the educated individual level, rejection of the "cultural deficiency" model and replacement of it with "cultural difference pattern", or, in other words, the transition from a "mono-type rationale" to a "inter-type rationale". The values underpinning the intercultural competence are: **tolerance, dialogue, empathy, diversity, understanding** and **respect**. Therefore, intercultural competency involves the overcoming of ethnocentrism, prejudices, and stereotypes and fosters the objectivity in relation to other cultures. It also involves the shift from fear of otherness to opening to the enrichment with the other so to develop the self and the "pluralist" society, which we build together with the other.

4.3. Diverting intermediate objectives of intercultural education program

Turning to the intermediate level of designed educational objectives, we can formulate the specific objectives derived and subsumed under the general objective that above all addresses the seafarers. Therefore, the intercultural competence involves the following set of cognitive resources measured by type, action and attitude:

- Acquisition of knowledge (savoirs) on:

- Different cultural and social groups
- Products and practices specific to one's own culture or others
- General process of social interaction
- The impact that culture has on individual and group behavior, whether of their own culture or another culture

- Skills ("savoir faire" which includes "savoir penser") to:

➤ **Interpretation and networking**

- Awareness of your own cultural determinations, stereotypes and prejudices; recognizing that these are not universal; acceptance that they will be questioned at a meeting with the "other";
- Identification of cultural determinations, stereotypes and prejudices to the otherness;
- Balanced interpretation of events belonging to another culture;
- Understanding and proper matching of elements belonging to another culture with those belonging to your own culture;
- Show an adaptive flexibility (the ability to adapt without losing your identity or beliefs)

➤ **Interaction and discovery**

- To take into account the asymmetric contexts (we do not have the same grasp of the language, cultural codes, the difference between the phrases "to me" / "to you");
- To receive new information and specific practices of other cultures;
- To operate knowledge, attitudes, skills in the communication constraints and real interactions.

➤ **Reflection and critical evaluation**

- Assessment by means of criteria, perspectives, practices and products of your own culture and the otherness;
- Comparative Analysis of the founding values of different cultures (rules, values, codes);
- Ability to relativized point of views;
- Analysis of critical incidents (misunderstandings, tensions, violence that occurs because of cultural differences): to identify the incident, to find means of describing and solving.

- **Attitudes (savoir être):**

- *Cultural curiosity*
- *Respect for cultural diversity*
- *Respect for one's own cultural identity and the other*
- *Openness to the **others** and empathy*
- *Tolerance for ambiguity,*
and
- To support multiple point of views
- To call the absence of consensus
- To accept personal frustration stemming from the situation
- To seek new terms of cooperation

All these also imply the **exercise to combat stereotypical point of views** about other groups and about the self (denial of discrimination, intolerance refusal)

The distinct aims of Intercultural Education can be summarized under the headings of **'the four pillars of education'** as identified by the International Commission on Education for the Twenty-First Century (Delors, 1996). According to the conclusions of the Commission, education should be broadly based on the pillars of:

1. Learning to know, by *"combining sufficiently broad general knowledge with the opportunity to work in-depth on a small number of projects"* (Delors, 1996). The Commission states further, *"a general education brings a person into contact with other languages and areas of knowledge, and... makes communication possible"* (Delors, 1996). These results of a general education represent some of the fundamental skills to be transmitted through intercultural education.

2. Learning to do, in order to *"acquire not only an occupational skill but also, more broadly, the competence to deal with many situations and to work in teams"* (Delors, 1996). In the national and international context, learning to do also includes the acquisition of necessary competencies that enable the individual to find a place in society.

3. Learning to live together, by *"developing an understanding of other people and an appreciation of interdependence – carrying out joint projects and learning to manage conflicts – in a spirit of respect for the values of pluralism, mutual understanding... peace"* (Delors, 1996) and cultural diversity. In short, the learner needs to acquire knowledge, skills and values that contribute to a spirit of solidarity and co-operation among diverse individuals and groups in society.

4. Learning to be, *"so as to better develop one's personality and be able to act with ever greater autonomy, judgment and personal responsibility. In that respect, education must not disregard any aspect of a person's potential..."* (Delors,1996) such as his or her cultural potential, and it must be based on the right to difference. These values strengthen a sense of identity and personal meaning for the learner, as well as benefiting of their cognitive capacity.

5 Conclusion

Cultural vitality is closely linked to the social and economic status of minority communities. This is because the cultural features of different communities, such as

practices, beliefs, or life styles, are 'valued' and hierarchized. And while some prevail, others are marginalized.

The cultural composition of societies is today growing even more complex through increasing migratory movements from one country to another and from rural to urban regions. Whereas indigenous peoples and other minority groups can look back on a long historical tradition in a given region, today's migratory movements tend to produce culturally fragmented, usually urban or semi-urban societies, which present specific challenges for educational policies.

Education systems need to be responsive to the specific educational needs of all minorities, including migrants and indigenous peoples. Among the issues to be considered is how to foster the cultural, social and economic vitality of such communities through effective and adequate educational programmes that are based on the cultural perspectives and orientations of the learners, while at the same time providing for the acquisition of knowledge and skills that enable them to participate fully in the larger society.

In conclusion, the aim of the intercultural education program is to generate the shape of capacities, point of views and an awakening of conscience, and not the mere transmission of knowledge about a specific country or culture.

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PHONETIC CHARACTERISTICS OF JAPANESE MARINERS' ENGLISH

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Abstract

This paper concentrates on the phonetic characteristics of English spoken by Japanese mariners. It is inevitable that non-native learners speak English with an accent. This deviation from the norm, however, is not haphazard and often exhibits distinctive patterns governed by the phonology of their native language. Based on actual recordings of Japanese mariners' English made available on the Internet, the author will describe key phonetic features of the Japanese accent, and refer to possible misunderstandings that may arise from them. The author will also invite Maritime English teachers to launch a similar project for their own native language and share the outcome on the Internet, so that future mariners can prepare themselves for various accents of English to be encountered at sea.

Key words: Foreign Accent, Web Learning

1 Introduction

This paper summarizes key phonetic characteristics of Japanese mariners' English with reference to actual recordings made available on the Internet. Also presented are the underlying Japanese phonology for each of these features and possible misunderstandings that may arise in maritime contexts. Since "Listening is believing," the web page that accompanies this paper (www2.kaiyodai.ac.jp/~takagi/imec22/index.html) may be more important than the paper itself. However, the author believes that a well-guided demonstration that explains why Japanese mariners speak English the way they do is far better than a simple collection of English words and phrases recorded by native speakers of Japanese. The author hopes that maritime English teachers affiliated with IMLA-IMEC will contribute a similar set of recordings and explanations, thus making it possible for future mariners to take a virtual tour of world Maritime English accents to be encountered at sea.

2 Recordings

Recordings were made by nineteen students enrolled in a maritime English course for prospective pilots offered at Tokyo University of Marine Science and Technology (1st semester, 2010). Eleven experienced captains offered their sea stories and eight young candidates recorded the phrases described below. The recording took place in a classroom using a Roland MP-3 recorder (EDIROL R-09) with a SONY microphone (ECM-MS957).

1. My flag state is X. My last port of call was Y. My cargo is crude oil.
2. Aft station, aft station, this is Bridge. Make fast the tug on the starboard quarter.
3. The pilot boat is approaching. Rig the pilot ladder 1 meter above water.
4. My present course is 135 degrees. My speed is 15 knots.
5. The CPA of the vessel 30 degrees on our port bow is 3 nautical miles, the TCPA is 13 minutes.
6. We will use the starboard anchor and put 7 shackles in the water.
7. Mayday, Mayday, Mayday. This is Motor Vessel X.
Our present position is 090 degrees from the Bravo Buoy, distance 5 cables.
I am on fire after explosion. I am sinking.

3 Suprasegmental Characteristics

3.1 Overall Rhythm

Unlike English, which is a stress-timed language, Japanese is syllable-timed, i.e. every syllable is pronounced with a similar duration. Influenced by this, Japanese speakers of English find it difficult to shrink unstressed syllables like native speakers of English do, and this leads to a flat, monotonous rhythm. Function words such as articles, prepositions, and pronouns are reduced in English but Japanese speakers also fail to do so.

3.2 Word Stress

Since word stress is not fixed in English and largely unpredictable, non-native learners often place the primary stress on a wrong syllable. Japanese mariners often make the same mistake. For example, the word **degree** is sometimes pronounced with the primary stress on the first syllable and numbers that end with “-teen” such as **thirteen**, **fourteen**, and **fifteen** are often pronounced with the primary stress on the first syllable,

thus making it sound more like **thirty, forty, fifty**, etc. Since the difference between, say, 16 and 60 can be fatal, it is advisable to ask for further clarification (e.g. Do you mean sixteen, one six?) when one is not sure what number is meant by a Japanese mariner.

4 Segmental Characteristics

4.1 Vowel Insertion

Japanese syllables always end with a vowel except for one phoneme /N/ (a uvular nasal). This being the case, many Japanese speakers add extra vowels at the end of a closed syllable (i.e. a syllable that ends with a consonant) or in between consonants in consonant clusters. The vowel added is predominantly /u/ except for English /t/ and /d/ that are followed by Japanese vowel /o/ and for English /ʃ/ and /ʒ/ followed by Japanese /i/. The table below shows this systematic pattern using some Japanese loan words borrowed from English.

Table I. Vowels Added.

| English original words | Japanese loan words | |
|------------------------|---------------------|------------------------------|
| port | pooto | (/o/ after /t/) |
| road | roodo | (/o/ after /d/) |
| bridge | burijji | (/i/ after /ʒ/) |
| church | chaachi | (/i/ after /ʃ/) |
| heel | hiiru | (/u/ after other consonants) |

4.2 Vowels

Since Japanese has only five vowels, /a/, /e/, /i/, /o/, and /u/, some vowel contrasts in English are lost when Japanese speakers use a single Japanese vowel for two or three different English vowels. For example, both English short "a" as in hat and short "u" as in hut are pronounced as "hatto" in Japanese loan words. The table below shows two more such examples where English "ar" and "ur" are realized as Japanese "aa" and English long "o", "au", and "or" correspond to Japanese "oo".

Table II. Some English Vowel Contrasts Lost in Japanese

| English original words | Japanese loan words | |
|------------------------|---------------------|-----------------------------|
| hat | hatto | (/a/ for English short "a") |
| Pizza Hut | piza hatto | (/a/ for English short "u") |
| car | kaa | (/aa/ for English "ar") |
| fur | faa | (/aa/ for English "ur") |
| coat | kooto | (/oo/ for English long "o") |
| court | kooto | (/oo/ for English "or") |
| brought up | burooto appu | (/oo/ for English "au") |

4.3 /r/ and /l/

The English /r/ and /l/ sounds are perhaps most problematic for Japanese learners. Japanese has a flap /r/ but no /l/ in its phonemic inventory and perceptually distinguishing /r/ from /l/ is difficult for Japanese speakers (Takagi, 1993). Even a prolonged training to distinguish them eventually failed (Takagi, 2002). This being the case, it is difficult for Japanese mariners to identify the following minimally-paired words without context: pilot – pirate; ladder – rudder.

Producing these two sounds, on the other hand, can be mastered with enough training or exposure to authentic English (Flege, Takagi and Mann, 1995), but many Japanese speakers just use the Japanese /r/ sound for both English /r/ and /l/. Now, the Japanese /r/ is known to be perceived, by native speakers of English, as English /r/ or /l/ somewhat randomly, and even as /t/ or /d/ depending on the context in which the original Japanese /r/ appears. Hence a problem similar to the one the author has heard from a Japanese pilot working in the Tokyo Bay: He wanted to disembark and said "Ladder Port," trying to indicate that he wanted the pilot ladder to be rigged on the port side of the ship. Upon hearing this, however, the helmsman put the rudder hard-a-port.

4.4 /s/, /z/ and /ʃ/ and /ʒ/ before /i:/ and /i/

In Japanese [ʃ] and [ʒ] occur as allophones of /s/ and /z/ before vowel /i:/, and in this position, there is no phonemic contrast between [ʃ] and [s], [ʒ] and [z], respectively. Hence Japanese learners tend to use [ʃ] for /s/ for English words that begins with [s] followed by /i/ and /i:/ such as **sit**, **sip**, and **seat**. Similarly, the word **easy** can be pronounced as /i:ʒi/ by Japanese speakers. Some, on the other hand, suffer from

hypercorrection and use [s] and [z] where in fact [ʃ] and [ʒ] are appropriate. The author knows a Japanese captain who consistently refers to his ship as “sip” and has heard **machine** and **imagine** pronounced /məsi:n/ and /imæzin/ by Japanese learners of English.

4.5 Other Consonants (/v/, /θ/ and /f/)

Other consonants known to be problematic are /v/ as in **Victor** and **vessel**, the voiceless and voiced “th” sounds as in **think, thank, the, these**, and /f/ as in **Foxtrot** and **five**.

The Japanese language does not have /v/ and many Japanese speakers use /b/ for both /v/ and /b/ when they communicate in English. Similarly, the voiceless “th” in think and thank are substituted by [s] or [ʃ] (before /i/ and /i:/), producing “sink” or “shink”, and “sank” instead. The voiced counterpart is often substituted by Japanese [z] or [ʒ] (before /i/ and /i:/). The Japanese /f/ is realized as a voiceless bilabial fricative and this sometimes sounds like /h/ to native speakers of English, thus making the word “four” into “whore.”

5 Concluding Remarks

The characteristics of spoken English as produced by Japanese learners of English have been known and summarized in many English phonetics textbooks written by Japanese experts (e.g. Takebayashi, 1996). The rationale is obviously to emphasize those problematic sounds and help Japanese learners to produce them properly. There are so many textbooks with CD’s that are commercially available and even a free web-page written in Japanese concentrating on the maritime context produced by the present author for Japanese students called an Introduction to Maritime English Pronunciation and Listening. (www2.kaiyodai.ac.jp/~takagi/pweb/index.htm).

After all is said and done, however, some Japanese learners of English will keep speaking English as they wish. Some are closer to authentic English, while others retain much stronger accents. The author hopes that the present paper together with its web-page written in English will serve as a good introduction to the Japanese accent of English, especially for those cadets who are sponsored by Japanese shipping companies and those mariners who will be entering a Japanese port for the first time. (Unfortunately, not all Japanese VTS operators speak English fluently.)

To conclude, the author invites every interested Maritime English instructor to launch a similar project with his/her own language. Teaching at a maritime institution often offers opportunities to record not only students but also real mariners who have sailed before. A visit to a major VTS station may prove to be useful. By making these recordings available on the Internet with a reasonable guide to the way English is spoken by native speakers of one's own language, one can significantly contribute not only to the Maritime English teaching profession but to the safety at sea.

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PROPOSAL TO CREATE AN INTERNATIONAL EXAMINATION IN THE IMO SCMP PHRASES AS THE FIRST OF A SERIES OF INTERNATIONAL MARITIME ENGLISH EXAMINATIONS

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Abstract

The 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.

I read the regulation and called the 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. Cadets at the **Accademia Italiana Marina Mercantile** 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. Ships 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, discussed 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 seaman'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

I say we need universal international measures of maritime linguistic ability. 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. 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.

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 developed by the Training Company, the Italian Maritime Academy and Messina Shipping . This could be the basis for an international examination . It concentrates on listening and written skills. There is room for improvement and we would be glad 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 build 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

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.

Author Biography

Stephen Murrell graduated in Communications in 1979. He worked in higher education in the UK before becoming an EFL teacher. He has worked in Britain, Greece and Italy. He has been teaching Maritime English for ten years. He recently published 'Safe Sailing' an interactive CD for the IMO Standard Marine Phrases with Cambridge University Press and is trying to develop self access English methods for mariners using Webtv. He is working hard to start an international examination in the SMCP.

MARITIME ENGLISH HOLDS A GREAT STAKE IN BOTH THE SAFETY AND SECURITY OF MERCHANT VESSELS

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Abstract

Shipping is the industry that can be characterized as the largest international and the most globalised one, as about 90% of the world trade transported by sea. What we see today is a series of structural changes transformed the world's shipping industry to its today's globalised character. The number of the international maritime cooperation's appears to be increased as frames of multinational shipping companies formulating multicultural constellations in the goal of the shipping industry. Therefore, the era of mixed crews bodies of the maritime manpower various nationalities are existed. Furthermore, the world's largest fleets are attacked by crews multiculturalism, in fact mixed nationality crews are not a new phenomenon but it became a 'hot' issue nowadays. The human factor is often point out in the explanation of many of today's accidents at sea, so Communication difficulties often occur in these areas due in part to cultural languages differences but also due to language 'barriers'. IMO recent analyses illustrate the problem if there are any lessons to be learned for the future.

The paper reveals the importance of maritime English, the language of the sea, as the fundamental of all communications between ship and shore members, and the needs of sufficient English language skills (on board ships, shipping companies members, and maritime instructors) that plays an important role in the development of safety and security on board merchant ships.

Key words: maritime English –communications-Human element - different languages

1 Introduction

The international shipping industry plays a vital role in the facilitation of world trade as the most cost and energy effective mode of transport. Shipping is probably also the most international of all industries and the most important part of the global economy. In fact shipping industry has been called one of the four cornerstones of globalization. With the recent world economic failure, and a strong reduction in world trade, shipping companies needed to drastically reduce operating costs to survive. The solution available was to flag offshore and reduce crew costs by hiring officers and crew from anywhere in the world, and increasingly corporate functions were outsourced and supply chains extended across borders and continents. Moreover, the international shipping companies focus on establishing business in new areas and form joint ventures with local companies, therefore the era of mix seafarers of different culture nationalities and origin start to appears and in today's maritime world running a vessels with only a single nationality are nearly impossible so there are seriously impacts upon ships safety and security because of the lack or loss of communication and among seafarers.

The Safety and Security of merchant ships will require newly strategy drawing for the cultural synthesis of mixed manpower (crews). Indeed, a part from the ethical and moral dimensions, mistreatment of crews affects the safe operation of vessels, because every vessel is as good as the people that navigate her.

2 The Human element influences ship's Safety:

The human element is "a critical feature of all aspects of ship or system design and operation". The human element has long been recognized as important to marine safety. In the maritime context, the term human element embraces anything that influences the interaction between a human and any person, system or machine aboard ship. The human element has been with us since time immemorial. (Squire, 2001).

IMO has defined Human Element as a complex multi-dimensional issue that affects maritime safety and marine environment pollution. IMO involves the entire spectrum of human activities performed by the ship's crew, shore-based management, regulatory bodies, recognized organizations, shipyards, legislators, and other relevant parties, all of whom need to co-operate to address human element issues effectively. (IMO A.850-20)

It is a commonly stated assumption that the human element is a underlying cause of up to 80% of all accidents, and the human errors have been identified as one of the main causes leading to maritime serious accidents therefore safety on board ships are

governed by well performance of the human element. That's why, The International Maritime Organization (IMO) has considered the human element as an important function in its efforts to provide a 'safer and cleaner regulatory regime' for international shipping. (Rashed, 2009)

3 Development of Multinational Crews:

Multinational crewing is normal, two decades ago crew members were replaced by any available nationality. Moreover, the last two decades of the 20th century, the global labour market for seafarers has emerged and has become established through a worldwide network of agencies and organizations dedicated to crew management. This was due to:

- Open register ships which accounted for more than half of the world's internationally trading fleet.
- European countries relaxed their crew nationality requirements. This encouraged seafarers to move freely between flags, a freedom created by the ship owners and managers,
- Ships whose flags and entire crew share the same nationality are mainly owned in the world's developing countries are the suppliers of seafarers for the ships of the open register.
- The cuts in labour costs made by ship owners and ship managers.
- Union also played an important part in creating the global market.
- Around the mid-1980s, these nations ended their dependency on the established and regulated labour markets they were tied to and in which their businesses were located, and were free to choose from every world region that was on the market offering low cost seafaring labour.
- And so, every world region that was able to offer cheap seafaring labour immediately became a potential source of supply. Consequently nationality became irrelevant. This laid the defining feature of the global labour market for seafarers.

As a result of differing origin manpower, where ship's crews are drawn from various countries, there may be barriers of differing cultures, and languages. The communication problems of crew members arises that may cause serious impact upon ship's safety and security.

4 The importance of communication on ship’s safety:

Communication is the transmission of information through a common system of symbols, signs, behaviors, speech, writing, or signals, by physical mechanical or electronic means. Communication is an important tool for social interaction and, more importantly, for safety at work. Even where language is not different, ship board work can suffer and become dangerous as there is yet no leveling of the ship board management and decision-making process with regard to rank and title. Seafarers may find it difficult to discuss personal concerns or share hopes and ideas with colleagues who do not share their background and this may make them vulnerable and cause what is called “social isolation”.

The seafarers withdraw to their cabins, reduce social interactions and may live out months of monotony broken only by the demands of heavy workload. At times this isolation can erupt in the form of personal grievances or aggressive behavior that has an immediate adverse effect on ship operations and on the rest of the crew; in addition to poor reaction to safety and security skills activities and different shipboard operations.

Communication difficulties can pose a major challenge to mixed nationality crews, the negative side is that it is much harder to communicate effectively. This miscommunication can cause work-related problems, that can cause irritation or at times lead to dangerous misinterpretations of warnings or orders. This problem can be just as important for senior officers as for ratings, and as important from the master to the newest cadet or rating to support and encourage the maintenance of a “viable and living” shared culture onboard in that the effective communication is the key to the successful operation of any ship. (EU, 1999)

Ten-Year Trend in Accidents Categorized as Attributable to Human Error

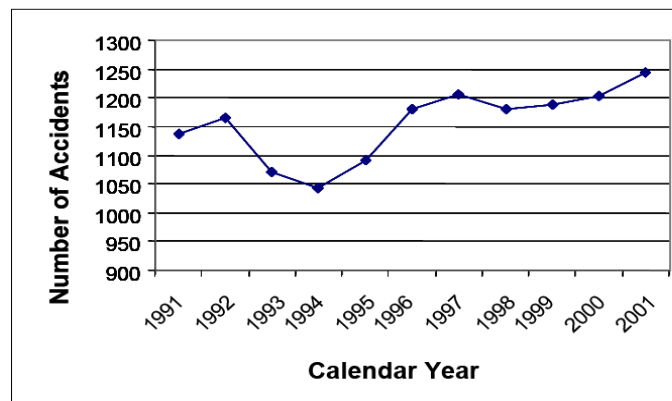


Fig (1) source: Ziarati,

Recent report by the UK's Maritime Coastguard Agency (MCA) to IMO MSC 2006 identifies English language competency of seafarers as one of the major problems which has contributed to many accidents and incidents at sea. Although, the number of accidents is decreasing, accidents due to human errors have increased and in fact the trend indicates an increase in the number of accidents due to human error. Some of these problems are due to language communication problems among the crew, often leading to actions responsible for incidents and accidents.

5 The importance of English language on ship's safety:

It is widely accepted that English is the common language of the sea. Therefore, seafarer's ability to communicate to an acceptable standard of English is essential. Furthermore, the staggeringly high number of accidents being caused or in some way related to poor levels of maritime English language on board merchant vessels or in ports has been of increasing concern to all categories of seafarers, ship owners/operators and MET institutions. The problem acquired greater significance upon the publication of official International Maritime Organization (IMO) statistics, stating clearly that 80% of accidents at sea are caused by human error and nearly half of which are attributed to communications failures.

6 Poor language impacts on dangerous situations:

Language can be a barrier between people and thus language training is important. Improvement of language skills and emergency procedures are important so that seafarers can communicate effectively and thus avoid frustration and dangerous.

6.1. Operating manuals Language problem

Improved methodology in ship design does not completely address the problem, as the seafarer then has to decipher the operating manuals that are supplied with the equipment. The Confidential Hazardous Incident Reporting Program (CHIRP) has recently concluded a study, with the help of the UK's Marine Accident Investigation Board, which shows that a substantial number of accidents are caused by operating manuals that are hard to understand.

Language can often be a major problem. The manual may not be written in the language of the crew on board, and is often merely a generic document. Given that adequate facilities are available for translation of manuals into just about any language, this is unacceptable.

6.2. Communicate between ship and shore

- During search and rescue activities.
- During periods of pilotage, English is frequently used as a common language and both Pilot and crew must be able to communicate effectively to ensure safety.
- During communication with V T S .

6.2.1 Case study 1: Problems related to miscommunication between a pilot and ship captain.

This is an incident that took place when a cargo ship was docking in Lerwick, Shetland Islands, UK, on 11 Nov 2002 and unfortunately led to the death of a sailor. The accident happened when the pilot on board the cargo ship was directing the assistance of two tugs in severe weather conditions. Due to the breakdown of the communication, the captain of the cargo either did not know, or did not understand the pilot's instruction to make fast a tug forward. To this end, the captain did not consider delaying entry in the harbour, nor did the pilot or the harbour master consider suspending pilotage services or port entry. There are two communication-related issues raised after the incident concerning human factors. The first one is the importance for port authorities to establish proper towing guidelines that include procedures for communicating between Port Control, the Pilot, the tugs and the ship. The second issue raised is that the Port Control had used conversational English to communicate with the Master whose mother tongue is not English. It is reported that such communication could lead to ambiguity and is considered imprudent if not unsafe. It is important to note that the communication, e.g. between Port Control and a ship, should be clear and precise to avoid any possibility of misunderstanding. (Ziarati, 2008)

6.3. Communicate between ship and other ship

6.3.1 Case study: Problems related to different languages with respect to external communication, VHF communication with other vessels.

The grounding of "Royal Majesty" on Rose and Crown Shoal near Nantucket, Massachusetts on 10th June 1995 is a very complicated case with a number of human factors issues. The issue to be used in this analysis is the communication between M/V Royal Majesty and a group of Portuguese fishing boats and the ship-to-ship communication between the fishing boats on VHF channel 16 a short time before the grounding. The M/V Royal Majesty was off route due to a malfunction of navigation

equipment on the bridge, but the crew were unaware of this malfunction due to false indications from the navigation equipment. At a certain point, the crews on board a group of Portuguese fishing boats realized that M/V Royal Majesty was heading towards danger and tried to call it on channel 16. Because they called a vessel on a certain position, and the crew on board M/V Royal Majesty was convinced that they were in another position, the crew on M/V Royal Majesty did not respond to the call - the call was made in English. The call in English did not indicate any danger, but the ship to ship communication within the group of Portuguese fishing vessels did indeed indicate danger, but this communication was in Portuguese and was not understood by the crew on board M/V Royal Majesty. There is a possibility that the crew would have paid attention to it, had the communication been in English and there is a further possibility that the crew might have been alerted that their vessel was off course. (Koester, 2005)

6.4. Communicate with passengers and crew:

Those working onboard passenger vessels must have a strong command of a common language in order to communicate with passengers as well as crew each other.

6.4.1 Case study: Problems related to different languages among crew and passengers on passenger vessels.

The ferry Skagerak foundered in heavy weather in 1966 on route between Norway and Denmark. The passengers and the crew were all saved due to a remarkable effort from the crew as well as from the vessels and helicopters engaged in the search and rescue operation. The mustering of the passengers was not done using loudspeakers. A member of the crew knocked on the door to every cabin and asked the passengers in Norwegian or Danish to don their lifejackets and go to the mustering stations as quickly as possible. A couple of French speaking passengers did not understand the instructions given and assumed that the crewmember talked about the arrival. They therefore dressed carefully and prepared for the arrival and went to the passenger area where they found the other passengers dressed in pyjamas and lifejackets. Although the situation now can be considered amusing - the passengers were in fact saved -it is evident that the problems with the communication between the crew and the passengers could have had fatal consequences. (Koester, 2005)

6.4.2 Case study: Factors related to the interface between humans in relation to communication between crew members.

In the incident which occurred on board the M/V Sally Mærsk in June 2000 on a voyage from Hong Kong to Long Beach, a repairman from Poland suffered from pain in his back and fever. Due to poor English language skills he asked his colleague – another repairman from Poland – to act as an interpreter for him during the medical consultation with the chief officer. The sick repairman had an injury in his back few days ago. His colleague was aware about this and assumed that the pain was caused by the injury. The sick repairman explained and asked his colleague to translate that he had pain and felt sick with fever, but the information about fever was lost in the translation and the chief officer got the impression that the problem was the pain assumable caused by the injury. The chief officer prescribed mild pain killers as the only treatment. The Polish repairman paid several visits to the sick repairman in the following two days. The sick repairman complained about his illness and the fever which had become worse. During the last visit the sick repairman seemed to be asleep and his colleague left him without talking to him. Later that day the sick repairman was found dead and the cause of death was pneumonia. (Koester, 2005)

6.4.3 Case study: The interface between humans in relation to language.

The ferry Scandinavian Star burned out completely on a voyage from Norway to Denmark in 1990. A lot of the passengers and crewmembers died in the fire, and the accident was considered to be one of the worst passenger ferry disasters ever in European waters. Witness testimonies express problems related to crew-passenger communication and crew-crew communication due to different languages. The captain even complained about the poor English language skills of the crew in a telefax to the ship owner before the accident occurred. Moreover, the majority of the crew were new on board. (Robinson, 2006)

7 IMO efforts in developing the maritime English:

The Standard Marine Navigational Vocabulary (SMNV) was adopted by IMO in 1977. It was however not the only attempt at identifying maritime and nautical words and phrases to be used by mariners. The SMNV was not intended to be mandatory but rather that through constant repetition in ships and in training institutes the phrases and terms were expected to become those normally accepted and used amongst seafarers in preference to words of similar meaning. In this way it was anticipated that an acceptable

form of maritime English would develop for the interchange of communications between seafarers and between ship and shore.

In the early 1990's IMO realized that the changing conditions in modern seafaring necessitated a more comprehensive standardized safety language covering all major safety-related verbal communications. After a long gestation period the Standard Marine Communication Phrases (SMCP) were adopted by the Assembly in November 2001 as resolution A.918(22).

7.1 The IMO English language requirements:

The recent amendments to SOLAS convention underline the need for a common working language in the interests of safety at sea. Unless the personnel involved speak another common language, English must be used as a working language for bridge- to bridge and bridge to shore safety communications and communications on board between the pilot and bridge watchkeeping personnel. (SOLAS, Ch V)

Regulation 1/14 in STCW concerning explicit company responsibilities requires that the ship's entire crew can effectively co-ordinate their activities in an emergency, that implies the ability to communicate in a common language. It is possible that this aspect will have to be demonstrated to port state control officers, for example, through life boat drills, STCW that came into full effect in 2002, also includes several requirements of personnel on board ship. (STCW Code Table A-III/1)

7.2 ISM Code and the maritime English:

The ISM Code is widely considered as one of the most important measures adopted by IMO during the last few years because it is designed to ensure that ship-owners / shipping companies make safety a first priority.

The international safety management (ISM) code emphasises the importance of communication in the development and maintenance of effective management systems. Under ISM, companies are required to ensure that the ship's personnel receive relevant information on safety management system in working language or languages. In addition to communicate effectively in the execution of their duties related to the safety management system. In practice, the language used is often likely to be English. (ISM 6.6 and 6.7)

IMO clearly requires adequate communication skills in the English language for many Maritime Universities.

8 The Maritime instructors are the source of English knowledge:

The Maritime Education and Training (MET) system is characterized by four elements: Students, academic staff, programmes and facilities. Obviously, a better quality of MET graduate students is a consequence of a quality enhancement of the academic staff.

“Each higher MET institutions and Maritime instructor should strive for the optimum or most promising qualification method while bearing in mind that MET institutions and Maritime English teaching staff are alike, because they are subject to the obligations of STCW 78/95”. (Gamil, 2008)

Teaching standards vary internationally in teaching professional subjects at MET institutions around the world. All MET instructors, whatever the specialist subjects they teach, should have a good command of English and be familiar with Maritime English terminology; they should use the appropriate words and phrases. (Gamil, 2008).

In fact, the maritime instructor is very important source of the maritime English terminology that seafarers need, and seafarers as Human element the basic of safety on board ships.

The Education is a process whereby information is exchanged between the student and academic staff. The MET system provides specialists who can work in shipping operations, the shipbuilding industry and other maritime industry activities. The development of the industry as a whole depends on the MET system and precisely, on the MET instructor’s development, and the instructor’s development require good command of Maritime English that is essential in safety and security on board merchant ships. (Gamil, 2008)

9 Conclusion

English language is essential to insure the concepts of safety and security on board merchant ships, as it is the language of the ship besides the working language. Mixed nationalities crews need English as a common language to communicate, because effective communications are an essential ingredient to safe and efficient ship operations. The international community has chosen the English language as the medium for that communication. The review of accidents (case studies) resulted of miscommunication clearly illustrated the importance of English language on board ships and on shore in attaining the safety aspect, as communication failure cited as one of the major or contributory causes of maritime accidents. Therefore English holds a great stake in the both safety and security of merchant ships.

10 Recommendations

- developing and delivery English language training for merchant navy cadets and officers.
- Promoting social activities on board via Masters and senior officers
- Safety drills, and other drilling activities on board ships should be done using the Standard Marine Communication Phrases (SMCP) and captains evaluate their crew through, then report to shipping company to reject substandard members.
- Shipping companies should insure that their multinational crews(on board their ships) interact and communicate in a common English language to maintain "social harmony" even in an off duty context to ensure effective day to day operations. In addition to the improving of multinational crews communication ability through training, education and development of the procedures for effective communication.
- Maritime instructors are important sources of Maritime English terminology, that supports seafarers, in that they should have a good command of maritime English.
- The relevant administrations, associations, institutions and related maritime bodies still need to take appropriate measures in an effort to ensure Maritime English instruction competence is achieved to the full.

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**RESEARCH IN MARITIME ENGLISH: MEASURING STUDENTS'
COMPETENCE AND PERFORMANCE
(MarTEL-Maritime Test of English Language)**

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Abstract

The MarTEL Maritime English standards were presented at IMEC 21 where the outcome of the initial evaluations by cadets in three maritime education and training institutions in three different countries were discussed. MarTEL standards were received well by the participants and drew the attention of a wide range of interest groups.

The project was evaluated by an external assessor and later was assessed by the UK Leonardo National Agency which subsequently approved the project and considered it successful. The project partners have continued the development of the MarTEL standards and invited a major maritime university to carry out a complete evaluation of all MarTEL standards before the expected launch later in 2010.

This paper concerns the evaluation of Phase 2 of the standards which was developed for Merchant Navy Officers. The survey was conducted by giving a Phase 2 MarTEL test to senior Deck cadets - a homogenous group with 5 to 12 months sea experience. Before conducting the survey, the MarTEL Phase 2 guidelines were presented to the senior cadet officers. In this research, quantitative research methods were used and the evaluation of survey results was carried out, applying standard scientific statistical methods. The results of the survey on Phase 2 were considered extremely encouraging. The paper makes special references to MarTEL developments and states the challenges it has encountered in developing an appropriate and relevant set of standards which are expected to reduce a high percentage number of accidents and incidents at sea.

Key Words: Maritime English, Testing, Study Units, Maritime English standards

1 Introduction

Review of the arguments from the recent IMO meetings (IMO MSC, 2006) considering MSC 82/15/2 and MSC 82/15/3 had identified that 'there is a compelling need to promote a high level of working Maritime English language skills'. Several EU member states have invited the STW sub-committee to consider how the requirements in the STCW-Code can be strengthened in this connection. It was noted that deficiencies in Maritime English cause accidents and therefore need to be seriously taught in the basic and the main training of all Chapters of the STCW Code of practice. It is interesting to note that both of the above issues were also the findings of an IMarEST paper and report (Ziarati, 2006; Ziarati, 2007). IMLA also made a presentation to IMO STW 41 in January 2010. At the same event, MarTEL was presented to the members of STW 41.

The MarTEL Maritime English standards were extensively presented at IMEC 21 (Albayrak and Ziarati, 2009, Sernikli, 2009) where the outcome of the initial evaluations by cadets in three maritime education and training institutions in three different countries were discussed. MarTEL standards were received well by the participants and attracted a wide range of interest groups. There are several other papers written on MarTEL (Demydenko, 2009). Detailed information about the project can be found at www.martel.pro.

This paper primarily reports on the results of the survey on Phase 2 which was extremely encouraging. The paper also states the challenges it has encountered in developing appropriate and relevant set of standards which are expected to reduce the high percentage of accidents and incidents at sea and in ports due to communication failures. The survey was conducted by giving a Phase 2 MarTEL test to senior cadets - a homogenous group with 5 to 12 months sea experience. Before conducting the survey, the MarTEL Phase 2 guidelines were presented to the officers. In this research, quantitative research methods were used and the evaluation of survey results carried out applied standard scientific statistical methods.

2 Research Background

2.1 Research Hypothesis:

The main hypothesis of the research is; "H1: The MarTEL Phase II can be used to measure the use of English in the Maritime environment as an Officer of the Watch."

2.2 Sub-hypotheses and evaluation of sub-hypotheses:

Sub-hypotheses which are listed below and questions relating to the sub-hypotheses, were designed to determine the writing, speaking, listening and learning and reading comprehension skills. Knowledge of special terms used in Maritime English in vocational training was also taken into consideration.

Sub-hypothesis H11 (MarTEL can be used to measure your writing skills in the Maritime environment.)

Q. Is MarTEL an adequate test to measure your ability to write official letters in English?

| | Frequency | Percent | Valid Percent | Cumulative Percent |
|-----------|-----------|---------|---------------|--------------------|
| Valid YES | 43 | 78,2 | 78,2 | 78,2 |
| NO | 12 | 21,8 | 21,8 | 100,0 |
| Total | 55 | 100,0 | 100,0 | |

Q. Is MarTEL an adequate test to measure your ability to write a short notice (memorandum) for multinational crew in English?

| | Frequency | Percent | Valid Percent | Cumulative Percent |
|-----------|-----------|---------|---------------|--------------------|
| Valid YES | 46 | 83,6 | 83,6 | 83,6 |
| NO | 9 | 16,4 | 16,4 | 100,0 |
| Total | 55 | 100,0 | 100,0 | |

Q. Can MarTEL be used to measure your ability to fill in an official form?

| | Frequency | Percent | Valid Percent | Cumulative Percent |
|-----------|-----------|---------|---------------|--------------------|
| Valid YES | 42 | 76,4 | 76,4 | 76,4 |
| NO | 13 | 23,6 | 23,6 | 100,0 |
| Total | 55 | 100,0 | 100,0 | |

Q. Can MarTEL be used to measure your ability to prepare an accident report?)

| | Frequency | Percent | Valid Percent | Cumulative Percent |
|-----------|-----------|---------|---------------|--------------------|
| Valid YES | 49 | 89,1 | 89,1 | 89,1 |
| NO | 6 | 10,9 | 10,9 | 100,0 |
| Total | 55 | 100,0 | 100,0 | |

Proof of sub-hypotheses H11:

| | Letter | Memo | Form | Report |
|------------------------|--------|-------|-------|--------|
| N Valid | 55 | 55 | 55 | 55 |
| Missing | 0 | 0 | 0 | 0 |
| Std. Error of Mean | ,056 | ,050 | ,058 | ,042 |
| Std. Deviation | ,417 | ,373 | ,429 | ,315 |
| Kurtosis | -,033 | 1,551 | -,387 | 4,824 |
| Std. Error of Kurtosis | ,634 | ,634 | ,634 | ,634 |

For each question, cadets voted more than 76% in favour of MarTEL that can be used to measure the writing skills. For all questions the total mean is 81.8%. Cross tabulation within the question of sub-hypotheses H11 reveal that 85%, of the answers (Yes/No) overlap which shows that the participants are answering with enough knowledge about MarTEL and its similarities and differences to other systems.

Sub-hypothesis H12 (MarTEL can be used to measure your speaking skills in the Maritime environment.)

Q. Can MarTEL be used to measure your English skills for external communication?

| | Frequency | Percent | Valid Percent | Cumulative Percent |
|-----------|-----------|---------|---------------|--------------------|
| Valid YES | 50 | 90,9 | 90,9 | 90,9 |
| NO | 5 | 9,1 | 9,1 | 100,0 |
| Total | 55 | 100,0 | 100,0 | |

Q. Can MarTEL be used to measure your English skills for internal communication with crew (SMCP) for a ship manned with multinational personnel?

| | Frequency | Percent | Valid Percent | Cumulative Percent |
|-----------|-----------|---------|---------------|--------------------|
| Valid YES | 40 | 72,7 | 72,7 | 72,7 |
| NO | 15 | 27,3 | 27,3 | 100,0 |
| Total | 55 | 100,0 | 100,0 | |

Q. Can MarTEL be used to measure your English skills for internal communication with inspectors during Port State Control onboard a ship?

| | Frequency | Percent | Valid Percent | Cumulative Percent |
|-----------|-----------|---------|---------------|--------------------|
| Valid YES | 47 | 85,5 | 85,5 | 85,5 |
| NO | 8 | 14,5 | 14,5 | 100,0 |
| Total | 55 | 100,0 | 100,0 | |

Proof of sub-hypothesis H12 :

| | Ext. Comms. | Int. Comms. | PSC Comms. |
|------------------------|-------------|-------------|------------|
| N Valid | 55 | 55 | 55 |
| Missing | 0 | 0 | 0 |
| Std. Error of Mean | ,039 | ,061 | ,048 |
| Std. Deviation | ,290 | ,449 | ,356 |
| Kurtosis | 6,811 | -,934 | 2,362 |
| Std. Error of Kurtosis | ,634 | ,634 | ,634 |

For each question, more than 72% of the cadets who voted were of the view that MarTEL is a suitable test/standard and can be used to measure speaking skills in the Maritime environment. For all questions the total mean is 83%. Consequently the sub-hypothesis was found to be correct.

Sub-hypothesis H13 (MarTEL can be used to measure your listening skills in the Maritime environment.)

Q. Can MarTEL be used to measure your level of understanding during VHF communication with an English VTS operator?

| | Frequency | Percent | Valid Percent | Cumulative Percent |
|-----------|-----------|---------|---------------|--------------------|
| Valid YES | 47 | 85,5 | 85,5 | 85,5 |
| NO | 8 | 14,5 | 14,5 | 100,0 |
| Total | 55 | 100,0 | 100,0 | |

Q. Can MarTEL be used to measure your level of understanding during VHF and/or telephone communication with English speaking shore parties during port operations?

| | Frequency | Percent | Valid Percent | Cumulative Percent |
|-----------|-----------|---------|---------------|--------------------|
| Valid YES | 46 | 83,6 | 83,6 | 83,6 |
| NO | 9 | 16,4 | 16,4 | 100,0 |
| Total | 55 | 100,0 | 100,0 | |

Proof of sub-hypothesis H13

| | VHF | Voice |
|------------------------|-------|-------|
| N Valid | 55 | 55 |
| Missing | 0 | 0 |
| Std. Error of Mean | ,048 | ,050 |
| Std. Deviation | ,356 | ,373 |
| Kurtosis | 2,362 | 1,551 |
| Std. Error of Kurtosis | ,634 | ,634 |

For each question more than 83.6% of the cadets who voted were of the opinion that MarTEL can be used to measure listening skills in the Maritime environment. For all

questions the total mean is 84.5%. Therefore the sub-hypothesis was found to be correct.

Sub-hypothesis H14 (MarTEL can be used to measure your reading comprehension skills in the Maritime environment.)

Q. Can MarTEL be used to measure your knowledge and understanding of NAVTEX messages (meteorology)?

| | Frequency | Percent | Valid Percent | Cumulative Percent |
|-----------|-----------|---------|---------------|--------------------|
| Valid YES | 37 | 67,3 | 67,3 | 67,3 |
| NO | 18 | 32,7 | 32,7 | 100,0 |
| Total | 55 | 100,0 | 100,0 | |

Q. Can MarTEL be used to measure your knowledge and understanding of the Admiralty List of Radio Signals?

| | Frequency | Percent | Valid Percent | Cumulative Percent |
|-----------|-----------|---------|---------------|--------------------|
| Valid YES | 35 | 63,6 | 63,6 | 63,6 |
| NO | 20 | 36,4 | 36,4 | 100,0 |
| Total | 55 | 100,0 | 100,0 | |

Q. Can MarTEL be used to measure your knowledge and understanding of Pilot Books written in English?

| | Frequency | Percent | Valid Percent | Cumulative Percent |
|-----------|-----------|---------|---------------|--------------------|
| Valid YES | 37 | 67,3 | 67,3 | 67,3 |
| NO | 18 | 32,7 | 32,7 | 100,0 |
| Total | 55 | 100,0 | 100,0 | |

Q. Can MarTEL be used to measure your knowledge and understanding of English Notices or Guidance published by Maritimes authorities?

| | Frequency | Percent | Valid Percent | Cumulative Percent |
|-----------|-----------|---------|---------------|--------------------|
| Valid YES | 41 | 74,5 | 74,5 | 74,5 |
| NO | 14 | 25,5 | 25,5 | 100,0 |
| Total | 55 | 100,0 | 100,0 | |

Q. Can MarTEL be used to measure your knowledge and understanding of a Notice to Mariners written in English by a local or national authority?

| | Frequency | Percent | Valid Percent | Cumulative Percent |
|-----------|-----------|---------|---------------|--------------------|
| Valid YES | 39 | 70,9 | 70,9 | 70,9 |
| NO | 16 | 29,1 | 29,1 | 100,0 |
| Total | 55 | 100,0 | 100,0 | |

Proof of sub-hypothesis H14:

| | NAVTX | Ad.List.Radio Signals | Pilot Books | Notice or Guidance | Notice by Local Auth. |
|------------------------|--------|-----------------------|-------------|--------------------|-----------------------|
| N Valid | 55 | 55 | 55 | 55 | 55 |
| Missing | 0 | 0 | 0 | 0 | 0 |
| Std. Error of Mean | ,064 | ,065 | ,064 | ,059 | ,062 |
| Std. Deviation | ,474 | ,485 | ,474 | ,440 | ,458 |
| Kurtosis | -1,482 | -1,724 | -1,482 | -,683 | -1,147 |
| Std. Error of Kurtosis | ,634 | ,634 | ,634 | ,634 | ,634 |

For each question cadets voted more than 63.6% in favour of MarTEL. For all questions the total mean is 68.72%. This percentage is lower than the previous statistics. This result may mean that the MarTEL system needs to be developed especially in vocational areas which have very special terms. But in view of statistics the sub-hypothesis was found correct.

Sub-hypothesis H15 (MarTEL is more suitable to be used to measure Maritime English skills when compared with previous tests)

Q. If applicable in your opinion how would you rate the MarTEL test against other Maritime English tests you are aware of/taken?

| | Frequency | Percent | Valid % | Cumulative % |
|--------------------------------------|-----------|---------|---------|--------------|
| Valid Previous tests are much better | 2 | 3,6 | 3,6 | 3,6 |
| Previous tests are better | 4 | 7,3 | 7,3 | 10,9 |
| Equal | 20 | 36,4 | 36,4 | 47,3 |
| Better | 22 | 40,0 | 40,0 | 87,3 |
| Much better | 7 | 12,7 | 12,7 | 100,0 |
| Total | 55 | 100,0 | 100,0 | |

The total percentage of "Better" and "Much better" is 52.7% and percentage for other test is 10.9%. This result shows without any doubt that participants are of the view that MarTEL can be used to measure and test the English level of Deck Officers and Marine Engineers and is one of the best systems available.

Q. In your opinion is MarTEL Phase 2 level an adequate test of the Maritime English level required for an Officer of the Watch?

| | Frequency | Percent | Valid Percent | Cumulative Percent |
|----------------|-----------|---------|---------------|--------------------|
| Valid Not good | 3 | 5,5 | 5,5 | 5,5 |
| Not so good | 2 | 3,6 | 3,6 | 9,1 |
| Medium level | 15 | 27,3 | 27,3 | 36,4 |
| Good | 26 | 47,3 | 47,3 | 83,6 |
| Perfect | 9 | 16,4 | 16,4 | 100,0 |
| Total | 55 | 100,0 | 100,0 | |

Total percentage of "Good" and "Perfect" is 63.7% and the percentage of participants thinking MarTEL is not a good system is only 9.1%. Result indicates that MarTEL is an adequate test of the Maritime English level required for an Officer of the Watch.

Q. At what level can MarTEL Phase II be used to assess an Officer of the Watch's Maritime English skills?

| | Frequency | Percent | Valid Percent | Cumulative Percent |
|--|-----------|---------|---------------|--------------------|
| Valid At the end of Preparatory Course before the main programme study | 7 | 12,7 | 12,7 | 12,7 |
| At the end of the Cadet Officer of watch programme | 20 | 36,4 | 36,4 | 49,1 |
| At the end of Sea Training (Phase Test II) | 15 | 27,3 | 27,3 | 76,4 |
| At the OOW Examination for Certificate Competency | 13 | 23,6 | 23,6 | 100,0 |
| Total | 55 | 100,0 | 100,0 | |

In this question, most participants opted for the final three choices, with the results showing a fairly even distribution between them. One of the most important aims of MarTEL is to measure vocational English. Before undertaking vocational training, understanding, learning and using special terms is difficult. Results show that participants are aware of this reality. The other 3 options (At the end of the Cadet Officer of watch programme, At the end of Sea Training, At the OOW Examination for Certificate Competency) were similarly popular. It could be argued that it would be appropriate for cadets to undertake the test at regular intervals, i.e. every 5 years.

Q. In your opinion how sufficiently does MarTEL cover the main subjects of Maritime English (SMCP, meteorology, Navigation, Watch, Safety, and Maritime Management etc.)?

| | Frequency | Percent | Valid Percent | Cumulative Percent |
|-----------------------|-----------|---------|---------------|--------------------|
| Valid Not covered | 1 | 1,8 | 1,8 | 1,8 |
| Partly covered | 5 | 9,1 | 9,1 | 10,9 |
| Not exactly | 16 | 29,1 | 29,1 | 40,0 |
| Most subjects covered | 29 | 52,7 | 52,7 | 92,7 |
| All subjects covered | 4 | 7,3 | 7,3 | 100,0 |
| Total | 55 | 100,0 | 100,0 | |

All participants' answers are consistent, except for one case. It may be necessary to expand the survey to other groups of participants. Cadets with limited sea experience may not be aware of special terms which an officer, who has a lot of sea experience, would know. As a conclusion, this part of the survey may not give a reliable result and should be expanded to include other groups such as lecturers, captains, officers etc.

Proof of sub-hypothesis H15:

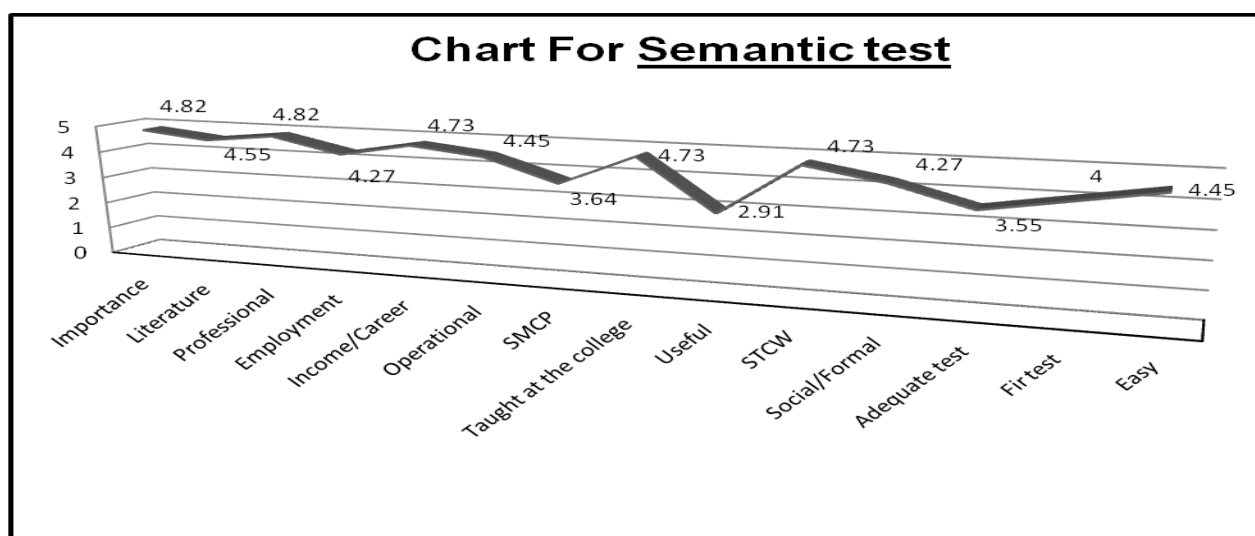
| | Compare | Adequate | Assess | Coverage |
|------------------------|---------|----------|--------|----------|
| N Valid | 55 | 55 | 55 | 55 |
| Missing | 0 | 0 | 0 | 0 |
| Std. Error of Mean | ,127 | ,133 | ,134 | ,113 |
| Std. Deviation | ,940 | ,985 | ,991 | ,835 |
| Kurtosis | ,458 | 1,140 | -1,054 | ,706 |
| Std. Error of Kurtosis | ,634 | ,634 | ,634 | ,634 |

Almost all participants agree that MarTEL is better suited for measuring Maritime English skills than tests which they had previously taken.

3. Semantic Test

Semantic test results summary is listed below.

| | N | Minimum | Maximum | Mean | Std. Dev. |
|-----------------------|----|---------|---------|------|-----------|
| Importance | 55 | 0 | 5 | 4,82 | ,945 |
| Literature | 55 | 0 | 5 | 4,55 | 1,451 |
| Professional | 55 | 0 | 5 | 4,82 | ,945 |
| Employment | 55 | 0 | 5 | 4,27 | 1,779 |
| Income/Career | 55 | 0 | 5 | 4,73 | 1,146 |
| Operational | 55 | 0 | 5 | 4,45 | 1,573 |
| SMCP | 55 | 0 | 5 | 3,64 | 2,247 |
| Taught at the college | 55 | 0 | 5 | 4,73 | 1,146 |
| Useful | 55 | 0 | 5 | 2,91 | 2,489 |
| STCW | 55 | 0 | 5 | 4,73 | 1,146 |
| Social/Formal | 55 | 0 | 5 | 4,27 | 1,779 |
| Adequate test | 55 | 0 | 5 | 3,55 | 2,292 |
| Fir test | 55 | 0 | 5 | 4,00 | 2,018 |
| Easy | 55 | 0 | 5 | 4,45 | 1,573 |
| Valid N (listwise) | 55 | | | | |



Except for the questions “I understand that at a later time I might move away from the sea, Good Maritime English will be a useful skill in other industries” and “The MarTEL Phase Test adequately tests Maritime English for my rank and experience” almost all participants have the same views. All sub hypotheses were proven. The main hypothesis of the research “**H1: The MarTEL Phase II can be used to measure use of English in the Maritime environment as an Officer of the Watch.**” is proven.

4 Conclusion

This survey was a follow on effort in evaluating the Phase 1 of the MarTEL standards in three different Maritime Education and Training (MET) institutions in three different countries. Phase 3 was evaluated by a panel of well experienced senior officers. This survey concerned Phase 2 Deck Officers and was applied to a homogenous group. A similar survey was carried out for Engineer Officers with similar results. The outcome of the survey for the Engineers is expected to be published in the near future. For more advanced research, the same survey should be applied to different groups and this is planned for action in the next academic year. However, it is very clear that this group has a sufficient knowledge and enough background to be able to respond to the MarTEL questionnaire. It is obvious to conclude that the MarTEL standards are easily applicable in MET institutions. The results also show that the MarTEL project is in line with Loginovsky (2002) who reports on the significance of English as the working language of the international shipping industry and that the overall performance and safety of the international fleet depends on the skill to apply it correctly.

The evaluations by the external evaluators, EU’s Leonardo National Agency, and recently by a major world maritime university have all been positive. As a result of each evaluation changes have been made to the content of tests or their associated guidelines. The final CD is being prepared and will be distributed free of charge to almost all MET institutions in Europe and any others outside Europe which request a copy. The project partners foresee a strong and wide impact by disseminating the outcomes of the recent and planned evaluation of MarTEL all over the world to all different kinds of maritime institutions and shipping operating companies.

Acknowledgements

The authors would like to thank Elin Mills and Oliver Bigland for their contributions to this paper.

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Authors Biographies

Professor Reza Ziarati is the Principal of the Institute of Maritime Studies, TR, Chairman of Centre for Factories of the Future, UK, and PhD supervisor of several Programmes. He has held several senior positions in academia and industry. He is currently working on several funded projects all related to Maritime Education and Training.

Captain Ergun Demirel graduated from the Naval Academy in 1971 and joined the Turkish Navy. After completion of the Naval War College education in 1980 he commanded destroyers, served in the Coast Guard Headquarters as Assistant Chief of Staff Operations and Surface Training Centre as Chief of Education. He commanded the Turkish Fleet Logistic Division and Midshipmen Regiment of the Naval Academy and served as Academic Dean of the Naval war College. He has given Maritime Strategy lectures in Istanbul University and the Naval War College. He joined TUDEV in 2003 and has been the Programme Leader for Navigation Engineering since 2005.

Dr Taner Albayrak holds a BA in Int. Relations, an MA in Management, and a PhD in Maritime Management, AIMarEST. He is the Head of the Navigation Engineering Department ,TUDEV and is the EU Projects Coordinator and Board Member of Seafarers Examination Centre. He graduated from the Naval Academy and Naval War College and qualified as a line officer (both deck and engineering). He served in the Turkish Navy mostly in operations and education and training management duties at different ranks and seniority. His recent activities include project coordination and management, organization and chairmanship of conferences, seminars and delivery of lectures and press conferences to national and international media at various levels.

Dr Martin Ziarati holds a BA with Honours in Business Economics, and a PhD in Engineering. Dr Ziarati has been a Director and Head of Maritime Education and Training at the Centre for Factories of the Future (C4FF) for a number of years. He is the coordinator of the MarEdu network and has undertaken coordination activities for a number of EU projects. He is the project manager for the EU supported MarTEL project establishing International standards for Maritime English led by C4FF with a total of eight EU partners. He has written a number of international papers in the area of Maritime Communications.

TOME – A FLEXIBLE BROADBAND TOOL FOR TESTING MARITIME ENGLISH

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Abstract

It is a well-known fact that the safety of vessels and their cargo as well as the well-being of passengers and crew strongly depend on the human factor and along with it a good communicative competence of the officers and the crew in the English language.

Therefore we've put the computer-based course "FlexiMod - English for Mariners" on the market which strictly follows the IMO Model Course 3.17. After using this courseware successfully with different maritime academies, shipping companies and crewing agencies we experienced the demand for a sophisticated test tool to be able to assess the current state of the participants' English.

So we decided for a flexible broadband test, similarly structured as the TOEIC test which has been applied for many years for testing people's command Business English.

TOME *is a computer-based test tool and consists of three main sections. The time for the completion of the three full sections is: Listening Comprehension (95 minutes), Reading Comprehension (60 minutes) and Mastering of SCMP (40 minutes).*

Each section comprises in its full format 99 tasks, which are to be processed in most cases by multiple choice answers. But as TOME is a complex broadband test, it is with its 297 tasks in total flexible in two ways:

- it can be used in three different formats with increasing demands: low (33 tasks), medium (66 tasks) and full advanced format (99 tasks) in each section,*
- the skills to be tested can be selected: you can choose between Listening, Reading and SMCP.*

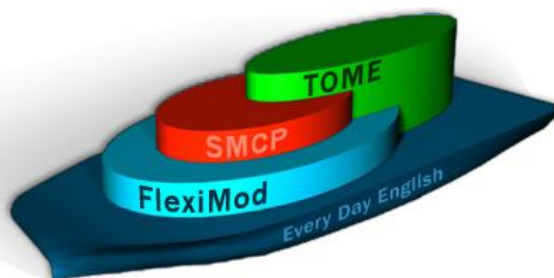
TOME has been certified by 'Germanischer Lloyd' and since last year successfully applied by several internationally operating shipping companies.

Key words: flexible, broadband test, communication skills, SMCP, certified

1 Introduction

In maritime information technology, there is a growing demand for the educational development of the nautical, technical as well as the service personnel. Nowadays a comprehensive knowledge in the technical fields of safety, emergency and risk management is required by the personnel. This knowledge must be supplemented by a sound command of the English language with a special focus on Maritime English accompanied by practical experience in ship operation in order to guarantee maximum safety at sea.

Referring to the requirements as specified by the IMO within the Model Course 3.17 Maritime English and our long experience in teaching courses in Maritime English, the analysis of the command of Maritime English of different kinds of crew members as well as the demands of our international clients (ship owners and maritime academies) MarineSoft has developed three tools which should serve - in their integrated and associated form- the improvement of the mariners' command of English in general and within the maritime context.



Number 1 and, so to speak the basis, is the courseware '**FlexiMod – English for Mariners**'.

'FlexiMod – English for Mariners' is a teaching material which is available as computer or web based training. This courseware is based on the curriculum of the IMO Model Course 3.17 Maritime English, Core Section 1 and covers all the aspects required there. So 'FlexiMod – English for Mariners' has been developed under consideration of

- **linguistic aspect, integrating the three language systems** grammar, vocabulary and pronunciation,
- **together with practicing of the four language communication skills** listening, speaking, reading **and** writing **and**
- considering the maritime contents like **maritime topics** and parts of the **SMCP**.

Number 2 and so to speak an essential supplement to **FlexiMod** are the '**SMCP Training Tools**'.

In order to put special emphasis on the whole complex of SCMP, MarineSoft has developed the approved Standard Marine Communication Phrases into a separate well-designed learning tool based on the blended learning method. We regard this as an essential step towards the reduction and elimination of communication shortcomings as demanded by STCW '95 and ISM Code,

Offering realistic scenarios of ship navigation and operation, the '**SMCP Training Tools**' provide different interactive training activities subdivided by training of communication, basic language and special skills like the underlying principles of the SMCP.

As a consequence or a result of these two complex training systems, so to speak as a MUST, No. 3 '**TOME – Test Of Maritime English**' was developed. 'TOME' is a test for officers and crew on vessels of any type and it assesses the language skills of Mariners around the world. 'TOME' in its complete form is comprised of the linguistic content of 'FlexiMod' and the maritime content of the SMCP.

2 TOME – Test Of Maritime English

2.1 Its contents and methodology

Based on our practical experiences we have gained worldwide by using our language training software and courseware as well as our face-to-face or distance training at maritime academies and universities, we know that the course volume of 373 hours, as defined per IMO Model Course 3.17 Maritime English, Core Section 1, is not feasible in practice as the students do not have enough time for their studies. Therefore we give them the possibility to improve respectively enlarge their knowledge and skills gained during their training at school and/or university by self-studies with our courseware. From the practical use of our marine language training tools the question has arisen if it is possible to classify students and mariners according to their knowledge by a test to make their training more effective or to define their current command of the English language sophisticatedly. This was our starting point for developing 'TOME'.

The target of the development of 'TOME' was **not** the detailed implementation of all the 21 topics of the Core Section 1 of IMO Model Course 3.17, but concentrating on the essential aspects of the seafarers' business. So we aimed to create a certified computer based English test for officers and crew on vessels of any type respectively for staff of shipping companies and students of maritime academies and universities around the world on the basis of this Core Section. 'TOME' shall support the decision-makers of

shipping companies/crewing agencies to make the right choice of suitable crew members and to encourage improvement of their staffs' command of English to keep problems in everyday English communication respectively in critical situations as low as possible. Teachers shall be assisted in deciding about intensity and complexity of the further training of their students exceeding the prescribed training.

So 'TOME' is an assessment test the focus of which is put on safety relevant topics and which is to evaluate the students'/seafarers' communicative knowledge/the level of their linguistic comprehension, but not to test the participants' maritime factual knowledge. TOME covers the participants' word power, their knowledge of basic aspects of the English grammar and pronunciation as well as their communication skills in writing, reading and listening comprehension.

The methodology of 'TOME' is analogous to the TOEIC test. The 'Test of English for International Communication' (TOEIC) is an internationally approved language test for people focusing on English in Business situations. Its idea behind is the communicative competence of people, not speaking English as their mother tongue but using this language in the everyday communication of their business environment. Although 'TOME' follows in a way the methodological structure of 'TOEIC' it serves a completely different subject, i.e. the test comprises specific topics of seafaring according to Core Section 1 of IMO Model Course 3.17.

The flexibility of TOME consists of two aspects:

The evaluation of the communicative competence can be done for the levels 'Basic' (for ratings), 'Intermediate' (for qualified ratings) and 'Advanced' (for officers) and the sections 'Listening', 'Reading' and 'Mastering of SMCP' can be selected, if required.

The time for the completion of the three full sections is:

- Basic level → 73 minutes
- Intermediate level → 125 minutes
- Advanced level → 195 minutes

Which level and which section the participant is to pass is decided by the companies or schools. With the help of the verbal evaluation and the summary of the reached score the companies/schools decide about the further training process of the participants, i.e. if they are classified as beginner or advanced learner or if only specific exercises for refreshment are to be done. Because of the large flexibility of the test the participant can reach a score between 0 and 900 points, depending on the chosen level and section.

Here we can see why we call TOME a broadband test because every participant can demonstrate his/her proficiency of speaking English and nobody can really 'fail' the test, he/she would only come out with different grades. In each section (listening, reading, SMCP) the participant can do 33, 66 or (in full) 99 tasks with an increasing degree of difficulty, from simple to more complex.

| No. | User Name | Family Name | First Name | Listening | Reading | SMCP | Date |
|-----|------------|-------------|------------|-----------|---------|---------|------------|
| 1 | Ingo | Schreck | Ingo | 276/300 | 233/300 | 182/300 | 14.07.2009 |
| 2 | Sebastian | Töllner | Sebastian | 255/300 | 164/300 | 127/300 | 14.07.2009 |
| 3 | Sven | Löffler | Sven | 230/300 | 130/300 | 103/300 | 14.07.2009 |
| 4 | Tom | Kabisch | Tom | 264/300 | 188/300 | 155/300 | 14.07.2009 |
| 5 | Karsten | Krzeminski | Karsten | 167/300 | 115/300 | 97/300 | 14.07.2009 |
| 6 | Detlef | Harms | Detlef | 279/300 | 252/300 | 191/300 | 24.08.2009 |
| 7 | Wilfried | Kolbe | Wilfried | 258/300 | 206/300 | 164/300 | 24.08.2009 |
| 8 | Oliver | Schultz | Oliver | 227/300 | 106/300 | 103/300 | 24.08.2009 |
| 9 | Felix | Rothe | Felix | 270/300 | 182/300 | 191/300 | 24.08.2009 |
| 10 | Gerd | Wroblewski | Gerd | 227/300 | 121/300 | 127/300 | 24.08.2009 |
| 11 | Jens | Barwich | Jens | 212/300 | 164/300 | 155/300 | 24.08.2009 |
| 12 | Julian | Phan | Julian | 255/300 | 273/300 | 218/300 | 24.08.2009 |
| 13 | Farschid | Kameyar | Fraschid | 285/300 | 242/300 | 194/300 | 24.08.2009 |
| 14 | Otmar | Oberländer | Otmar | 276/300 | 236/300 | 191/300 | 24.08.2009 |
| 15 | Matthias | König | Matthias | 267/300 | 191/300 | 167/300 | 24.08.2009 |
| 16 | Jochen | Schulker | Jochen | 230/300 | 155/300 | 133/300 | 24.08.2009 |
| 17 | Maren | Koch | Maren | 300/300 | 297/300 | 297/300 | 03.09.2009 |
| 18 | Ralf | Kassner | Ralf | 230/300 | 182/300 | 164/300 | 29.09.2009 |
| 19 | Florian | Wünsche | Florian | 252/300 | 173/300 | 167/300 | 29.09.2009 |
| 20 | Michael | Schmid | Michael | 227/300 | 142/300 | 170/300 | 29.09.2009 |
| 21 | Udon | Neumann | Udo | 206/300 | 115/300 | 91/300 | 29.09.2009 |
| 22 | Tobias | Wiese | Tobias | 273/300 | 209/300 | 185/300 | 29.09.2009 |
| 23 | Christiane | Höerkamp | Christiane | 258/300 | 276/300 | 200/300 | 29.09.2009 |

The interface also shows a summary for the selected user (Ingo Schreck):

- Level: Advanced
- Score: 691 / 900
- Percentage: 77%
- User Name: Ingo
- Family Name: Schreck
- First Name: Ingo

Buttons for 'Print Results', 'Print Certificate', and 'Delete Results' are visible at the bottom of the interface.

Figure 4: Example of a TOME Certificate

'TOME' has now been approved by 'Germanischer Lloyd' certifying that the test is suitable for assessment and evaluation of the knowledge of Maritime English in listening, reading and writing, including vocabulary and grammar, in accordance with the international training requirements defined by the IMO Model Course 3.17 Maritime English, Core Section 1 and the STCW Code.

According to IMO Model Course 3.17 'Maritime English', Core Section 1 the following topics and skills will be tested:

Topics

Listening and Reading

- Personal information
- Vessel and crew
- Giving locations
- Routine operation on board
- Safety equipment
- Emergency situations
- Cargo handling
- Passenger care
- Vessel specifications
- Reporting events and accidents
- VHF messages
- Written forms of communication

SMCP

- Generals
- Message Markers
- Responses
- Distress/Urgency/Safety Communication
- VTS Communication
- Cargo and cargo handling
- Passenger Care

Knowledge Grammar

- Pronouns
- Short answers
- Prepositions and conjunctions
- Tenses: Present, Past, Present Perfect
- Question and Negation
- Adjective and adverb
- Imperatives
- Passenger care
- Engine parts

Vocabulary

- Adjectives of nationality
- Spelling
- Verbs of work routine, maintenance of the engine
- Safety equipment and its conditions
- Route and directions
- Emergency situations
- Verbs describing accidents
- Cargo handling

2.2 Implementation of TOME

In 2009 MarineSoft GmbH and Prof. Dr. Margret Meinhardt established the TOME Test Centre Germany, located in Rostock, Germany. Since July 2009 TOME has been successfully applied by an internationally operating shipping company for testing their officers' command of Maritime English and more and more maritime companies are expressing a demand.

The performance of the TOME test takes place in Rostock, Germany. The participants belong to different careers and age classes with different knowledge of the English language.

TOME starts with a short introduction into the character, content and structure of the test where the more technical aspects of computer handling are dealt with, some explanations of the different types of tasks are given (e.g. the complex Listening Comprehension consists of 5 different task groups with different methodology, increasing degree of difficulty – lengths of texts, number of repetitions etc.). In our test runs all participants do the 'Advanced Level' with a range of 297 questions and a duration of 3h 15 min. The evaluation is carried out immediately after the test has been completed and the results are forwarded to the instructor. On the basis of the achieved results the further training plan will be determined. Within two days after the test there is a debriefing where the participants get a detailed evaluation of their test results and a certificate is being issued.



Figure 5: Example of a TOME Certificate

2.3 Experiences

When designing the test we forwarded three hypotheses:

- (1) Nautical officers should complete the test with the grade Good (better very good) and Technical Officers with Satisfactory (better good).
- (2) Under consideration of age the younger officers should be better than the older ones.
- (3) Reading Comprehension would show the best results, followed by Listening Comprehension, the most deficiencies would appear with the SMCP.

In the last 12 month approx. 120 persons from 20 different careers have passed the TOME test. And here are the graphical evaluations of the achieved TOME results regarding the participants' career and age and as well as the results of the sections Listening Comprehension, Reading Comprehension and Mastering of the SMCP regarding

the target groups ' Nautical Officers', 'other Officers' and 'Technical Officers. The outcome of the career statistics is to be seen in this chart with the excellent, very good and good results explicitly on the nautical officers' side.

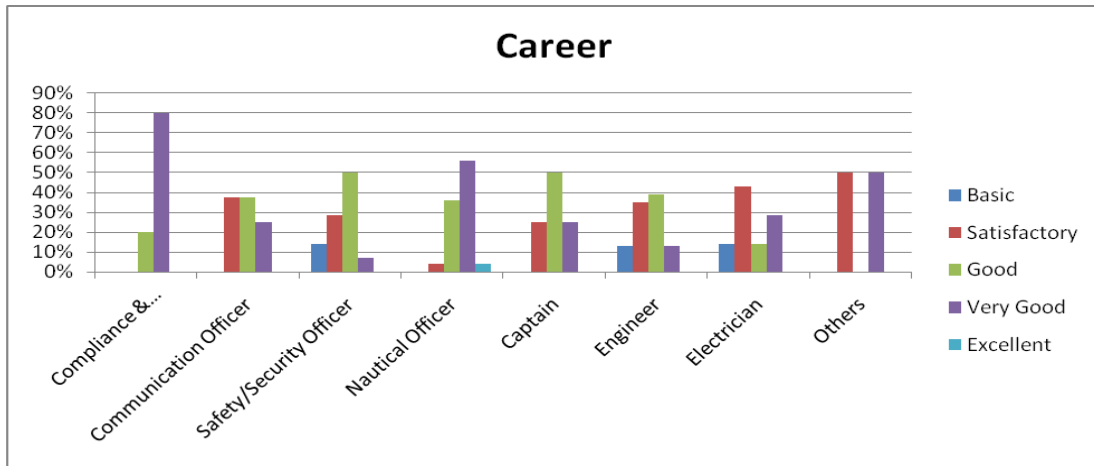


Figure 6: TOME results in % according to the participants' career

And here are the results of the age groups: the participants under 30 with 45% of very good results and between 30 and 45 years with 40.6 % in the very good area.

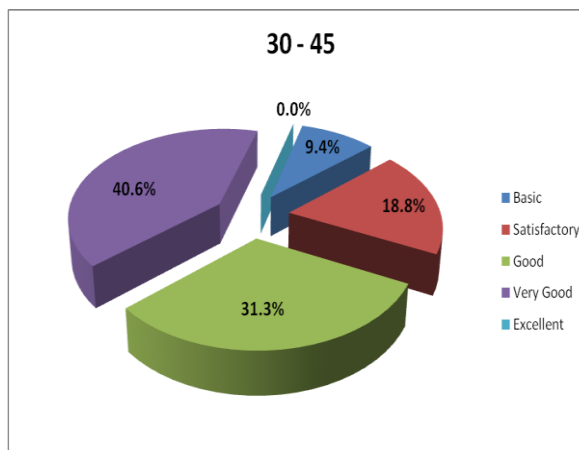
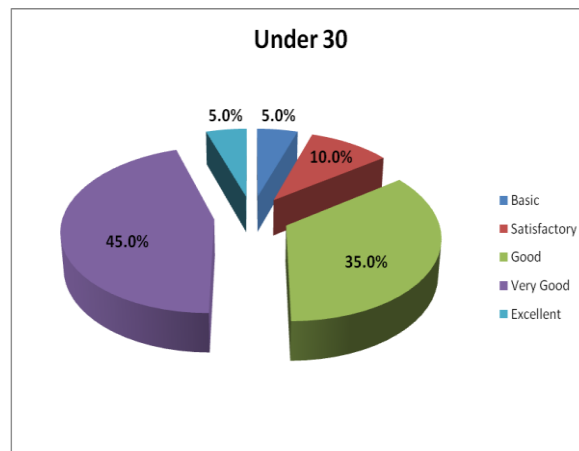


Figure 7: TOME results in % according to the participants' age (1)

Figure 8: TOME results in % according to the participants' age (2)

And the people over 45 with only 8.3 % in the very good area.

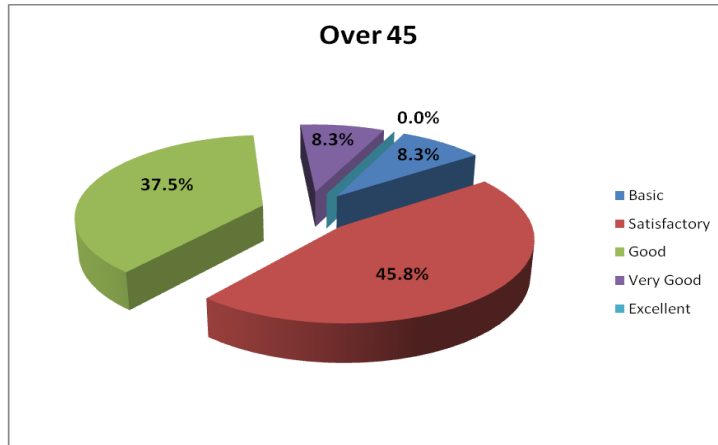


Figure 9: TOME results in % according to the participants' age (3)

Here the age group results in a summary where we can see that the older people came out with a high percentage of satisfactory results and the younger ones with a high percentage of very good results.

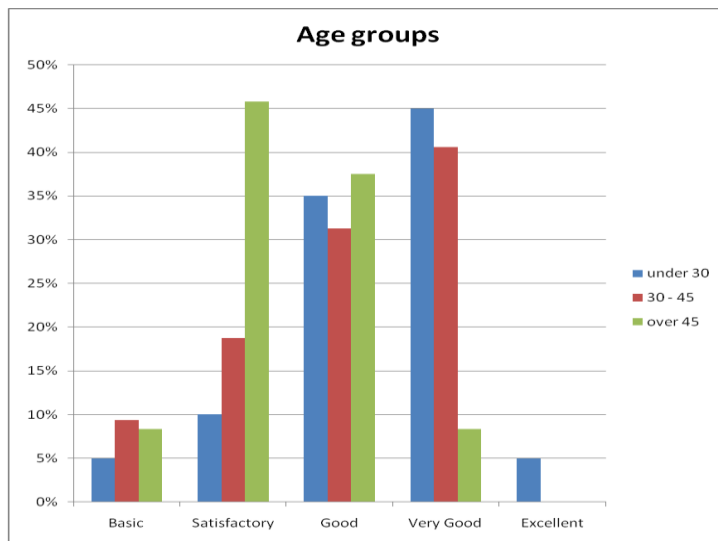


Figure 10: TOME results in % according to the participants' age (4)

This chart is to demonstrate the results in the three areas: Listening and Reading Comprehension and SMCP with a clear preference for Listening Comprehension and the weakest performance in producing SMCP.

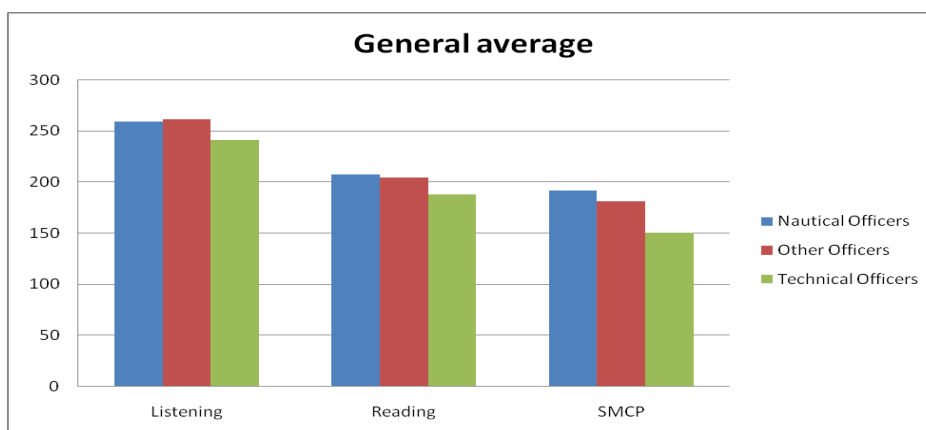


Figure 11: General average of the achieved section results for the target groups

3 Conclusion

This is our interpretation of the outcome of the tests so far:

Picture 2 presenting an overview of the results specified according to the participants' career.

As you can see here our hypothesis came true. Due to their more intensive training at the Maritime Academy and their extensive use of the English language in different external and on-board communicative situation their command of the language is considerably better than that of the technical officers, but, anyway, the technical officers are still within the positive grades. So the test is not really demotivating for this group of officers, but an incentive to improve their command.

Pictures 3 to 7 verify our hypothesis that the younger participants have a significantly higher command of the English language than the older ones, i.e.

- In general the youngest age group shows its peaks more on the right where the higher scores are. The peak for the older age group appears on the left side with an overall height for the grade satisfactory.
- Only the younger participants (under 30) reached with the score of 5% the grade excellent.
- For the age groups 30 - 45 the grades very good and good are about 5% lower than in the 30-years group, but the satisfactory share is nearly 20% higher.
- The third group - older than age 45 - shows the biggest part of the grade satisfactory with 45.8% compared with very good which is under 10%.

We see the reasons for those results in the quality of the language training at the Maritime Academies which is constantly developing, especially as far as the training of

the SMCP is concerned. And so we can also see how important a good basic training at school is because it cannot really be replaced or compensated by a long practice in communicating.

Picture 8 shows:

- Best average scores achieved for Listening,
- Second for Reading,
- Third for SMCP section to this topic

So our hypothesis has not been confirmed. Listening Comprehension turned out as the best part. With nearly 50 points more compared to Reading Comprehension and even more compared to the SMCP part.

We see the reason for the better results in Listening checked against Reading in the following:

- The character of a text for listening must be more complex to ensure its understanding (pictures, symbols, longer texts) and so one can anticipate or guess the correct answer. Here the language experience and the intellectual abilities of the participants might be of great help. This also explains why the older age group as well as the technical officers showed a good performance here where their experience proved useful.
- On the other hand for two reading parts (Part 1: Find the missing word and Part 2: Find the mistake in the sentence) an exact knowledge of vocabulary and grammar is required which cannot just be replaced by experience.

The answer for the relatively weak performance of the SMCP in all groups is very simple: There has not been enough training so far which means more efforts have to be put into this topic.

The SMCP have to be trained separately before they can be applied correctly. Special emphasis has to be placed on the understanding of the basic underlying principles of the SMCP as well as on the specific vocabulary to be used in external and onboard communication.

TOME itself

- has proved to be running stable and to meet the participants' knowledge and skills acquired,

- the implemented time frame for the three sections is sufficient for performing the results in a good time-performance-relation,
- in any case a brief introduction is required to exclude technical problems,
- the evaluation scheme has proved its worth,
- the broadband methodology/evaluation is more accepted and welcomed by companies than a pass-or-fail one.

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Author Biography

Katrin Gläsel has been the Marketing Manager of MarineSoft GmbH since 1998.

Her special experience is in the field of development of Maritime English multimedia and computer based training systems. In 2009, she obtained a Master of Arts from the University of Rostock, Germany.

Prof. Dr. Margret Meinhardt is Professor of Foreign Language Methodology. As a professor at Rostock University as well as the MD of a Private Training Institution she did research in curriculum development and syllabus design. Her special field is the theory and practice of teaching materials and courseware for different target groups. In the last few years she concentrated on the development of Maritime English courseware and computer-based training systems. She has published a number of papers on Maritime English.

CROSS-CULTURAL COMMUNICATION ISSUES ON BOARD

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Abstract

This paper strives to establish the fact that environment remains the vivid sharpener of behavioural patterns amongst multi-lingual seafarers on board a ship. Linguistically, a people's cultural norms and values are easily showcased in their language. Also, embedded in any natural language is the unique cultural belief system of the particular speech community. Again, this unique cultural belief system portrayed in the language is vividly reflected in the level of commitment (conscientious attachment) to the speech they make. It is this uniqueness in the linguistic behaviour of speakers of different languages, depicting different cultural backgrounds across the world that poses to the Maritime industry, a barrier that must be broken by the IMEC family through the propagation, and of course, cross-pollination of the Maritime English. It is this cross-cultural communication barrier, sequel to the use of multi-lingual crew on board, on one hand and some proffered useful ideas on how to propagate and ensure a successful cross-pollination of the Maritime English that this conference paper seeks to illuminate on the other hand. It is therefore envisaged, that this paper, in its own small measure, would add up with other papers to help facilitate the desired situation of mutual intelligibility by our multi-lingual crew on board.

Key Words: Maritime English, multi-lingual crew, cross-pollination, cross-cultural communication, mutual *intelligibility*.

1 Introduction

Telling the story of the "Tower of Babel" as scribbled in the Bible, a young preacher narrated to the church, how men desired to build a tower in order to fortify and protect themselves from external attack. Again he said they wanted to enter into sky and perhaps heaven, and see their creator. The preacher said they started building the tower without relenting in any way. When they had built a sky-scrapper after several months, God became angry over man's quest to see Him and discover how and where He lived and so, in His anger, He took mutual intelligibility away from them, and rather than

speak a common language as before, each man was given a different language and no builder could understand the language of the other. This, according to the preacher, was the introduction of the many languages and language clusters of the world. The building of the tower stopped because they could not understand themselves and so, could not communicate effectively.

Whether this story is factual or fictitious is not subject to disputation, rather, the important thing to note here is that all human beings from whatever race or tribe, needs communication in order to relate with others, man needs a common language that he can share with people around him.

This paper highlights this human desire to communicate with other people effectively. The paper shows how seamen sailed out of their domain and met with people from other cultural backgrounds other than his, which necessitated seafarers need for a common language – the Maritime English.

The paper illuminates the prevalent cross-cultural problems, which is still lingering on board. The belief system of some people, which is different from those of other seafarers around them, impedes communication and brings about disasters at sea.

The paper presents some way of improvement on the communicative competence of multi-lingual crew on board. For instance, the cross-pollination approach of improving communication on board is show-cased.

2 Environmental Determination of the Lexicon of a People's Language

Sequel to man's need for mutual co-existence, man tried to communicate with other people, through this trial several thousands of languages were developed from the creation of the universe. In the primitive era, a tribe used to speak a unique language, in which the norms and values of their community, their religious practices and belief system were conveniently embedded in it and so, they had no communication problem, since every member of the speech community could speak and understand their unique language. When people from other tribes started meeting other people from places other than theirs, communication problems started.

Since culture consists of virtually everything about a people's way of existence their environment determined to a large extent the lexical items used in the formation of the language they speak. The language made provision for the items or things found in the environment. Anything that is not indigenous to the people's environment could not have

been given a name in the language. But, everything that is found in the environment of the people would always have an indigenous name in the language of the people. This is why no Nigerian can give indigenous names to those things that were not naturally found in their environment from the beginning of time. Thus, things like computer, compact disk, television, electricity, radio, telephone, satellite dish, air plane etc can not be given any indigenous names in any of the 513 languages and language clusters in Nigeria because those things were not there in the Nigerian environment when their forefathers were developing their indigenous languages.

Language therefore, is a component of the culture of a society. Cultural differences are to be expected between two or more people from different nationalities or regions when sharing any activity. If they speak different languages and do not have a good command of a certain language, which enables them to interact, cultural differences might be difficult to overcome.

In the not so distant past, and certainly for most of the last century, it was common for ships to be financed, built, managed, commercially traded, manned and registered by a single country. Communication between any party in the operations chain was not a problem, at least not beyond the pretence of dialectal misunderstandings. Today, however, the shipping industry is truly global in nature and rarely does a ship have an owner, officers and ratings from the same country with the same native language.

In almost all activities, but mainly on board vessels, these cultural differences may result in isolation and depression on board.

2.1 THE NEGATIVE EFFECT OF MULTI-LINGUAL CREW ON BOARD

The negative effect of a multi-lingual crew on board is communication difficulty. Crew members in ships are not always of the same nationality, due to crew cost or flag of convenience, and this problem brings about accidents on board, which, history tells us has been very disasters. The total number of accidents on sea caused by the lack of a common language is not known because some sea accidents are not recorded at all. According to Clements (1996:2)

No precise statistics is available with regards to the number of situations or potential accidents, which happened on board, that may have had communication problems of lack of a common language for a

cause. However, there is the perception that the situations affecting Maritime Safety, in which language problems are involved, constitutes a considerable number. The “scan dinavian star” disaster have called the attention of many sectors of the Maritime activity and many concerns have been brought to the floor, language difficulty is one of these concerns.

The Ro-Ro passengers’ ship have shown difficulties in the use of a common language on board. We have heard also of the Tuo Hai and Tenyo Maru confusion. Zhang (1995) reports that sometimes in July 1991, the “Tuo Hai” a Chinese bulk carrier and the “Tenyo Maru” a Japanese fishing vessel collided in the vicinity of cape flattery in the state of Washington, USA. The transportation safety Board of Canada carried out an inquiry, and the conclusions were that the collision took place because neither of the ships were using the appropriate procedure for a tog situation, and because of the inability of the seafarers of the Chinese bulk carrier to understand communication in English. Zang (1995).

The “Sea Empress” accident of 15th February 1996 is also a case of communication problem. The “Sea Empress” was managed by a British company, owned by a Norwegian company under Liberian flag. The crew and master were Russians, Reporters said there a serious communication problem on board between the British pilot and the crew because they could not communicate effectively.

Waste environment Today (1996).

The accident of “Federal St Clair” was also reported in 1992 as striking the canal bank when she approached the port of Montreal, Canada due to poor command of English language by the crew and master.

2.2 Why Multi-Lingual Crew?

It has been argued that multi-lingual crew are not expected to leave the arena of Maritime Industry in the foreseeable future.

Clements (1996) writes:

In the past, officers and crew were, in most cases, of the same nationality. Large shipping companies used to employ their ratings themselves and among nationals on a long contract basis. It was common practice that officers and seafarers used to work for the same company and in many cases on board the same vessel. Moreover, after serving on board, officers and experienced seafarers came ashore at the company office.

So seamen were used to having a sort of link for life with a shipping company. Open registries and/or developing countries offering flags of convenience, both making their appearance in the arena of the shipping activity, altogether with a large number of officers and ratings from developing Maritime nations.

The strong competence of seamen from developing Maritime nations and their very low salaries got ship managers interested in engaging them instead of paying large cost as salaries to Americans, western Europeans and Japanese seafarers.

2.3 Clash Of Culture and the Need for a Melt Down on Board

Since a tribe is known by her culture, the meeting of different people resulted in the meeting of different cultures. The term culture consist of ideas, customs and art-produce by a particular society. Culture is a particular society or civilization. Testifying to the important relationship between language and culture, Hoijer (1974:120) observes that:

Language plays a large and significant role in the totality of culture. Far from being simply a technique of communication, it is itself a way of directing the perceptions of its speakers and it provides for them habitual modes of analyzing experiences into significant categories.

Hoijer does not deny that communication is a function of language, rather, he emphasizes the other function: that of directing speakers' perceptions. So, non-material culture relies heavily on language in the projection of the people's life style.

Language is a communal property much as culture is, both are people-oriented and reflect the people's worldview and civilization. It is therefore impossible to fully imbibe new ideas or realize cross-cultural fertilization without language. This phenomenal posture of the human communication system makes Stubbs (1986:105) declare as follows:

For obvious reasons, languages have specialized vocabularies for local flora and fauna, and the like. Again, for obvious reasons, when words are borrowed from one language into another, it is often words that relate to new cultural artifacts, traditional products, religious, cultural and artistic customs.

This vindicates the intertwining interplay between language and culture, since it is obvious now that the culture of a people gives birth to the language they speak. Writing on the importance of language to man and his society Crystal (1997:1) as cited in Ukut et al (2001:64) states:

There is the importance we attach to language as a means of understanding ourselves and our society, and of resolving some of the problems and tensions that arise from human interactions. No sector of society is unaffected, and all can benefit from the study of the linguistic factors that constitute a barrier as well as a means of communication.

Culture has been found to be an all-embracing term, which refers to the life-style of a people. Nigerian culture has been identified as the life-style of Nigerians and American culture, as the life-style of Americans. For instance, the Americans are known for creativity and change. When an American makes a mistake in what other people would do correctly, the mistake is viewed by the Americans not only as a deviation from the known pattern, but as a new style in doing that same thing. That is the culture of encouragement even in the face of failure. This is not true of the Nigerian culture. A slight mistake made by a Nigerian is viewed by Nigerians as a sacrilege committed by a doomed and finished person. One still recall a particularly obnoxious situation in Nigeria. A Nigerian footballer made a mistake and committed an own goal which cost Nigeria an appearance in a world cup in the eighties, the next morning that footballer was found dead, shot in the neck by Nigerians who forgot that the player's intention was to kick the ball out of the Nigerian goal area.

We have heard that for an American and may be, many others in the Western Hemisphere, a pat on the head given to a child, a subordinate staff or even an elderly

person means good girl/boy, but that, for a Malaysian, as well as for some other Islamic countries, the head is something sacred and the source of intellectual and spiritual power and should not be touched.

We have also heard that to indicate for a drink after a day's work, an Australian would fold three fingers of the hand against the palm and keep the thumb and little finger in a straight up position to suggest that it is time to drink. Clements (1996) claims that for a Chinese that sign means six and for a Malaysian it means something related to the evil of an occult masters.

Clements has it that Anglo-Saxons and some other Northern Europeans, a raised finger or a tilt of the head to one side is a call on the waiter to provide drinks. He claims that most Africans would knock on the table to call the waiter, while people from the middle East will simply clap their hands to call the waiter.

Again, most people move their head up and down to mean "Yes", but the same gesture means "No" in other countries especially Indonesia and Albania, Philipinos we hear, do not say "No" with ease the way others do. Rather than say "No", they will jerk their heads downwards instead. Sometimes the downward jerk of the head is accompanied by the very word Yes.

3 The Nigerian Communicative Attitude

3.1 Repetition of Statements

Sequel to their culture, some Nigerian tribes such as the Oron people in Akwa Ibom State, the Yoruba States and the people of Edo and Delta States are found repeating their speeches in their native languages. This repetition of the syntactic structure of speech is sometimes noticed in their spoken English. The purpose of this syntactic repetition in the native language is for emphasis and enhancement of understanding. But having been transferred to the use of English language it becomes an interference of the L1 on the L2 on board a ship, this speech mannerism would enhance understanding but it would be viewed by people from other cultures as being unacceptable method of communication. It is therefore not strange to hear a Nigerian say:
"Remove that gum in your mouth and throw it away - remove that gum in your mouth and throw it away".

3.2 Combination of Speech with Body Gesture

Most Nigerians would be seen combining speech especially the native languages with body gesture for the simple purpose of emphasis. Whether they are using their native languages or English language, it is a common thing to see a Nigerian speaking and demonstrating with his body, especially the use of hands while communicating.

3.3 Code-Mixing and Code-Switching

The Igbo people of the defunct Biafran states in Nigeria are noted for their extreme code-switching and code-mixing speech mannerism. There is no tribe in Nigeria that is not involved in code-switching and code-mixing, but the Igbos are by far, the best examples. Code-switching occurs when two or more people belonging to the same speech community interact. Here a speaker begins a sentence with one language and finds himself or herself finishing the same sentence with yet another language. In code-mixing, the speaker starts the sentence with - say English, then jumps to a native language – say Igbo, and finds himself finishing the sentence with the first language – English. If two or three of them are members of the crew on board a particular ship, other crew members from other cultural backgrounds may not understand the Igbos when they are communicating on board.

4 Cross-Cultural Communication Barrier on Board

4.1 Pockets of Republic on Board

A situation where one culture is considered to be much more superior to all others on board a ship, could hamper the free flow of information. This cultural variance in attitude promotes pseudo – predisposition of superior – inferior status of other ethnic groups in the crew and officers on board. We tend to have pockets of republics on board a particular ship, which act as stumbling blocks to the free flow of communication.

4.2 The Negative Effect of Crew Cost Variation

It is worse when crew members of the inferior ethnic groups receive less salaries while other crew from the so called superior cultures or ethnic groups receive four or five times the amount paid to the inferior cultures or ethnic groups for doing the same jobs done by the inferior groups. This situation brings about bad blood, depression, Isolation and of course, the unwillingness to communicate, especially with members of the superior

ethnic group. This is demoralizing and frustrating, capable of endangering life and property at sea. According to Clements (1996)

In order to properly assess crew costs in the 1990's, let us glance at the international shipping Federation (ISF) 1993 – 1994 report on crew costs with relation to nationalities. A Japanese chief officer costs 149 units, an Indian chief officer costs 45 units, and a Chinese chief officer costs 28 units.

In the same report, an American seaman costs 186 units while a Philippino and a Bulgarian seaman cost 38 and 33 units respectively. (port and shipping, 1995).

5 The Need for a Cross-Pollination of MARENG

The natural question one would ask here is what is cross-pollination and what has it got to do with MARENG. The biological process of cross-pollination is of interest to us if MARENG must be successful. We have heard of series of unimplemented IMO regulations by Maritime Institutions and Agencies. It is one thing to enact a regulation but it is yet another to ensure the enforcement of the regulation. For instance, the IMO's Standard Marine Communication Phrases (SMCP) as approved by the 68th session of the IMO's Maritime Safety committee in May, 1997 and disseminated in the IMO circular No. 794 of June 10, 1997 as required by the STCW 95 has not been fully implemented in some Maritime institutions in the world. – Trenkner (1999:1).

5.1 The Cross Pollination Process

According to Nweze (2004:336)

Cross-pollination is the transfer of pollen grains from the anthers to the stigma of another flower of another plant but of the same species. Pollination is made possible through insects, birds, wind, water and animals including man.

For Ramalingam (1990:467)

Cross-pollination occurs when mature pollen grains of a flower are transferred to the stigma of a flower of another plant of the same or closely – related species

Cross-pollination brings the male gametes and egg cells of two different parent plants together. Therefore, there is greater genetic variability among the offspring which tend to be healthy and well adapted. They also produce more abundant and viable seeds.

Sequel to these definitions, we now have a vivid understanding of the term cross pollination, as a transfer of pollen grains from the anthers of one flower to the stigma of another flower in another plant but of the same species. Ramalingam goes ahead to tell us that “there is greater genetic variability among the offspring which tend to be healthy and well adapted. He adds that cross-pollination also produce more abundant and viable seeds.

5.2 Adaptation of the Cross Pollination Process into Maritime English Training (MET)

The problem of the IMEC family in ensuring mutual intelligibility among seafarers is not primarily with the training of cadets and students of Maritime Training Institutions all over the world, but with the group of seafarers who do not pass through formal training as cadets or regular students. These seafarers are opportunists – who learn their respective jobs or schedule right there – on board, not in a school. Possessing mandatory courses certificates or whatever class of Certificate of Competency (COC) has very little or nothing to do with competency in the use of Maritime English. A seafarer with all the certificates in the world, who can not communicate with his fellow seafarers from other nationalities on board and at shores situated outside his own state, is an isolated person who can endanger life and property.

IMEC should now begin to look outside the classrooms of Maritime institutions, in order to reach out to those seafarers who can not speak English language at all. They are

found in and around the sea ports all over the world. These are, and should begin to be seen as our second target, the cadets and regular students of course, being the first.

5.3 Formation of National Mareng Associations for Cross Pollination Training

We have heard before now of the activities of the German Association for Maritime English (GAME) which motivated this writer to commence the process of establishing and registering the Nigerian Association for Maritime English (NAME) in order to ensure a relationship amongst the Maritime English Teachers in Nigeria and keep them informed of MARENG activities at the international level, such as the IMEC.

Now, if every IMEC family member present in this conference can go home and start up the formation of their respective national MARENG bodies, we can use these MARENG Associations to reach out to those seafarers who were not opportuned to receive formal training like cadets and regular students, but who by chance, entered into a ship and learnt their trade “on the job” and became regular seafarers. These people should now become our second target in ensuring mutual intelligibility on board.

The national MARENG bodies aided by Government agencies and departments such as the Nigerian National Maritime Authority (NMA), can organize some conferences or national MARENG seminars at different sea ports, teaching and giving reading materials to the seafarers available at the ports from time to time. It may sound funny, but a trial would convince any one who cares to try.

To ensure continuity, the National Maritime Authorities may empower the National MARENG Associations to award certificates in Maritime English to participants after series of seminars and the International Maritime Organization (IMO) should recognize these certificates. IMEC therefore should inform IMO by officially writing to them in order to provoke an IMO regulation to that effect.

If every seafarer should be compelled by IMO regulation to possess a certificate in MARENG within a period of three years, IMEC would discover with delight that in less than ten years, mutual intelligibility on board would be 80% to 100% in all ships.

Thus, following the proposition above, the cross pollination process would have been complete: The Maritime institutions being the another of a particular plant, the MARENG lecturers being the birds or other agents of pollination, the Maritime English knowledge

being the pollen grain, the seafarers at the ports being the stigma of another plant while the ports would be the other plant itself.

6 CONCLUSION

Maritime English now becomes the only solution to the communication problems on board ship even though some seafarers are incapable of communicating with it, with time and commitment, this obnoxious situation will be over. Sequel to their different cultural backgrounds, officers and crew on board find it difficult to communicate with one another, because they are so used to their L1, receiving L2 now becomes a problem. But since the English language is now by far, the most widely spoken language in the world, all hands should be on deck in ensuring wide range acceptability and conformity to the Maritime English implementation regulation.

The cross cultural communication barrier which is impeding mutual intelligibility on board, sequel to the nature of crew's individual native language, can be broken if the cross-pollination proposition is taken seriously by the IMEC family. This writer envisages a situation where every seafarer can communicate basically with other seafarers using Maritime English, if members of the IMEC family can go home and start their respective national MARENG Associations with which to reach out to the ports and sensitize the seafarers accordingly in the use of Maritime English. Aiding them with reading materials should be of paramount interest during seminars at the ports.

If attention is paid only to the cadets and students in the Academies and Universities, how do we account for those at the port? How do we ensure that they are part of the communication development plan? The cross cultural communication problem would continue to linger, until such a time that IMEC have decided to reach out to the seafarers at the ports, who had no opportunity to be exposed properly to the Maritime English that is taught at the Academies and Universities.

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THE KEY ROLE OF VALUES FOR COMMUNICATION IN MULTILINGUAL CREWS

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Abstract

Cultural awareness plays a very important role when we are talking about mixed crews in highly stressed marine environment. People see, interpret and evaluate things in different ways. One's attitude to certain things, events or to life in general is greatly influenced by cultural values. The difference in perception can lead to conflicts, especially in the closed environment of a ship. This research focuses on core values aspect of cultural differences and how those values could affect the behavior and communication in multilingual ship crews. This research dwells upon the following values that I believe to be the key values for Russian, American, British and Philippine cultures: time and perception of time, individualism and personal distance importance and family values.

Key words: values, attitude to time, individualism, family values, attitudes, multilingual crews, conflicts, misunderstandings

1 Introduction

"A fish doesn't recognize the property of water until it is removed from it"

When travelling, you carry your baggage, but have you ever thought that you also bring your cultural background wherever you go? You can not see or feel it, but it plays a major role in your communication with foreigners.

The on-going Globalization process brings ever more people of different cultural backgrounds together. Quite often these people assume that their foreign friends or colleagues see the world exactly as they see it, which of course is rarely true. These assumptions can cause misunderstandings and even conflicts, particularly in a closed and highly stressful environment similar to one of a ship. This means that cultural awareness along with a good level of English is a must for multilingual crew. However there are certain issues that make it difficult to improve cultural awareness:

- huge amount of behavioural features and cultural knowledge
- it is impossible to define what exactly should be learned for effective communication
- learning traditions, customs and beliefs of a certain culture might not be useful

Training cultural sensitivity through comparative analysis of cultural values might be one of the most effective methods as values lie at the very core of our identity and influence our behavioural patterns. Values are quintessence of culture, thus understanding your values and their difference in comparison with the values of other cultures provides basic skills for developing intercultural competence.

This paper reviews interconnection of communication and culture. It focuses on values as core aspect of culture and shows different representations of such values as individualism, family, time and personal distance in American, British, Russian and Filipino cultures. These cultures demonstrate the difference between western and eastern mentalities quite well.

2 Communication and culture: Importance of cross-cultural communication competence for seafarers

Communication and culture are interconnected and inseparable from each other. Every culture is unique. When we grow up we are influenced by a particular culture and we acquire the values of that culture. Later in life we act based on the values that we have acquired during the childhood, the culture that we have absorbed surrounds us wherever we go or whatever we do. Edward Hall defines culture as *“man’s medium; there is not one aspect of human life that is not touched and altered by culture. This means personality, how people express themselves (including shows of emotion), the way they think, how they move, how problems are solved. It is the least studied aspects of culture that influence behaviour in the deepest and most subtle ways”* (Hall, 1976).

More than that, we never think of the reasons behind our actions, it becomes like an instinct or a reflex, and when we meet a person whose actions or attitudes we can't understand we just assume that this person is not normal, not normal by our standards. When people, separated by cultural boundaries, communicate one or both parties may feel uncomfortable or embarrassed for no apparent reason, it is a certain sign of cultural clash.



To understand why this happens we need to look at the language barriers, differences in opinions, perceptions and behaviour. Edward T. Hall represented these aspects in the form of an iceberg with the part that is above the water representing behaviours and practices. But every iceberg has an underwater part and often this part far exceeds the size of what one can see on the surface, this is also true for differences in communication where the unseen factors often have the most influence. The underwater part represents internal or subconscious parts of culture that influence individuals' behaviour. This model demonstrates that we should not judge another culture based on our own perceptions and what we regard as normal behaviour.

The problem of cross-cultural communication is of special importance for seafarers working in multicultural crews. Correct and timely reception and understanding of instructions and messages is a must aboard the ship. Very often information sent differs from information received. This matter can seriously affect the seafarers work and lead to accidents, if it is not given special attention to raise cultural awareness and train cultural sensitivity. A crew member not being able to communicate easily become alienated and thereby poses a safety risk.

Being culturally aware doesn't necessarily mean being an expert in intercultural communication, customs, traditions and beliefs. Cultural awareness involves understanding and acceptance of cultural differences. It broadens horizons, increases cultural tolerance and makes one ready to understand and welcome cultural diversity.

3 Values as the core aspect of culture

Values are individual's judgements about the important things in life. Together with personality and worldview they form behaviour. Values lie at the core of life and human action, they form our identity. Being part of a culture that shares a common set of values

creates expectations and predictability without which a culture would disintegrate and its members would lose their personal identity and sense of worth. Values tell people what is good, important, useful, beautiful, desirable, appropriate...etc. They explain why people act the way they do. Values can be positive or negative; some can even be destructive. To understand people of other cultures, we must come to understand the values, beliefs and assumptions that motivate their behaviour.

The question of values arises when we find it difficult to understand and explain the behaviour of foreigners. You may have experienced that yourself when communicating with people from abroad. We often think that foreigners act in a strange way and their behaviour is quite different from what we have anticipated. Usually it is what we call "cultural misunderstanding". We should understand that they could act in a particular manner because they have false expectations and perceptions of us. It's impossible to adjust one's values, furthermore, very often people fail to define their own values.

Conflicts caused by differences in values can be extremely hard to solve as the parties may disagree about the reason of the conflict, but they also may have different views of the ways to resolve it. Lack of understanding on both sides may lead to force-based conflict as it will be regarded as the only solution.

Dr. Ted Sun compares people with computers and their *"values are like programming that governs behaviour"*. But he underlines that *"unlike computers, we can be aware of that programming and behave in ways well outside the programming."* This approach teaches us that every individual can develop cultural sensitivity and enjoy travelling, working and living in a multinational crew, making friends all over the world. (Sun, 2010)

When you've learned to see your own values, you'll gain a perspective on other people as well. Knowing the common values in any relationship will significantly reduce the risk of conflict and create strong personal bonds. So if you're ready to live with minimal stress, define your values.

4 Individualism versus Collectivism

Individualism is often regarded as one of the most important values for every culture. Referring to Tocqueville, Nathan Glazier defines individualism as *"a mature and calm feeling, which disposes each member of the community to sever himself from the mass of his fellows and to draw apart with his family and his friends, so that after he has thus formed a little circle of his own, he willingly leaves society at large to itself"* (Glazier 1987).

But what if members of a particular cultural group lack self-determination? This culture would be collectivistic. Collectivism and individualism are inverses of each other, which means that a less individualistic culture is more likely to be a collectivistic culture and vice versa. This section focuses on implications of individualistic and collectivistic values in the USA, Britain, Russia and the Philippines.

Qualities like uniqueness and self-determination are most valued in individualistic cultures. People are expected make up their own mind, show initiative and perform well both independently as well as in a team. In contrast, collectivist cultures assume that people will act and work as part of the whole to gain security and reassurance of stability. Many of the Asian cultures are collectivistic, while Anglo cultures tend to be individualistic, for example: Britain and the USA.

Individualism is very important for Americans. Initiative is highly appreciated at work, goal orientation prevails relationships. Americans enjoy stories about “self-made” people. Liberty, independence, and cult of privacy prove the USA to be a highly individualistic country. Nathan Glazier notes that *“much of American society and landscape is marked by this individualism: the pattern of agricultural settlement, with its farm dwelling set alone in the midst of extensive acreage, the nearest neighbour a mile away, the nearest town a day’s journey back and forth, so strictly different from the agricultural villages of Europe”*.(Glazier, 1987).

Britain looks fairly similar. UK is one of the most controversial countries in Europe. On one hand individualism is the corner stone of British society, it can be observed practically everywhere in day-to-day life and in history. For example individual houses are preferred to block apartments. British people like to name their houses, i.e. “The Willows” or “Hill Cottage”. This makes the house unique and individual.

On the other hand Britain is a community of individuals. Neighbourhood watch areas are fairly common. One isn't allowed to make any changes to his or her house without an approval from the local council, that goes for any part of the house from the front fence to the type of windows that particular house could have. All is done to preserve the neighbourhood and the scenery. People are not obsessed with privacy, very few windows have blinds, instead people prefer curtains and it's not uncommon to see the entire room and people in it while passing by in the evening.

Unlike Westerners who value individualism, the Filipinos are usually collectivists. They identify with their families, regional affiliations, and peer groups. The Filipinos' collectivist

nature implements in their relationship orientation that contradicts goal orientation in western individualist cultures. The Filipinos value relationships among their peer groups.

Group decisions are above personal choices. Filipinos would rather watch a bad movie together with friends than enjoy a film of their choice alone. Time spent with friends and peers also serves as a time-out from the pressures of family obligations. However, if Filipinos have to choose between friends and family, they usually choose to be with family, especially during family occasions and holidays.

According to Julia Zdanosky, Russians' preference of a consensus on truth to a plurality of opinions may be traced to the early Russian Empire – when Russia was ruled by an autocratic dynasty. *“The pluralism of the West was seen by Russia as chaotic... without harmony, disunity or thought and purpose.’ Historically, Russia has held to a vision of a single, unifying truth – the truth as told by the Communists party and Communist ideology; or a Russian Orthodoxy”* (Zdanosky, 2003).

Russia is no longer a communist country, nowadays it is more influenced by western democratic tendencies, but nevertheless, our society remains collectivistic. Unlike British and Americans, Russians live in a close proximity to one another. The majority of Russian population prefer living in blocks in big cities. Recently the situation with accommodations has begun to change: individual houses in the country are becoming more and more popular, yet they are very expensive and not so many people can afford them.

One can notice the implementation of individualistic or collectivistic values even in a study process. Russian students and cadets also tend to make different projects and presentations in pairs or small groups as the common opinion is more valued than the opinion of an individual. Last year when participating at the 57th Youth conference held at Maritime State University named after admiral Nevelskoy, I noticed that the majority of cadets made presentations and wrote articles in pairs or small groups.

Once in the University library I witnessed a sort of cultural misunderstanding between Russian and American students. A Russian guy was waiting to get books when several people from his group joined him in the line. Americans were slightly shocked with this as this is unacceptable for their individualistic society. This culture clash underlines the key role of values in intercultural communication. In this very case two conflicting values: collectivism and individualism became the reason of misunderstanding.

Representatives of individualistic cultures tend to focus on the self, autonomy and personal gain, while those from collectivistic cultures will concern for the group and harmonious relationships, they would also focus on cooperation within group members for success in competition with other groups. At work collectivistic cultures will obey the authority's decisions with less questioning that is typical for individualistic cultures. But relying on authority, collectivistic cultures tend to accept less personal responsibility.

5 Family

Family is one of the most contradictory aspects of American society. On one hand the USA is believed to be a very religious country with a strong family institution. Traditional family values include love, understanding and respect for parents and other family members.

On the other hand, individual freedom, so highly valued in the states, can be confusing. It's not a sign of disrespect when children disagree with their parents, it is a part of developing their independence. Individual happiness is very important for Americans as well as the freedom of choice.

As Thomas E. Grouling points out that *"frequently visitors are told to "make themselves at home" and, at times, may appear to be "left alone."(...)* One of the highest compliments that an American can give foreign guests is to treat them like members of the family, which means to give them the "freedom of the house" to do what they want, to "raid the refrigerator" on their own, or to have some quiet time alone" (Grouling, 2008).

As for Britain, stable families are the essential ingredient of a stable society. Individual freedom is still important, but it is not so strongly marked as in the United states. Like in America, children usually move from their parents' house when they finish school, but family bonds still exist. Parents and children visit each other on occasions, although the younger generation likes to feel independent and live their own lives, which is hard to do when you live with your parents. So they need to find a job, find a house and possibly start a relationship, which means they don't need to rely on their parents. The parents in turn have some free time they can devote to hobbies and themselves.

The Philippines is known to be a family centred nation. For Filipinos family is the cornerstone of their society. The safety and unity of one's family is of special importance. Relatives tend to settle close to each other, so family bonds are kept strong. Even businesses are influenced by families where members of the same family often work for

the same company. Members of Filipino families support one another. Unlike the Westerners, the Filipinos tend to take their elders home instead of sending them to nursing homes. They believe that their elders are unable to live alone and the time has come to pay their respects and take care of parents the same way they were cared for when they were younger.

Adult Filipino singles usually stay with their parents until they marry. Also, married children may stay with their parents when they can not afford to live on their own.

Just like the Filipinos and many other collectivistic societies, the Russians tend to rely on family members, friends, and co-workers as protection against the risks and unpredictability of daily life. At home, within the intimate circle of family and friends, they feel secure and relaxed, warm and hospitable, sharing and caring, and they speak their minds.

It was very surprising for me to find out that Russian and Filipino attitudes towards family institution are so much alike. It is considered unacceptable for the majority of the Russians to send their elders to nursing homes. If a family is not very poor and can afford supporting elder parents, the decision to send them to a nursing home will, for sure, be disapproved by society.

Russian children finish schools at the age of 17-18. Usually they stay at their parents' house until they graduate from University and find a good job to live on their own. In case if a child moves to another city to study there, parents pay for education and support their child.

So, both the Russians and the Filipino are relationship-oriented and family centric nations, while Westerners are individualistic and goal-oriented. One should keep it in mind that the Russians and the Filipino would prefer warm, friendly communication, chatting and family talks before getting straight to work. While the British and the Americans might consider such talks wasting of time as they tend to separate business and personal relations. Collectivistic Russians and Filipinos would be more likely to feel shame or guilt if their behaviour is judged to bring disgrace on the group. They are also likely to transfer their family relationship model to working place which means that authorities at work are given high respect and obedience as well as family elders.

6 Attitude to time and time orientation

Time is one of the basic values for every culture. We all have the 24 hours in a day and 7 days in a week, but it is amazing how the attitude to time may vary as we move from the West to the East.

Time is highly respected in American society. Punctuality is a must for successful business communication. A person who tends to be even 5 minutes late is considered as not reliable. Ethel Tiersky underlines that "Almost every American wears a watch, and, in nearly every room in American home, there's a clock. 'Be on time.' 'Don't waste time.' 'Time is money.' 'Time waits for no one.' All of these familiar sayings reflect the American obsession with promptness and efficiency. The desire to save time and handle work efficiently also leads Americans to buy many kinds of machines. (Tiersky, 1990).

Being punctual is very important in today's Britain, just like in almost everywhere in the world. If you have an appointment you should ensure you actually get there on time or at least warn the person waiting in advance that you will be late. Even nowadays British education teaches that time is a valuable resource and that it should be used wisely. There are courses in universities and even separate short term and dedicated vocational courses that focus purely on time management, organizing and improving the use of your free time.

As we move to the East, time becomes more flexible. Time is valued in Russia as well, but not to such extent as in Western countries. It is fine for Russians to come to work about 5-10 minutes later than working day starts. Public transport rarely runs on time, some short delays are quite normal.

The Filipino's attitude to time is relaxed and flexible. Time is regarded as a succession of moments without a fixed starting point or a fixed ending point. "What can be done today can always be accomplished tomorrow." This flexible time attitude reflects in language. Well-know expression "Filipino time" means things get done whenever they get done. Of course this doesn't mean that the entire nation is always late. Business and personal meetings are on time as well as transport. Filipinos are very hard working and come to working place on time. But any way, one should be aware of this difference in time attitudes not to be surprised when some delays happen.

One more important thing to mention is time orientation. All cultures deal with the past, present, and future dimensions of time; preferential rank ordering of these dimensions of time may vary across cultures.

- Americans are future-oriented. They have nearly exclusive respect for the future that has given them their optimism.
- Russians are present-oriented. It is believed that planning for the future and living for tomorrow is sinful and contradicts Christian teachings.
- The British are regarded as past oriented nation, given their regard for tradition.
- The Filipinos focus on a past-present time orientation. This attitude is influenced by traditions and Filipino's sense of hierarchy.

Time attitude and time orientation significantly influence the working process. The Americans, for example, will try to save time and welcome innovations while the Russians and the Filipinos would likely to be a little more conservative and less punctual.

7 Interpersonal space or personal distance

Each person has a certain “zone” around their body into which other people may not come. If someone walks in this “zone”, they will feel uncomfortable and move away to increase the distance between them. Unlike animals, people determine their personal distance culturally, not genetically, so acceptable personal distance can also vary greatly across cultures.

British people like a lot of space around them. They tend not to make physical contact of any kind with strangers and feel very uncomfortable if anyone stands too close to them. They will instinctively move away if anyone comes too close.

As well as the British, the Americans watch their personal space, they do not come close to strangers even when standing in a queue. An American in a queue at the bank to change money will stand behind the person in front, at a culturally acceptable distance of between 1.5-4 feet. While the Russians, whose personal distance is less, would assume that a person standing so far is waiting for somebody or just fails to choose the line and would unashamedly take place in the line just in front of him at the distance of 2 inches.

Very often Westerners, visiting Russia feel uncomfortable and insecure when the borders of their personal distance are violated. According to Tara Maginnis, *“Russian personal distance lies within an American's intimate distance, just as an American's personal distance lies within northern Europeans' intimate space. The result is that Russians seem pushy or over-amorous to northern Europeans, and Europeans seem cold and unfriendly*

to Russians. Americans, existing somewhere in the middle, manage to equally offend both parties, for opposite reasons” (Maginnis, 1994)

Despite of living in the biggest country in the World, the Russians personal space is tiny. Standing in lines or riding public transport, the Russians often get very close to strangers. But touching strangers in a crowded place is unacceptable as well as the eye contact. Staring is regarded very rude for Russian culture.

It might be surprising for the Americans to learn that there is not even a word for privacy in the Russian language. The majority of Russian population lives in apartments and very often the rooms are used for different purposes by all family members. Even if each family member has own room, family would rather spend time together in the living room or in the kitchen.

Westerners coming to the Philippines may feel some discomfort as personal distance there is minimal. But if you feel uncomfortable and decide to make some personal space for yourself and go out of your way, you will be looked as if you are a very strange person. Touching strangers and long eye contacts are also not welcomed in Filipino culture.

The border of one's personal space is extremely important and should not be violated, otherwise the person would instantly feel uncomfortable and move away at a comfortable for him or her distance.

8 Conclusion

In this paper I have outlined several important values that I believe have the most impact on the behaviour of an individual, those values are: Individualism, Family, Time and Personal Distance. I have used these values to compare and contrast four different cultures. I have discovered that Western cultures tend to be more individualistic, have more respect for time and punctuality with weaker family bonds and more significance of personal space, whereas Asian cultures are quite the opposite with collectivist, family oriented mindset, little personal space importance and sloppy attitude towards time. My analysis led me to conclude that understanding values of other cultures can significantly reduce the amount of conflicts and misunderstandings as well as help to avoid potential problems that could be caused by cultural differences, particularly in a closed environment of a multicultural marine crew.

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GROUP PROJECTS AS AN EFFECTIVE METHOD TO GET CADETS MORE INVOLVED IN THE LEARNING PROCESS

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Abstract

Our aim in teaching is not only to develop cadets' ability to communicate effectively in English, but also to make them aware of the fact that self-development is a life-long process. Hence, it is absolutely necessary to turn cadets from passive knowledge consumers to its active producers able to state a problem, to analyze a line of attack on it, to get optimum result of its solving, and to prove the validity of the solution chosen. These necessitate actualization of student-centered teaching approach and active learning methods. So, this paper presents an experience of a group project on "Fire Fighting at Sea" held in the framework of out-of-class activities with the fourth-year engineering cadets aimed at developing communication skills based on cooperative learning and team work. The overall experience showed that through active involvement of cadets in making video-presentations and their participation in different team competitions, we can achieve cadets' positive attitude to independent work and self-development process. Furthermore, we create the basics for their future ability to implement the knowledge obtained in real life situations.

Key words: group project, active learning methods, cooperative learning, knowledge retention, independent work, team work, communication skills.

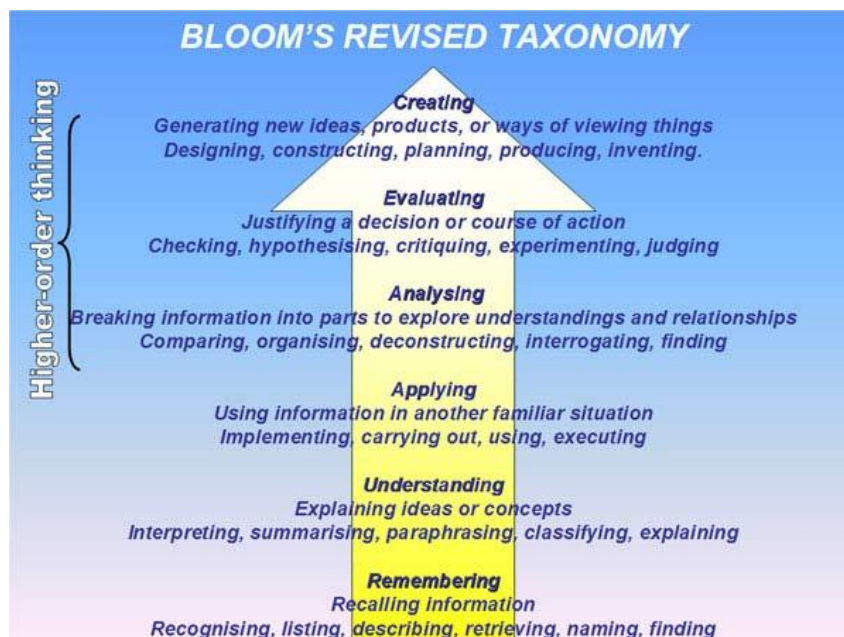
The best answer to the question, "What is the most effective method of teaching?" is that it depends on the goal, the student, and the teacher. But the next best answer is, "students teaching other students".

Wilbert J. McKeachie

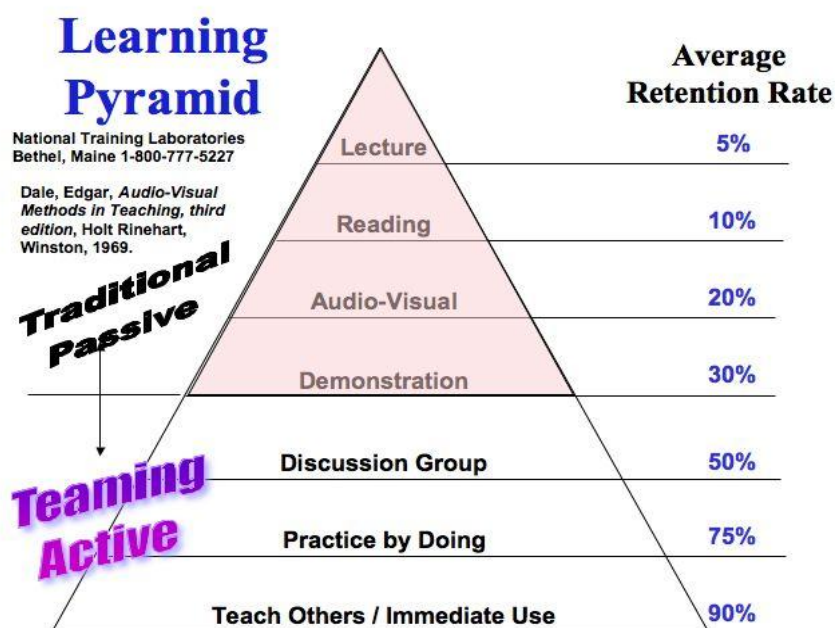
1 Introduction

The main purpose of higher education in general is to form creative personality of future specialists and to make them aware of the fact that self-development is a life-long process. However, the accomplishment of the purpose hardly seems possible by means of simple transfer of cut-and-dried knowledge from instructors to learners. It is absolutely necessary to convert learners from passive knowledge consumers to their active producers able to state a problem and to analyze a line of attack on it, to be able to find the best way of solving the problem and to prove the validity of the result obtained. These necessitate actualization of active learning methods which are considered to be the best ones for this purpose.

In fact, from our teaching experience we can outline the tendency of our cadets to simply memorize the studied material not being able to reproduce or use the acquired knowledge in any way, to analyze available information, to come to a conclusion and formulate the ideas of their own, to defend their points of view if necessary. Especially, it is widely spread amongst junior cadets. Meanwhile, it is a fact that to make great advances in the present-day world, it is absolutely necessary not only to have particular set of knowledge but also to be able to update it constantly, to be able to make important decisions, and to be cooperative. Thus, when developing university programme of education instructors need to consider what they want students to know and encompass it in statements of educational objectives. The educational objectives should be arranged in a hierarchy from less to more complex. This hierarchy is presented in Bloom's Taxonomy widely used at universities today and is a useful structure when developing a course of instruction.



In the traditional approach to university teaching, most class time is spent with the instructor lecturing and the learners watching and listening. The learners are supposed to work individually on assignments and cooperation is discouraged. So, most of the time in a typical classroom setting, students are involved in learning only passively, and our cadets are not an exception. However, it is proved that such passive involvement generally leads to a limited retention of knowledge by learners, as indicated in the Learning Pyramid of the average student retention rate.



Meantime, instructors can create such an environment in which learners do not simply receive information either verbally or visually but actively participate in learning process which results in significantly increased knowledge retention. One of the best methods to create the above-mentioned environment is so-called *active learning*. Active learning is anything that students do besides listening to a lecture and taking notes which helps them learn and apply the course material. They may solve problems, answer questions, formulate questions of their own, discuss, explain, debate, brainstorm during class, or whatever. Establishing of such an environment is usually referred to as a *student-centered teaching methods* which shift the focus of activity from the teacher to the learners. Students learn best when they are actively involved in the process. Researchers report that, regardless of the subject matter, students working in groups i.e. practicing *cooperative learning or group project method* tend to learn more of what is taught and retain it longer than when the same content is presented in other instructional formats. Learners who work in collaborative groups also appear more satisfied with their classes. (Beckman, 1990; Chickering and Gamson, 1991; Johnson and Johnson and Smith, 1998)

2 What is cooperative learning?

It is a teaching strategy adhering to the concept of more heads are better than one which is considered to be best seen in the group studying. Cooperation is working together to accomplish common goals. Within cooperative activities individuals aim for outcomes that are beneficial to all other group members. Cooperative learning is the instructional use of groups so that learners work together to maximize their own and each other's learning. It is important because this allows students to learn from each other; it encourages the groupmates to explain, to discuss, to come up with better findings and solutions i.e. demonstrate higher-order thinking skills. Another good advantage of cooperative learning is that it helps each member of the group to understand the topic under consideration thoroughly so that the information about the issue is retained better on their brain. Cooperative efforts result in participants striving for mutual benefit so that all group members:

- gain from each other's efforts (i.e. your success benefits me and my success benefits you);
- recognize that all group members share a common fate (i.e. we all sink or swim together here);
- know that one's performance is mutually caused by oneself and one's team members (i.e. we cannot do it without you);
- feel proud and jointly celebrate when a group member is recognized for achievement (i.e. we all congratulate you on your accomplishment!).

3 What makes cooperative groups work?

In fact, to just say to the group members to "work together", "cooperate", and "be a team" is not enough to create cooperative efforts among them. Placing students in groups and telling them to work together does not result in cooperation. Not every group is cooperative. In some cases, being in a group can result in competition between its members or in individualistic efforts. To make the group cooperative, to make the group's members feel a team, to structure assignment so students in fact work together requires an awareness of the components that make cooperation work. So, cooperative learning works under conditions that involve five criteria. In our work we adhere to a model developed by Roger and David Johnson.

The first criterion is *positive interdependence*. That means that each group member has a unique contribution to make to the joint effort because of his/her resources; each team member's efforts are required and indispensable to do what group is supposed to do. If team members fail to count on one another, everyone loses. Group

goals and tasks, therefore, must be designed in ways that make group believe it sink or swim together. Instructors should bear in mind that without positive interdependence, there is no cooperation.

The second component is *individual and group accountability* which means that everyone is accountable for understanding not only his/her part of the work but also everyone else's parts. Individual accountability exists when the work of each individual is assessed and the results are given back to not just the individual but the whole group. This can be done by randomly examining students orally by calling on one student to present his/her group's work to the instructor in the presence of the group. The purpose of cooperative learning is to make each group's member a stronger individual in his or her right. Students learn together so that they can gain greater individual competency.

The third element is *face-to-face interaction*. Group members need to do real work together to promote each other's success. It is through oral explaining how to solve problems, teaching one's knowledge to others, checking for understanding, discussing materials being learned, and connecting present with past learning that members share resources and help, support, and encourage each other's mutual-goals-directed efforts.

The fourth criterion is *the development of interpersonal skills* absolutely necessary to work effectively in teams. Cooperative learning is not a simple one because it requires students to be engaged simultaneously in taskwork (learning academic subject matter) and teamwork (functioning as a group). Students are not born having social skills necessary for effective cooperative work – some attention must be paid to help them learn what leadership, decision-making, trust-building, communication, and conflict-management skills are and how these work.

And the fifth criterion is *group processing*. That means that group members discuss how well they are achieving their goals and maintaining effective working relationships. Groups need to describe what member actions are helpful and not helpful and make decisions about what behaviours to continue or change. Continuous improvement of the learning process results from the careful analysis of how members are working together and determining how group effectiveness can be enhanced.

4 Why use cooperative learning?

There is a long history of research on cooperative efforts. Since the first research study in 1898, nearly 600 experimental studies and over 100 correlational studies have been conducted (Johnson & Johnson, 1989). The multiple outcomes studied can be classified

into three major categories: achievement/productivity, positive relationships, and psychological health. The research clearly indicates that cooperation, compared with other types of learning environments, typically results in higher achievement and greater productivity, more caring, supportive, and committed relationships, and greater psychological health, social competence, and self-esteem. The positive effects that cooperation has on so many important outcomes make cooperative learning one of the most valuable tools educators have. Moreover, in addition to the obvious advantage of information retention many research studies show that there is an improvement in:

- student-instructor interaction;
- student-student interaction;
- academic achievements (comprehension, retention, grades);
- higher-order thinking skills;
- communication and interpersonal skills;
- self-esteem, self-confidence;
- attitude towards the subject and motivation to learn.

5 How does it work in practice?

The theme of our project was Fire Fighting at Sea. We chose this subject to be discussed because fire aboard ship is one of the most serious risks for property and people's lives, as well as for the surrounding environment.

As the basic material we employed the special course "Fire fighting at sea". The participants were the fourth-year cadets divided into four teams according to the groups' numbers. That's why the material given was also divided into number of sections:

- essential basics;
- fire prevention;
- fire fighting;
- commands and control at the incident.

This information was distributed among the instructors, teaching abovementioned cadets two months before the event.

The concept of the project was to deliver the utmost important information via the cadets' comprehension and their view of this subject. That's why the requirements were as follows:

- cadets were to prepare clear and informative power-point or video presentations on their topics using all available means (movies, pictures, texts, tables, and drafts);

- it was also necessary to prepare the oral report accompanying the presentation;
- all the teams were to make posters with their view on Fire fighting at sea.

All presentations were made by the cadets but to make the whole process easier for participants, the supervisors provided them with necessary information and rendered the cadets grammar assistance.

Every presentation was followed by individual tasks made by the project supervisors. When creating the assignments the particular attention was paid to the listening comprehension of the presented material, to developing speaking skills of the participants and to their ability to think logically. Thus the types of tasks offered were:

- to answer the questions;
- to give the term for the definition;
- to choose the proper variant for the given statement;
- to guess true or false affirmation and to prove the point of view;
- to unscramble the word expression;
- to interpret the abbreviations;
- to establish the right sequence of actions.

To make the understanding of the assignments easier the following techniques were involved:

- cards with abbreviations given to the teams;
- the statements and words displayed on the screen;
- the affirmations read by teachers.

All these types of tasks were familiar to the cadets. The only thing that changed was the teamwork which gave the cadets an opportunity to unite and consolidate their knowledge in order to do their best.

Generally speaking, the project worked in this way: while one team was presenting its piece of information others were listening and trying to keep it in mind. After the presentation, supervisors offered to the rest of the teams a number of assignments to be performed.

Some words should be said about the technical supply. It was rendered by one of the fourth-year cadets. He proposed many interesting and useful ways of putting supervisors' ideas into practice. This emphasizes that cooperative learning enables to develop and improve teacher-cadet relations as well as teaching itself.

Motivation is an additional objective of this activity. Participants of the project gained the certificates, issued by the Maritime English Department of the Maritime State University after G. I. Nevelskoy, which prove that mentioned cadets did their best in dealing with their professional topic "Fire fighting at sea" in English. Another point of motivation was the competition itself rewarded with small prizes.

5 Conclusion

We do not deny the significance of traditional lectures and instructor-led discussions, not at all. However, we now do recognize the value of assigning cooperative work to our cadets. Group work, used both in and out of class, is proved to be an important supplement to traditional learning activities which helps cadets master the material studied and apply it to the situations related to their future job calling for critical thinking skills application.

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Authors Biographies

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Ms. Polina Vasilenko obtained her specialist degree in linguistics and translation from the Far Eastern National University in Vladivostok, Russia in 2008. She attended the course of Upgrading Teaching Methods in 2008 at the Maritime State University in Russia and has been teaching English since 2008 at the Maritime State University. She took part in the scientific-methodological conference in 2009 held in the Maritime State University named with the co-authored paper titled "Making use of authentic songs when teaching ESL".

Appendix A Exercises and Activities for a New Curriculum

1. How to use Literature in an Intercultural-Competence-Oriented Classroom

Introduction

According to Burwitz-Melzer, "Teaching Intercultural Communicative Competence through Literature" in Byram, Michael, Nichols, Adam, Stevens, David eds, *Developing intercultural competence in practice*, Multilingual Matters, UK, 2001, Chapter 2, any work of fiction invites readers to view subjectively a nation or an ethnic group by portraying specific values, prejudices and stereotypes but also offers their audience the chance to exchange their "culturally restricted points of view" together with the hero or heroine of the narrative. She suggests that teachers work with fiction in class not only in a cognitive but also an affective perspective offering creative and analytical tasks which lend themselves to a blend of literary and intercultural perspectives.

Rationale: You can use Shakespeare to explore the conflicts and stereotypes in a culturally safe environment, because of the distance and the prestige of the Author.

Time: It all depends. You can use two one hour and a half periods, or a three hour session.

Activity: Role Play. Discussion. Mediation.

Material needed: Absolutely nothing besides the text, but it is always a good idea to have a visual prop for each gender...e.g. a fan for the character of Rosalinda and a way to draw whiskers on Orlando. It helps students to "get into character".

Learning Goal: Make students aware of gender and racial stereotyping, of the existence of conflicts and the way to resolve them by "getting into the others' shoes and walk a mile in them before you judge them" as the saying goes.

Skills: Vocabulary Development. Interpersonal Skills

| |
|---|
| Exercise A: A Cure for Love or the "Faire Sexe" (a scene adapted by Shakespeare's <i>As You Like It</i>) |
|---|

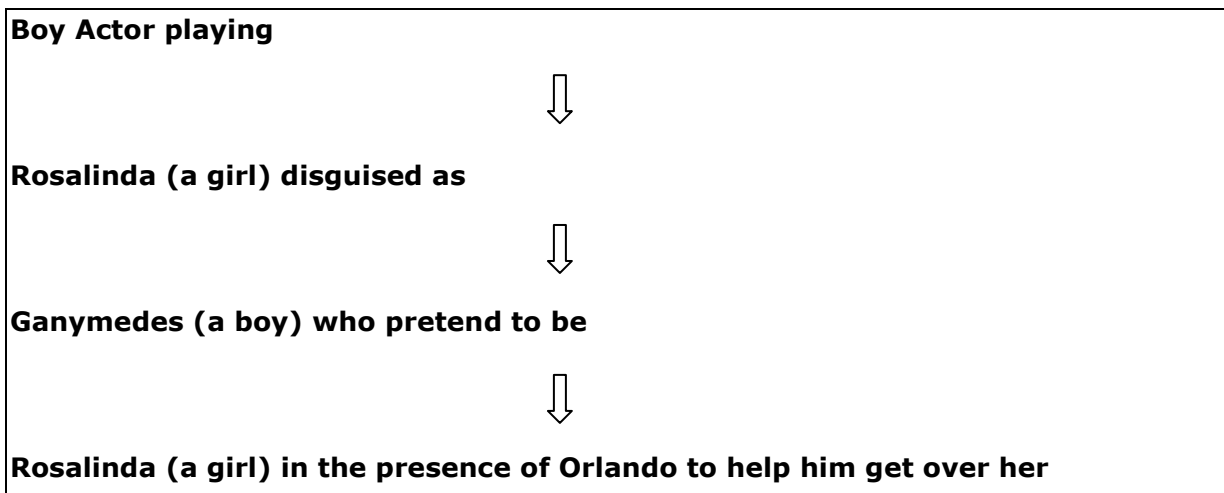
Students might find the following extract from Shakespeare's play *As you like It*, rather challenging. Start by providing them with a synopsis of the play, such as the following one and do not hesitate to give them a translation in their own mother tongue. After all, the learning goal is not for Cadets to become Shakespeare scholars but rather to be able to enjoy the simple beauty of a Shakespearean comedy. I often tell my students that a Shakespearean comedy is not unlike one of the black and white Hollywood films where everyone ends up marrying the love of his/her life and they live happily ever after.

As You Like It- A Synopsis

The play is set in France, but most of the action takes place in a location called the *Forest of Arden*. Rosalind's father the Duke has been exiled in the forest by his brother, but Rosalind has originally been permitted to remain at court because she is the closest friend of her cousin Celia. Orlando is a young gentleman of the kingdom who has fallen in love at first sight of Rosalind, but he is forced to flee his home because his elder half-brother hates him. Eventually, Rosalind's uncle becomes angry and banishes Rosalind too from the court. Celia and Rosalind decide to flee together and Rosalind is disguised as a young man to make their flight easier.

Rosalind, now disguised as Ganymede, and Celia, now disguised as Aliena, arrive in the Arcadian Forest of Arden, where they meet Orlando and his servant Adam. Orlando posts simplistic love poems for Rosalind on the trees. Rosalind, also in love with Orlando, meets him as Ganymede and pretends to counsel him to cure him of being in love. Ganymede says he will take Rosalind's place and he and Orlando can act out their relationship

Now ask your students to play out the scene. What is most important though, it is to point out the implications of theatrical conventions as well as those of cross-dressing. To this effect you might want to explain that in Shakespeare's time, all female parts were played by young boys dressed to impersonate girls. So in this particular scene they will be asked to act out, one actor, the one playing Rosalind, was in fact originally a boy Actor, playing a girl who is disguised as a boy and pretends to be a girl so that he/she can cure his/her love of his love for him/her. You might want to draw a diagram like this one to illustrate better the transformations of Rosalinda.



It is our suggestion that if you do your own casting you choose a bouncy feisty boy to play Rosalind and, if possible, a girl to play Orlando so as to counterbalance somehow the lost balance of sexes.

A Cure for Love- Part One. Orlando meets Rosalinda disguised as Ganymedes

Orl. Where dwell [stay] you pretty youth?

Ros. With this Shepherdesses my sister: here in the skirts [outskirts] of the Forest, like fringe upon a petticoat

Orl. Are you native of this place?

Ros. As the Coney that you see dwell where she is Kindled

Orl. Your accent is something finer, then you could purchase in so removed a dwelling

Ros. I have bin told so of many: but indeed, an old religious Uncle of mine taught me to speak, who was in his youth an inland man, one that knew Courtship too well: for there he fell in love. I have heard him read many Lectures against it, and I thank God, I am not a Woman

to be touched with so many giddy offences as he has generally taxed their whole sex with

Orl. Can you remember any of the principal evils, that he laid to the charge of women?

Ros. There were none principal, they were all like one another, as halfpence are, every one fault seeming monstrous, till his fellow-fault came to match it

Orl. I pray thee [you to] recount some of them[....]

Ros. Imagine me [to be] your Love, your Mistress: [Come] every day to woe me.

At which time would I, being but a moonish youth, grieve, be effeminate, changeable, longing, and liking, proud, fantastical, apish, shallow, inconstant, full of tears, full of smiles; for every passion something, and for no passion truly any thing, as boys and women are for the most part, cattle of this colour: would now like you, now loath you: then entertain you, then forswear

you: now weep for you, then spit at you; that I drive my Suitor from his mad humour of love, to a loving humour of madness, which was to forswear the full stream of y world, and to live in a nook nearly Monastic: and thus I cure you, and this way will I take upon me to wash your Heart as clean that there shall not be one spot of Love in it

Orl. I would not be cured, youth

Ros. I would cure you, if you would but call me Rosalind, and come every day to my House, and woe me

Part II. Later in the Woods

Ros What talk we of Fathers, when there is such a man as Orlando?

Cel. O that's a brave man, he writes
brave verses, speaks brave words,
swears brave oaths, and breaks
them bravely, [...]; but all's brave
that youth mounts, and folly guides
Enter Orlando

Orl. Good day, and happiness, dear
Rosalind

Ros. Why how now Orlando, where
have you bin all this while?
You a lover? and you serve me such
another trick, never come in my
sight more.

Orl. My fair Rosalind, I come within
an hour of my promise

Ros. Break an hour's promise in
love? he that will divide a minute into
a thousand parts, and breaks but a
part of the thousand part of a minute
in the affairs of love, it may be said
of him that Cupid hath clapped him
o' shoulder

Orl. Pardon me dear Rosalind

Ros. Nay, and you be so tardie
[late], come no more in my sight, I
might as well be wooed by a Snail

Orl. Of a Snail?

Ros. Yes, of a Snail: for though he
comes slowly, he carries his house
on his head; a better juncture I think
than you make a woman: besides,
he brings his destiny with him

Orl. What's that?

Ros. Why horns: with such as you
are fain to be beholding
to your wives for: but he comes
armed in his fortune, and prevents
the slander of his wife

Orl. Virtue is no horne-maker: and
my Rosalind is virtuous

Ros. And I am your Rosalind

Cel. It pleases him to call you so: but
he hath a Rosalind of a better aspect
then you

Ros. Come, woo me, woo me: for
now I am in a holiday humour, and
like enough to consent: What would
you say to me now, and I were your
real Rosalind. Tell me how long you
would have me, after you have
possessed me?

Orl. For ever, and a day

Ros. Say a day, without the ever: no,
no Orlando, Men are April when they
woe, December when they wed:
Maids are May when they are maids,
but the sky changes when they are
wives: I will bee more jealous of
you, then a cock over his hen, more
clamorous then a Parrot against rain,
more new- dressed/decked out than
an ape, more frivolous in my desires,
than a monkey: I will weep for
nothing, like Diana in the Fountain, &
I will do that when you are disposed
to be merry:

I will laugh like a hyena, and that
when thou art inclined to sleep

Orl. But will my Rosalind doe so?

Ros. By my life, she will do as I do

Orl. O but she is wise

Ros. Or else she could not have the
wit to doe this: the wiser, the
waywarder: close the doors upon a
woman's

wit, and it will out at the casement:
shut that, and it will out at the key-
hole: stop that, it will fly with the
smoke out at the chimney.

Nay, you might keep that check for
it, till you meet your wives wit going
to your neighbours bed

Orl. And what wit could wit have, to
excuse that?

Ros. Marry to say, she came to seek
you there: you shall never take her
without her answer, unless you take
her without her tongue: o that
woman that cannot make her fault
her husbands occasion, let her never
nurse

her child herself, for she will breed it
like a fool

Orl. For these two hours Rosalinde, I
will leave you

Ros. Alas, dear love, I cannot lack
[spare] you two hours

Orl. I must attend the Duke at
dinner, by two a clock I will be with
you again

Ros. I, go your ways, go your ways:
I knew what
you would prove, my friends told me
as much, and I thought no less: that

flattering tongue of yours won me:
'tis but one cast away, and so come
death: two o' clock is your hour Orl.

I, sweet Rosalind

Ros. By my troth, and in good
earnest, and so God mend me, and
by all pretty oaths that are not
dangerous, if you break one iota of
your promise, or come one minute
behind your hour, I will think you the
most pathological break-promise, and
the most hollow lover, and the most
unworthy of her you call Rosalinde,
that may bee chosen out of the gross
band of the unfaithful: therefore
beware my censure, and keep your
promise

Orl. With no less religion, then if you
were indeed my Rosalind: so adieu

Ros. Well, Time is the old Justice
that examines all such offenders, and
let time try: adieu.

Cel. You have simply misused our
sex in your love-prate: we must have
your doublet and hose [i.e. your
trousers, your man's disguise]
plucked over your head, and show
the world what the bird hath done to
her own nest

Final Exercise: On the same day or later: Ask the students to predict how the play ends. Rather than revealing the real end, let them guess and then play out their own. As an alternative, declare that the couple needs a Mediator and name one from the class, whose responsibility would be that Orlando and Rosalinda would see eye to eye.

1.2.Exercise B: What is a Jew (a scene adapted by Shakespeare's *The Merchant of Venice*)

Now if you feel you are on safe ground you can proceed with a similar exercise concerning racial stereotyping, rather than gender one, using the following adaptation "What is a Jew?" from Shakespeare's *Merchant of Venice*. Remember that first the students need to identify the conflict, mark the distance that separates Gentiles and Jews in Shakespeare play, discuss the different roles assigned to them by society in Shakespeare's time and eventually, armed with this sort of pragmatic knowledge, act out the scene. A tip provided by colleagues who are involved in intercultural projects is that it is always a good idea to inverse roles and real-life affiliations. In the present case, that would mean avoiding casting a member of the sensitive racial community in the Shylock part but rather, assign the Antonio part to him. It may also be necessary to point out that a playwright does not necessarily endorse his/her characters' opinions and that in Shakespeares' play, according to Jonathan Dollimore's *Radical Tragedy*, the seemingly anti-Semitism narrative is subverted by being exposed as neither natural, nor divinely ordered but culturally constructed. By doing so, you protect Shakespeare from an anachronistic and inaccurate accusation of anti-Semitism which would incapacitate the interpretation of the scene.

1.2.1 The Merchant of Venice. Synopsis of the Play

Bassanio, a Venetian nobleman with money problems, wishes to ask for the hand of Portia, a wealthy girl, in order to restore his fortune. He asks his friend Antonio, a successful merchant of Venice, to loan him the money necessary to undertake such an attempt. Antonio agrees, but, as all his fortune is tied up at sea, he will have to obtain the money for his friend on a loan. They go to Shylock, a Jewish moneylender and enemy of Antonio's. Shylock agrees to lend them 3000 ducats, but only if Antonio will sign a bond offering him a pound of his {Antonio's} flesh if the loan is not repaid in three months' time. Antonio agrees to the arrangement.

SCENE III. Venice. A public place

Enter BASSANIO With SHYLOCK the Jew

Shyl. Three thousand ducats- well.

BASSANIO. Ay, sir, for three months.

Shyl. For three months- well.

[...]Antonio is a good man; my meaning in saying he is a good man is to have you understand me that he is sufficient; yet his means are in supposition: he hath an argosy {ship} bound to Tripolis, another to the Indies; I understand, moreover, upon the Rialto, he hath a third at Mexico, a fourth for England- and other ventures he hath, squandered abroad. But ships are but boards, sailors but men; there be land-rats and water-rats, water-thieves and land-thieves- I mean pirates; and then there is the peril of waters, winds, and rocks. The man is, notwithstanding, sufficient. Three thousand ducats- I think I may take his bond. May I speak with Antonio?
BASSANIO. If it please you to dine with us.

Shyl. Yes, to smell pork, to eat of the habitation which your prophet, the Nazarite, conjured the devil into! I will buy with you, sell with you, talk with you, walk with you, and so following; but I will not eat with you, drink with you, nor pray with you. What news on the Rialto? Who is he comes here?

Enter ANTONIO

Bass. This is Signior Antonio.

Shy. [Aside] I hate him for he is a

Christian;

But more for that in low simplicity He lends out money gratis [without interest], and brings down The rate of usance [interest] here with us in Venice.

If I can catch him once upon the hip, I will feed fat the ancient grudge I bear him.

He hates our sacred nation; and he rails,

Even there where merchants most do congregate,

On me, my bargains, and my well-won thrift,

Which he calls interest. Cursed be my tribe

If I forgive him! [...]

Ant. Well, Shylock, shall we be beholding to you?

Shy. Signior Antonio, many a time and oft In the Rialto you have rated me

About my moneys and my usances; Still have I borne it with a patient shrug,

For sufferance is the badge of all our tribe;

You call me misbeliever, cut-throat dog,

And spit upon my Jewish gaberdine, And all for use of that which is mine own.

Well then, it now appears you need my help;

Go to, then; you come to me, and

you say
'Shylock, we would have moneys.'
You say so-
You that did void your rheum [i.e.
spat on] upon my beard
And foot [kick] me as you spurn a
stranger cur [dog]
Over your threshold; moneys is your
suit.
What should I say to you? Should I
not say
'Hath a dog money? Is it possible
A cur can lend three thousand
ducats?' Or
Shall I bend low and, in a bondman's
key,
With bated breath and whispering
humbleness,
Say this:
 'Fair sir, you spit on me on
Wednesday last,
 You spurned me such a day;
another time
 You called me dog; and for these
courtesies
 I'll lend you thus much moneys'?
Ant. I am as like to call thee so
again,
To spit on thee again, to spurn thee
too.
If thou wilt lend this money, lend it
not
As to thy friends- for when did
friendship take
A breed for barren metal of his
friend?-
But lend it rather to your enemy,

Who if he break thou may with better
face
Exact the penalty.
Shy. Why, look you, how you storm!
I would be friends with you, and
have your love,
Forget the shames that you have
stained me with,
Supply your present wants, and
you'll not hear me.
This is kind I offer.
Bas. This were kindness.

Antonio loses his ships, and forfeits his bond to Shylock. He now has to give him a pound of his flesh. The matter is settled in court presided by the duke of Venice. The next scene is an extract of the court scene.

Part Two

Sal. Why, I am sure, if he forfeit, thou wilt not take his flesh. What's that good for?

Shy. To bait fish withal. If it will feed nothing else, it will feed my revenge. He hath disgraced me and hindered me half a million; laughed at my losses, mocked at my gains, scorned my nation, thwarted my bargains, cooled my friends, heated mine enemies. And what's his reason? I am a Jew. Hath not a Jew eyes? Hath not a Jew hands, organs, dimensions, senses, affections, passions, fed with the same food, hurt with the same weapons, subject to the same diseases, healed by the same means, warmed and cooled by the same winter and summer, as a Christian is? If you prick us, do we not bleed? If you tickle us, do we not laugh? If you poison us, do we not die? And if you wrong us, shall we not revenge? If we are like you in the rest, we will resemble you in that.

If a Jew wrong a Christian, what is his humility?
Revenge. If a Christian wrong a Jew, what should his sufferance be by Christian example? Why, revenge. The villainy you teach me I will execute; and it shall go hard but I will better the instruction.

Final Exercise: On the same day or later: Although considerably less light hearted, this play has a deeper meaning. Ask students to play the court scene and appoint an advocate for each side. At this stage, it is not the English language which is most important but rather the content, so if students do not feel comfortable acting in English they should be able to do it in their Mother Tongue. Tell them to avoid confrontation. As an alternative, declare that Antonio and Shylock need a Mediator and name one from the class, whose responsibility would be that the couple would see eye to eye. Remember at all times to keep the impression that the students are in a culturally safe and serene environment because the matters at hand are sensitive and can only be deployed in an atmosphere of trust. And playfulness. Enjoy!

2. Authenticity of Material-Authenticity of Texts

Working with multiple authentic sources.

Rationale: A key question as to the authenticity of the level of the text exploited in ESP is the authenticity of the activities based on it. According to Dudley Evans and St John (1998), *exercises that ask students to answer comprehension questions by finding relevant sentences in the text are not authentic, but those that ask students to use information from the text in a task or problem-solving activity are.* Students are often asked to fill in the gaps in exercises where the carrier content is not appropriate, does not match the real content, or, worse, where the real content does not match the objectives of the course. Another weakness often spotted by students themselves is that their comprehension is only solicited for the span of the exercise. Below, a project is put together with elements found on the Web and the mission is for students to combine everything in a whole which they will present in class. Realistic conditions include the fact that not all texts are in English, the information is presented in various forms and the abbreviations are typical of the maritime discourse conventions. An added value is that this is a true story about a real ship.

Time: It all depends. You can use two one hour and a half periods, or a three hour session. Alternatively you can just provide fragments of the original information, like the ship's name and IMO number, and ask students to perform the research in real time using the Internet and deciding on the formulation of their queries.

Activity: Drawing Information from Various Sources. Reading Tables and Charts. Combining Information. Write a short descriptive text. Using Past Tenses

Material needed: Absolutely nothing besides the text, but it is always a good idea to have an Internet Connection. You can organize students in Groups, ask them to do their own research in real time and proclaim one group the winner of the "What Happened to Katrina Project" with the possibility to post their work on the Institution website.

Learning Goal: Make students aware of the tasks they await them in their future jobs. Make them sensitive to different sort of discourses (ship descriptions, the internet jargon etc.)

Skills: Vocabulary Development. Skimming. Eliciting Information. Combining Information. Writing Short Descriptive Texts.

2.1.1 What happened to Katrina? Step One: fill in the gaps:

You work for Shipping Database, and it is your job to update the entries. You search the internet armed with just the name of the ship. You come up with extracts 1, 2, 3 and 4.

Here is the form you need to fill in:

| | |
|--|---|
| Name | |
| Details | |
| IMO: | _____ #: 07 |
| Name: | MSC _____ |
| Former Names: | _____ -97, _____ -95, Gulf Spirit-94, OOCL Blossom-93, _____ -91, _____ -86 |
| Type: | _____ |
| Year: | 19__ |
| Flag: | _____ |
| ADDITIONAL INFORMATION - This section is open for any information about this ship such as former owners, managers, charterers, accidents, conversions, drydockings, cargoes, voyages, sightings or ports of call etc. | |
| GRT: | _____ |
| DWT: | _____ |
| LOA: | 203 |
| BM: | -- |
| Speed: | __ |
| TEU: | __ - ____ |
| PAX: | _____ |
| MMSI: | _____ |
| Official Number: | _____ |
| Callsign: | _____ |
| Classification Society | _____ |
| Owners: | _____ |
| Management Company: | _____ Shipping Co. S.A. |
| Builder: | Nederlandsche ____ & _____ Mij. V.O.F., Amsterdam |
| Yard#: | 9_____ |
| Sales & Transfers: | _____ |
| Accidents: | _____ |
| Broken Up: | _____ |
| Date Broken Up: | _____ |
| This Record Last Updated: | ____-__-____:__:__ |

Extract 1

MSC Katrina (IMO: 7706938)

Type of ship: [Cargo Ship](#)

IMO Number: 7706938 Flag: Panama

MMSI Number: 351858000 Length: 203.0m

Callsign: 3FZU7 Beam: 30.0m

* The Data for the ship MSC KATRINA are received via AIS ([Automatic Identification System](#)). vesseltracker.com does not guarantee the accuracy of the data.

Extract 2

27 février 2007

Quelques vues d'Abidjan au cours des jours derniers, et tout d'abord des navires autres que porte-conteneurs. Le cargo polonais ORLA pourtant classé maltais dans Equasis, le caboteur danois DANICA RED et le roulier français MN EIDER, port d'attache Marseille.

**IMO: 7706938 – JB 30 249 ums - Constr. 1979 - Pav.
PAN.**

Extract 3

MSC Katrina (ex-Gulf Spirit, ex-Eagle Pride, ex-OOCL Blossom, ex-Incotrans Spirit).

IMO 7706938.

Container ship.

203 m in length, 14,359 t.

Panamean flag.

Classification society, Lloyd's Register of Shipping.

Built in 1979 in Amsterdam (The Netherlands) by Nederlandsche D&SB.

Owned by Mediterranean Shipping Company (Switzerland).

Detained in 2006 in Koper (Slovenia).

Sold for demolition to India.

Extract 4

MSC KATRINA - Panama **Call sign** - 3FZU7 **IMO number** - 7706938
Owner - Mediterranean Shipping Corporation, Switzerland (Antario Corporation)
Location - Photographed while she was underway off Walsoorden, Holland
Photograph Date - 17 June 2002
Photographer - [Wim Van Noort](#) **Added to archive** - 22 Apr 2003 **Last updated** - 22 Apr 2003

| | | |
|--|---|---|
| <p>SHIP'S HISTORY</p> <p>Ordered - February 1977</p> <p>Keel laid - November 1977</p> <p>Launched - May 1978</p> <p>Delivered - December 1978</p> <p>(a) Incotrans Spirit - Holland (1986)</p> <p>(b) Gulf Spirit - Holland (1988)</p> <p>(c) Gulf Spirit - Liberia (1991)</p> <p>(d) OOCL Blossom - Liberia (1993)</p> <p>(e) Gulf Spirit - Liberia (1994)</p> <p>(f) Eagle Pride - Liberia (1995)</p> <p>(g) Gulf Spirit - Liberia (12/1997)</p> <p>(h) MSC Katrina - Panama</p> <p>As of April 2003 MSC Katrina was</p> | <p>PARTICULARS</p> <p>Ship type - Container ship</p> <p>Gross tonnage - 30,249</p> <p>Net tonnage - 12,376</p> <p>Deadweight tonnage - 27,738</p> <p>L.O.A. - 203.03 meters</p> <p>L.B.P. - 190.02 meters</p> <p>Width overall - 30.56 meters</p> <p>Width moulded - 30.51 meters</p> <p>Draught - 10.786 meters</p> <p>Depth - 19.03 meters</p> <p>Number of cargo holds - 6</p> <p>Number of hatch covers - 28</p> <p>Container capacity (deck) - 50 (20')</p> <p>Container capacity</p> | <p>CONSTRUCTION</p> <p>Builder - Nederlandsche Dok & Scheepsbouw Mij. V.O.F.</p> <p>Country - Amsterdam, Holland</p> <p>Hull number - 960</p> <p>Engine builder - N.V. Koninklijke Maats. "De Schelde"</p> <p>Country - Vlissingen, Holland</p> <p>Number of engines - 1</p> <p>Engine types - Sulzer 9RND90M diesel</p> <p>Fuel - Heavy fuel oil & diesel oil</p> <p>Horsepower - 30,150 bhp (22,175 kW)</p> <p>Propeller - 1 variable pitch</p> <p>Speed - 21 knots</p> <p>Bow thuster - 1 (?hp)</p> <p>Steering gear - Standard rudder</p> |
|--|---|---|

| | | |
|--|---|--|
| still in service | <p>(deck) - 372 (40')</p> <p>Container capacity (holds) - 467 (20')</p> <p>Container capacity (holds) - 183 (40')</p> <p>Reefer capacity - 130</p> <p>Total container capacity - 1,627 TEU</p> <p>Cargo holds fitted with fixed guides</p> <p>Cargo cranes - 2 (40 tonne)</p> | |
| <p>Information sources - Fairplay Internet Ship Register, Lloyds Registers & Marine News - The World Ship Society</p> <p>Additional information -</p> | | |

2.1.2 What happened to Katrina? Step Two: the ship's story.

A friend of yours asks you to write a short account about what happened to the ship, along the lines of the following extract. Since you are telling the story in the past make sure to use the appropriate tenses and the passive voice when necessary.

SS THINGVALLA

The "Thingvalla," belonging to the Danish Thingvalla Line, was a 2,524 gross ton ship, built by Burmeister & Wain, Copenhagen in 1874. Her details were - length 300.7ft x beam 37.2ft, one funnel, three masts, iron construction, single screw and a speed of 10 knots. There was passenger accommodation for 50-1st, 50-2nd and 900-3rd class. Launched in Oct.1874, for the "Sailing & Steamship Co of 1873" of Copenhagen, she commenced her first voyage for these owners in April 1880 when she sailed from Copenhagen to Newcastle and New York. On 14/8/1888 she collided with the "Geiser" and th sank. 105 lives were lost. On 19/5/1890 she was slightly damaged in collision with an iceberg and on

15/9/1898 sailed from Stettin on her last voyage to Copenhagen, Christiania, Christiansand and New York.

In 1898 she went to the Scandinavian American Line and on 9/11/1898 commenced her first voyage for these owners from Copenhagen to Christiania, Christiansand and New York. On 26/5/1900 she commenced her last voyage from Stettin to Copenhagen, Christiania, Christiansand and New York. She was sold to Norwegian owners the same year and in September 1903, stranded at Torgfjord, was sold and scrapped. The ship was named after the field in Iceland where the old assemblies of the people were held according to Norse custom and usage, and where resolutions were passed for the benefit of their commonwealth. The year 1874 when the "Thingvalla" was built marked the 10th centenary of settlement in Iceland.

[Posted to The ShipsList by Ted Finch - 13 January 1998]

Final Exercise: On the same day or later: Show your students a clip of the Msc Katrina while undergoing repairs in a shipyard (clip available on request) Ask them to provide a romantic (not technical, and not dry, at best ask them to be syrupy) voice-over commentary with the story of the ship based on the short text they have written. Tell them not to forget to mention the ship's demise.

3. An Intercultural Listening Experience

Working with ELF speakers of various accents.

Rationale: Students, although speakers of English as a Lingua Franca themselves, rarely come to contact with other such speakers before they start traveling. Our sample explicitly mentions the variety of accents and intonation patterns and the difficulties encountered with the vocabulary specificities of the worlds' Englishes as a source of irritation and miscommunication problems. 48,5% of our sample admits that it is a very important obstacle to communication on board to "speak English with non-native speakers, because it means you need to understand a variety of accents different vocabulary sets and a lot of social-related content, not language but what people really mean because of who they are". On the other hand, as Language Instructors point out (Theotokas, Iakovaki 2010), the realities of the English classroom such as the homogeneity of the learners in terms of nationality and mother tongue frustrates any attempt to introduce multiculturalism in form or in content, not to mention the fact that sometimes, given the nature and restrictions of their courses, multiculturalism is like a luxury not likely to be indulged to. And yet, the Language Instructors are at a liberty to design their own materials, and, in the Information era, nothing is

easier than to exchange and circulate original material such as the recording you are about to hear.

About the Recording. The present material is as original as it gets. It is an actual recording (hence the poor quality of the sound for which we apologize) of one of the authors multilevel classroom of Business Communication group staging a simulation of a Job Interview. Lesson Plans and Guidelines for the Simulation are available upon request. We hope to be able soon to host them in the website of our Institute of Affiliation, but until then feel free to contact us with your requests. Prior to staging the actual Interview, students have submitted their respective CVs and Letters of Application as part of a formal assignment (the documents presented here are the original ones, as the students wrote them) and on the day of the interview they are handed a printout from which they can choose the style of Interview they wish to conduct, assorted with a loose script. Interviewers and Interviewees are assigned their roles on the spot. In this particular instance, the students participating have all a shared Mother Tongue and they speak what is known as Intra-national Lingua Franca. Although the term is normally reserved to using English within national groups whose first languages are mutually incomprehensible, (Firth, 1996), we use it here in opposition to the more ideologically-fused cognates such as “interlanguage”. In this, we follow Firth (1996) who points out that participants should be conceptualized as *language users* whose real-world interactions are deserving of unprejudiced description rather than as a person conceived *a priori* to be the possessor of incomplete or deficient communicative competence.

We are perfectly aware that the speakers are guilty of a number of *grammatical, phraseological, phonological and prosodic infelicities* (Firth, op.cit), in fact it would be a good idea to point them out to your students *before* asking them to complete the exercise. And yet, participants demonstrate the remarkable ability to systematically attend and disattend to a range of anomalies and infelicities in their unfolding interaction. What is probably more problematic, and thus more interesting, for the EFL speaker who does not share the common mother tongue of their group, are the frequent code switches. In this respect though, it is important for students of other ethnic groups to have said passages pointed out to them and to try and guess what the participants are saying when *they do not speak English*. To this effect we include a small extract of the transcript.

Interviewer A: How important this job is for you?

Interviewee A (Student A): Well, the main reason I applied for this job is that I will, I will leave my country {Code Switch in Greek: *You guys stop laughing*}

Interviewer B: You are doing well Mary....

8.56

Interviewer A Hallo

Interviewee B Hallo

Some Noise

Interviewer A Well V (the student's name)... tell us a little about yourself

Interviewee B I have studied in the _____ in Thessaloniki and I take my degree in _____. I make a years travel in _____ (tankers) and then I

Interviewer A : Tell us where do you live. Do you live in Athens?

Interviewee B: No, I live in Kastoria.

They burst out laughing {Code Switch in Greek: *The job is in Honk-Kong*}More

Laughs

Interviewer A-Oh, oh, oh. So you like to travel?

Time: It all depends. You can use two one hour and a half periods, or a three hour session.

Activity: Drawing Information from Various Sources. Listening for Gist. Identifying Repair Strategies, Turn taking and *Non-fatal* anomalies and misunderstandings. Identifying the "Let it Pass" concept (in Firth, op. cit. page 243).

Material needed: Any form of sound reproducing device will do from a simple CD player to a laptop equipped with portable speakers. If you wish to participate and decide to record your own students, any decent cell phone will do for recording.

Learning Goal: Make students aware of different accents, intonation patterns and idiolects, code switch, accommodation practices, talking and coordinating turns at talk, repair work etc. of other ELF speakers and eventually of their own.

Skills: Vocabulary Development. Listening with a Purpose. Eliciting Information, Empathy Building, Guessing.

3.1.1 “What did he say”, Part One “Which Candidate?”

Activity for Students.

You will hear a candidate in a simulated job interview. Below you will find an advertisement for the Job he wishes to get and two CVs. Decide who the candidate is and then decide whether you will hire him or not, based on what you hear. Discuss your choice.

Text 1-Job Description

Job Description/ Home Deutsch ContactImpressum/ MAN Job Market

Job advertisements/ Position Service Engineer (m/f)/Reference number 251621

Corporate division Diesel Engines/Company MAN Diesel Hong Kong Ltd.,
Hongkong

Your tasks: You assume a variety of tasks in the areas maintenance, servicing and repair, which you perform directly on our large-bore Diesel engines used worldwide in ships and power plants. In this connection, you provide qualified advice and service to our customers

in all technical matters.

Your qualifications -several years of experience with the technology of large-bore Diesel engines (ideally two-stroke and four-stroke engines) as well as the related systems and components

-good fluency of spoken and written English

You like to work in a team, are proactive with a positive can-do attitude and also willing to

accept extended assignments in foreign countries.

If you need detailed information concerning the job, please contact Mr. Kisslinger or Mr.

Meyer (phone +852 2527 1368 or PrimeServ-HK@mandiesel.com)

Please send your detailed application documents to the following e-mail address:

PrimeServ-HK@mandiesel.com or

MAN

Diesel Hong Kong Ltd., Room 3303,
33F,

Hopewell Centre, 183 Queens Road
East,

Wanchai, Hong Kong SAR

Location Hong Kong/Guangzhou,
China

Area of responsibility Service

Type of employment Employment

To be filled from Earliest start date

Contact partner Klaus-Martin Halbig

Address MAN Diesel & Turbo SE

Human Resources

Stadtachstraße 1, 86153 Augsburg

Germany

MAN

Job

Market <https://jobboerse.man.de/jobboersewebapp/anonymous/jobs/overview.d...>

1 of 1 4/5/2010 11:25 πμ

Text 2-CV 1-Captain Hook

| | |
|--|--|
| First name(s) / Surname(s) | Captain Hook |
| Address(es) | _____, Chios GR-82100, Greece |
| Telephone(s) | Personal:(30- 22710) 00000 Mobile: (30) 000000 |
| E-mail | Captain_hook@yahoo.gr |
| Nationality | Greek |
| Date of birth | 20.06.80 |
| Gender | Male |
| Desired employment / Occupational field | Office Staff in Safety Dept. |
| Work experience | |
| Dates | July 2008- January 2009 |
| Occupation or position held | Second Mate |
| Main activities and responsibilities | <ul style="list-style-type: none"> - Carrying out the routine of the ship as published in the voyage plan and Master’s Standing Orders. - Issuing necessary orders to helmsman and E.C.R to avoid the danger of grounding or collision. - Supervising the personnel on watch on the bridge. - Supervising and controlling all transmissions and acknowledgments on the radio circuits. - Maintaining radio and safety equipment. - Assisting as required with ship’s personnel training in rescue, fire fighting and safety procedures. - Overseeing storage and securing of cargo. |
| Name and address of employer | Nereus Shipping SA, 35-39, Akti Miaouli, GR-18535, Piraeus |
| Type of business or sector | Sea-going Personnel |
| Dates | September 2007- March 2008 |
| Occupation or position held | Second Mate |

Main activities and responsibilities

- Carrying out the routine of the ship as published in the voyage plan and Master’s Standing Orders.
- Issuing necessary orders to helmsman and E.C.R to avoid the danger of grounding or collision.
- Supervising the personnel on watch on the bridge.
- Planning the passages between ports ensuring the ship is provided with current Notices to Mariners for the provided portfolio of charts and publications.
- Supervising the maintenance of all navigational and associated equipment.
- Overseeing storage and securing of cargo.

Name and address of employer: Nereus Shipping SA, 35-39, Akti Miaouli, GR-18535, Piraeus

Type of business or sector: Sea-going Personnel

Education and training

Dates: 2003-2007

Title of qualification awarded: National Merchant Marine Certificate

Principal subjects/occupational skills covered

- Ocean and Coastal Navigation, Navigation Law,
- Bridge Watchkeeping/ Electronic Navigation, Compasses and Aids to Navigation,
- Construction, Stability and Trim,
- Safety training,
- Shiphandling Operations,
- Crowd Management

Name and type of organisation providing education and training: Merchant Marine Academy of Aspropyrgos

Personal skills and competences

Mother tongue(s): **Greek**

Other language(s)

Self-assessment
European level ()*

English

Spanish

| Understanding | | | | Speaking | | | | Writing | |
|---------------|------------------|---------|------------------|--------------------|------------------|-------------------|------------------|---------|------------------|
| Listening | | Reading | | Spoken interaction | | Spoken production | | | |
| B2 | Independent user | B2 | Independent user | B1 | Independent user | B1 | Independent user | B2 | Independent user |
| B1 | Independent user | A2 | Basic user | A2 | Basic user | A2 | Basic user | A2 | Basic user |

(*) [Common European Framework of Reference for Languages](#)

| | |
|---------------------------------------|--|
| Social skills and competences | - Teamwork/Communication skills: I have worked with crew members coming from a wide range of countries having varying degrees of knowledge of the English language. |
| Organisational skills and competences | - Leadership/Management skills: As an Officer On Watch I have been able to react quickly in emergency situations and deal with safety issues. - Duties as a Second Mate involve organizing Bridge work in a prompt and efficient way. |
| Technical skills and competences | - Familiar with the Safety Management System operating on board and Ship Security Plan as well. |
| Computer skills and competences | Competent with most Microsoft Office Programms. |
| Other skills and competences | Certificate in Tank Ship Dangerous Liquids. Certificate in Fire Fighting. Certificate in First Aid. |
| Driving licence | I am holder of driving license. Category vehicle B. |
| Additional information | References available upon request. |

Text 3-CV 2-Barbarossa

CV Barbarossa
Makrygiannh 34, Kastoria 52100 Greece
+302000000 +306000000000
barbarossa@yahoo.com

| | | |
|----------|---|-------------|
| 5 | Education | |
| | 5.1 Merchant Marine Academy Michanionas,Thessalonikil,Greece Engineer Class C | 2000 |
| | 5.1.1 Merchant Marine Academy Athens, Greece Engineer Class B | 2006 |
| 6 | Related Education | |
| | • Diploma In National School Of Life Saving And Fire Fighting Appliances of Macedonia | 1998 |
| | • Diploma In Operational and support of Cargo Operation for Oil, Chemical and Liquifieg gas Tankers | 2005 |
| | • Diploma of Safety Officer | 2007 |
| 7 | Experience | |
| | 7.1 Apprentice Engineer | |
| | 7.2 Kristen Navigation Inc. | |
| | Astro Beta | 6 Months |
| | Astro Antares | 6 Months |
| | Astro Cirius | |

3 Months

Enginner Class C

| | |
|-----------------------|----------|
| Ceres Navigation Inc. | |
| Bow Cheetah | 5 Months |
| Cap Romuald | 7 Months |
| Bow Prosper | 6 Months |
| M/T Fidelity | 5 Months |
| Cap Guillaume | 6 Months |

Engineer Class B

Ceres Navigation Inc./Euronav Navigation Inc.

| | |
|-------------|---|
| Cap Romuald | 7 |
| Months | |

8 Related Experience

8.1 Greek Navy Force

| | |
|-----------------------|-----------|
| Lieutenant F/G Lymnos | 2001-2003 |
|-----------------------|-----------|

9 Languages

- Greek – native language
- English – speak fluently and read/write with high proficiency
- German – speak, read, and write with novice level

3.1.2 “What did he say”- Part Two- “And now Your Turn”

Activity for Professors

Ask your students to prepare their CVs and application letters and to bring them to class. You can either choose a Job advertisement yourself or ask the class to do it, the important thing being to have the students writing their CVs and application letters to match the specific job description. Provide them with the script specifying the different sorts of Interviews (available upon request, contact the authors) and name half of the group Interviewers and the rest Interviewees. Ask for permission to record the sequence and do so. Circulate it (by mail, post, by posting it on the internet, whatever works!). And here we are, the proud instigators of the world’s first unofficial bank of seafaring ELF speakers oral data!

Workshops

USING AUTHENTIC MATERIALS IN TEACHING MARITIME ENGLISH

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Abstract

The aim of this workshop is to show how authentic materials (for instance weather reports, VHF recordings, etc.) can be used and implemented in classroom when teaching Maritime English. In order for our students to become communicatively competent and prepared for real life situations onboard, we have chosen authentic materials that may be encountered onboard and implemented them in the classroom. The materials have been adapted to our student's level of knowledge and previous experience with sailing and English. The teaching methodology closely follows Model Course 3.17 issued by the IMO. Maritime topics which are relevant and up-to-date have been integrated into this workshop, and the content is based upon and connected to the syllabi of other departments at our Faculty. This approach is highly student centred, where the teacher's role is that of a guide directing students and alleviating understanding of the subject matter (reception) and usage of the same (production). Participants at this workshop will be actively involved in specifically tailored and methodologically adapted pair and group work activities, which will give an idea of how the same is realized in our classroom.

Key words: authentic materials, weather reports, VHF recordings, Model Course 3.17, communicative competence, student-centred approach, cross-curriculum links

1 Introduction

When it comes to teaching a foreign language, in this case Maritime English, the teacher has to be resourceful in acquiring and preparing teaching materials. The materials that he chooses to present in the classroom can either be authentic or "unauthentic". Nunan (1999) defines *authentic materials as spoken or written language data that has been produced in the course of genuine communication, and not specifically written for*

purposes of language teaching. As opposed to authentic materials, unauthentic materials are usually designed for teaching purposes. They contain a limited set of vocabulary and grammar and are often accompanied by additional exercises. Our goal was to introduce materials that have been produced by native speakers for purposes of navigation and seafaring (VHF recordings, weather reports) and to observe the students' response to them. We wanted to find out whether the use of such materials would improve students' communicative competence.

The following paper is laid out as follows: section 1 gives a brief introduction into the topic and a definition of authentic materials. Advantages and disadvantages of using authentic materials are listed in section 2. The third section deals with learning outcomes we want to achieve by using such materials, which can be seen with the help of examples presented in section 4. In section 5 we present a feedback questionnaire. And finally, we conclude the paper with section 6.

2 Advantages and disadvantages of using authentic materials in ME teaching

Before presenting some examples, let us consider the importance of using authentic materials, as well as some shortcomings teachers need to be aware of one of the most obvious advantages of using authentic materials is that students are exposed to natural language they might encounter onboard. This real discourse is full of imperfections that arise in natural conversation, unlike "unauthentic discourse" which is flawless, slowly read-out, and contains a limited language structure. Authentic materials also offer insight into special style and register.

Such materials have an educational value both for the teacher and student, since they keep us informed not only about changes taking place outside the classroom, but also about language change. Brosnan et al. (1984) justify the importance of the use of authentic language in the classroom in this way:

1. Language is natural. By simplifying language or altering it for teaching purposes (limiting structures, controlling vocabulary, etc.), we risk making the task more difficult. We may, in fact, be removing clues to meaning.
2. Authentic language offers students the chance to deal with a small amount of material which, at the same time, contains complete and meaningful messages.
3. Authentic printed materials provide students with the opportunity to make use of non-linguistic clues (layout, pictures, colours, symbols, the physical setting in which it occurs) to help them discover the meaning more easily.
4. Adults need to be able to see the immediate relevance of what they do in the classroom to what they need to do outside it, and real-life material treated realistically makes the connection obvious.

Prior to choosing authentic materials, the teachers need to be aware of some downsides as well. Even though such materials can be motivational for students, they might contain mixed structures of language so lower level students will have difficulties understanding and decoding such messages. Thus instead of being of motivational interactive character, they might discourage students. Special preparation of such materials is very time-consuming, so the teacher has to plan carefully when and how to introduce such materials. Our experience shows that it is best to combine authentic content with topics presented in the syllabus and accompanying the course book so as to provide additional meaningful input for students. Even the best syllabi might be flawed and inadequate. Therefore, we have to provide sufficient input for our students.

3 Desired learning outcomes

The presentation of authentic materials should help us achieve the following goals:

3.1 Relevant content and cross-curriculum links

The authentic content that the teacher presents should follow the teaching syllabus of the ME course as well as other syllabi and courses students are attending. In that way, students can activate their prior knowledge on a particular subject matter, which will alleviate understanding of the same in English. If the topics presented are familiar, students will be able to create mental images and *visualise* language by linking them to real objects. In order to present relevant content which is linked to other courses, teachers need to have a good cooperation with other departments and colleagues (IMO Model Course 3.17, p. 128).

3.2 Motivation

The materials must be interesting and motivating, and encourage students engage in real discourse. Students will feel more motivated if the language they are learning presents something real to them, not just an abstract notion. If they see how certain phrases are used onboard, these language sets make sense. Thus they feel like they want to take part in these real-life situations. The teacher can largely contribute to students feeling independent in their use of English by encouraging them and pointing out their achievements. The role of the teacher is that of a guide who will assist students and alleviate understanding of subject matter. The correction phase can follow later on, either by pointing out mistakes in general or through peer correction.

3.3 Being up to date

It is our task to be up-to-date with developments in the world and to be able to point out and discuss these new developments. Sometimes this is difficult to achieve, since course books cannot be reprinted and edited every year. Here, the teacher needs to seek other sources of information, and ensure close cooperation with former students and colleagues from other departments. Magazines and internet sources can also be helpful in achieving this goal. Due to current developments in natural language processing, there are many means of acquiring authentic materials and compiling corpora by using customised software (e.g. Sketch Engine).

3.4 Raising cultural awareness

By participating in real life situations, students are drawn closer to the target culture. Authentic texts are full of situational and cultural references students are not likely to encounter in textbooks. The importance of cultural knowledge and understanding cultural differences has been pointed out by many renowned authors and it is a topic that needs space and time on its own. Needless to say that understanding cultural implications might avoid misunderstandings onboard as well as possible accidents.

Even though SMCP was designed with to create unique standardised language, and eliminate possible misunderstanding arising from cultural differences, there are many instances in which students might face unknown situations. By exposing them to such events, we prepare them for life outside the classroom.

3.5 Becoming more confident

The language presented in classroom is very often limited. Therefore, the students first encounter with authentic situations is a rather unpleasant one. We have noticed that one of the most inhibiting factors to communicative competence is the fear of failure and of the unknown, since real discourse contains references students are not acquainted with. Thus they feel discouraged from participating in conversation out of fear of speaking “bad English” or simply being misunderstood by their interlocutors.

The most important task we set by using authentic materials in classroom is to prepare students for everyday situations, to make them feel confident about their use of English, communicatively competent and aware of possible misunderstandings arising from cultural differences. Authentic materials can also offer intrinsic insight into the lexical patterns (collocations, concordances). By reading service manuals, students discover lexical patterns, which leads to their active participation in the learning process (Tominac (2005) *The use of concordances in teaching Maritime English vocabulary*).

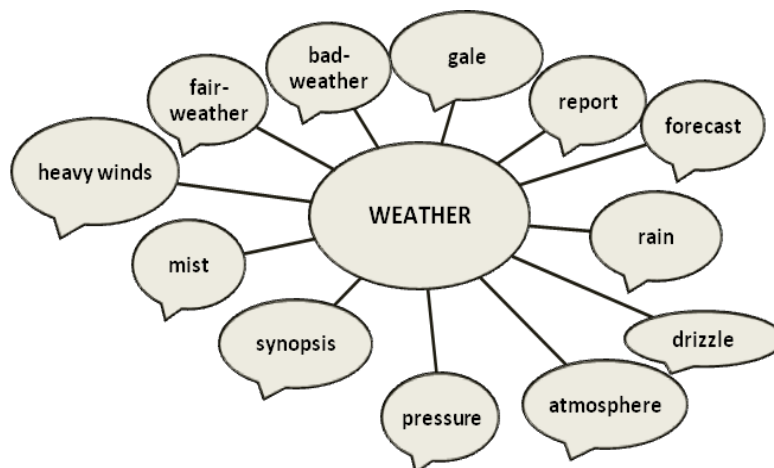
4 Practical tasks

We have selected examples of some of the authentic materials we use in classroom to demonstrate how they help us achieve the desired learning outcomes. The first example is a weather report, which serves to activate students' prior knowledge. A parallel is drawn to the course book content they are familiar with (Chapter 6, Meteorology, Pritchard: Maritime English), practise listening, and designed a post-listening activity. The second example presents a service manual (for marine engineering students), which is for practising reading and identifying lexical patterns (collocations, concordances). Students can discuss the regularity of patterns which are used in such discourse, and how this differs from standard language. Collocations that students have underlined can be divided according to patterns which will be easier to remember. Service instructions can also be used for teaching imperative structures or teaching writing. The third example is a communicative one, in which students are to engage in active conversation. First they revise SMCP, which they will apply in interactive tasks.


Example 1: Listening: Weather report

Pre-listening activity:

Elicit vocabulary (brainstorming) on the following topic:



Listening activity:

Listen to the weather report 



<http://www.bbc.co.uk/weather/coast/shipping/>

Post-listening activity:

Fill the gaps with appropriate expressions:

And now the Shipping Forecast _____ by the Met Office, on behalf of the Maritime and Coastguard Agency, at 1625 utc on Sunday 19 September 2010 for the period 1800 utc Sunday 19 September to 1800 utc Monday 20 September 2010.

The general _____ at midday:

Low 150 miles west of Bailey 996 moving steadily east, expected north Fisher 998 by midday tomorrow.

The area _____ for the next 24 hours:

Viking North Utsire:

Variable 3 or 4, becoming easterly 4 or 5, occasionally 6 in south, backing northerly later. _____ or rough. _____, rain in south. moderate or good.

South Utsire:

Northwesterly 4 or 5, becoming variable 3 or 4, becoming _____ 5 or 6, occasionally 7 later. Moderate or rough. _____ or showers. moderate or good.

Forties Cromarty Forth:

Southeasterly 4 or 5, becoming cyclonic, then northerly 5 to 7. moderate or rough. Rain, then showers. Moderate or good, occasionally _____.

Tyne Dogger:

Southerly 4 in north at first, otherwise southwesterly _____ westerly 5 or 6, occasionally 7. Moderate or rough. Rain, then showers. Moderate or good, occasionally poor.

Fisher:

Variable 3 or 4, becoming southeasterly 4 or 5, becoming cyclonic 5 to 7 later. Moderate or rough. Occasional rain. Moderate or good, _____ poor.

German Bight Humber Thames Dover Wight Portland:

_____ 4 in north German Bight until later, otherwise westerly or southwesterly 5 to 7. Moderate or rough. Occasional rain or _____. Moderate or good, occasionally poor.

Plymouth north Biscay:

Southwesterly 4 or 5. Moderate. Mainly fair. Moderate or _____.

South Biscay:
 Easterly 3 or 4, occasionally 5 later. _____ or moderate. Fair. Good.

Southeast Fitzroy:
 Northeasterly 4 or 5, occasionally 6 in southeast at first. Moderate or rough. Fair. Good.

Northwest Fitzroy Sole:
 Westerly or southwesterly 4 or 5, _____ southerly 5 or 6 in west later. Moderate or rough. Showers. Moderate or good.

Lundy Fastnet Irish Sea:
 Southwest 5 to 7, _____ 3 or 4 later. Moderate or rough. occasional rain. Moderate or good, occasionally poor.

Shannon:
 Southwest, backing south later 4 or 5, occasionally 6. Rough. occasional rain. Moderate or good, occasionally poor.

Rockall Malin:
 _____ cyclonic in north, otherwise westerly or southwesterly 5 to 7. rough. Occasional rain or showers. Moderate, occasionally poor.

Hebrides Bailey:
 Cyclonic 4 or 5 in far south until _____, otherwise easterly or northeasterly, 5 to 7. Rough. Occasional rain. Good, occasionally poor in south.

Fair Isle:
 Variable 4 in east at first, otherwise easterly or northeasterly 5 or 6, occasionally 7 in south. Moderate or _____. Showers, occasional rain in south. Moderate or good.

Faeroes Southeast Iceland:
 _____ 4 or 5, occasionally 6. Moderate or rough. Showers. Good.

Example 2: Vocabulary: Service instructions

Read the following service instructions and underline verb – noun collocations:

| MAN | OPERATION Starting | KSZ-C | 3 |
|---|-----------------------|-------|---|
| | | | 3 |
| <p>Preparations prior to Engine Start Up</p> <p>Before starting the engine after repairs or after a long period of idleness, the following work is to be carried out (operations that have been carried out in the course of repairs can be excepted):</p> <p>1. Fuel</p> <p>Drain water from settling and day tanks and refill them. Empty filters and clean elements. Set all stop cocks to operating position. For heavy oil operation: To start on Diesel oil: set three-way valve to allow Diesel oil to flow from the day tank to the mixing tank. Switch on fuel supply pump. Vent injection pumps, fuel injectors, pipes and filters, check system for tightness. Check zero setting of pump racks of all injection pumps and check control linkage for binding or sticking. For heavy oil operation: Switch on and check heating equipment for storage, settling, day</p> | | | |

and mixing tanks, for heated pipes and for end-preheater.

2. Cooling water

Drain sludge from cooling water tank and cooler.

Fill up cooling water, add corrosion inhibitor (see section 1 and 4).

Switch on cooling water pumps (cylinder, piston and injector cooling).

Vent cooling water spaces and check all connection for tightness.

Check cooling water pressure and water level in expansion tanks.

Check expansion tanks for separated corrosion inhibiting oil (cylinder and piston cooling water) or separated fuel oil (fuel injectors).

Switch off cooling water pumps.

Switch on air-supply pump for piston cooling, check and switch it off again.

3. Lubricating oil

Pump lubricating oil out of the bedplate and of service tank and clean oil spaces (do not forget thrust bearing and exhaust turbocharger).

Clean oil filter, oil separator and oil cooler.

Refill with fresh lubricating oil (for quality requirements see section 1) or separate existing charge.

Fill pumps of cylinder lubricators with lubricating oil and operate pumps by handcrank until all cylinder liners are supplied with oil.

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P.T.O

Example 3: SMCP: Role playing

Revise SMCP used in providing routine traffic data.

Pair work: Role play the situation presented in cards A and B.

ROLE-CARD A

Acquiring and providing routine traffic data

(always address the station you are talking to and identify your own station!!!)

You are Station A (*Newport VTS*):

- Ask the ship about her draft forward/aft (write down the answer)
- Ask the ship about her maximum draft (write down the answer)
- Ask the ship about her air draft (write down the answer)
- Ask the ship about her manoeuvring speed (write down the answer)
- Thank the ship and terminate the conversation

Based on: IMO STANDARD MARINE COMMUNICATION PHRASES

III / 6.1.1 Acquiring and providing routine traffic data

ROLE-CARD B

Role play - Acquiring and providing routine traffic data

(always address the station you are talking to and identify your own station!!!)

You are Station B (MV Pula, KHT6):

- Draft: 7.8 m / 11.5 m
- maximum draft: 11.5
- air draft: 28 m
- manoeuvring speed: 18

Based on: IMO STANDARD MARINE COMMUNICATION PHRASES

III / 6.1.1 Acquiring and providing routine traffic data

5 Feedback

At the end of a semester or upon completion of a section, students are asked to provide feedback on how the materials used have helped them improve their English. It is a simple questionnaire students answer with *yes* or *no*, which helps us reflect upon the course and materials used.

Read the following questions carefully and answer them by ticking *yes* or *no*.

| | Yes | No |
|---|-----|----|
| Was the course content motivating/interesting/encouraging? | | |
| Were the presented materials up-to-date? | | |
| Did the materials closely follow the course book? Are they connected to other courses you have been or are attending at the moment? | | |
| Did working with such materials help you improve your English / feel more confident about your use of English? | | |
| Do you feel that the presentation of authentic content has helped you gain better insight into target culture? | | |

6 Conclusion

It is our belief and experience that the implementation of authentic materials in ME teaching can serve to motivate students, raise cultural awareness and make students feel more confident about their use of English. Confident students are more likely to engage in conversation, which allows them to test hypotheses they have made about language learning. In this way, they gradually become more independent and communicatively competent learners. However, authentic materials need to be dosed properly and not a substitution for a course book.

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Authors Biographies

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Mirjana Borucinsky earned her Bachelor's Degree in the English and German language from the Faculty of Philosophy, Rijeka, Croatia. She has been working as a teaching assistant at the Faculty of Engineering in the University of Rijeka, as a course lecturer at the Faculty of Law in the University of Rijeka and as a Maritime English teacher at the Faculty of Maritime Studies in the University of Rijeka since 2009.

PIRACY AT SEA

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Piracy and maritime terrorism have been on the rise since 1990 and has become a serious problem. On January 3rd 1990 ms "Boleslaw Krzywousty" , one of the Polish vessels was attacked by Eritrean guerrillas about 59 miles from Massawa, some 6 miles from the coast of Eritrea at about 14.30 GMT. The Polish vessel was approached by three armed boats and was fired upon. The radio officer managed to send a Mayday message asking for immediate help and aircraft assistance. The message was received by Bahrein Radio and some ships in the area but no assistance was given. The pirates used grenade launchers and the Polish vessel caught fire. The crew managed to lower the lifeboat and the guerrillas forced them to sail towards the coast of Eritrea. The Polish vessel was burning all the time and became a wreck

The crew was kept hostage for over three weeks until the ransom was paid. Two of the crew were injured in the attack including second Mate and the Master. The Polish Ocean Lines have lost their cargo vessel. There exists a recording of the Mayday message which sounds very dramatic.

Since that time cases of maritime terrorism have become more frequent and in the year 2000 sea piracy increased by 57% with Indonesian waters recording the highest number of attacks. Pirate attacks are also frequent in the Gulf of Aden, which lies between Yemen and Somalia, off the Horn of Africa.

Between the years 2000 and 2006 the incidents of piracy rose by 68 % compared to the previous six years. The international community has been alarmed by the attacks on big tankers like the "Sirius Star" or the recent attack on the tanker "Moskovskij Univiersitiet" flying the Liberian flag as well as on smaller vessels sailing in the waters off the Horn of Africa and between Malaysia and Indonesia.

The European community has set up a naval force NavFor which escorts merchant vessels carrying humanitarian aid in the region and protects all vulnerable vessels in the Gulf of Aden and the Indian Ocean. Also many other countries like Russia, China, India and Japan, among others, have sent their navy ships to protect the merchant vessels and their crews from being pirated in these waters.

In May 2010 the Russian navy ship “Marshal Shaposhnikov” freed the pirated tanker and its twenty-three-member crew off the coast of Yemen.

At dawn, the navy ship sent special troops to the pirated tanker, after making sure that the crew was safe in a place on board, which was not accessible to the pirates. Special troops got on board the tanker from a helicopter and managed to capture ten pirates alive. One of the pirates was killed in the operation. All the crew members are alive and well.

A similar situation happened earlier to a Korean vessel which was helped by the US navy destroyer which happened to be in the area at the time. Below is the story and the tape script of the recording and a short video of the operation, which can be used in class plus some examples of exercises.

On October 29th 2007 the North Korean vessel “Taehongdan” was attacked by pirates in waters off Somalia, when it was anchored on roads, ready for departure after discharging its cargo at Mogadishu. The ship came under a surprise attack by seven armed pirates disguised as guards. All the crew members were detained in the engine room and steering room.

“The US Navy says when it was informed of the pirate attack, it immediately dispatched a helicopter from a ship about 90 km away. The Navy says the pirates had taken control of the ship’s command centre but the ship’s crew remained in control of the engine room and steering controls.

As the US navy destroyer James E. Williams approached the North Korean ship in the Indian Ocean, north-east of Mogadishu, it contacted the pirates and ordered them to surrender. At about the same time, the navy says, the cargo ship’s crew attacked and overpowered the pirates.

In response to a request by the crew, the US navy ship dispatched a boarding party and a medical team to care for several people who had been injured during the incident. Three of the crewmembers were so seriously injured that they had to be flown to the American ship for treatment. The navy could not provide the nationalities of the crewmembers or say what cargo the North Korean ship was carrying.

In all, the navy says, there were twenty-two crewmembers and seven pirates involved in the incident. It says two of the pirates were killed and five were injured and remained on the North Korean vessel”.

I. Comprehension questions:

1. What was the flag of the cargo vessel?
2. Where did the pirates attack the cargo vessel?
3. When was the cargo vessel attacked?
4. How did the US navy react when it was informed of the pirate attack?
5. Who contacted the pirates?
6. What were the pirates ordered to do?
7. How did the crew of the cargo vessel behave?
8. What assistance did the crew require?
9. Why did the crew require medical care?
10. How many crewmembers were on board?
11. How many pirates attacked the cargo ship?
12. What happened to the injured crewmen?
13. What cargo was the vessel carrying?
14. How many pirates survived?
15. What happened to them?
16. How many pirates were killed?

II. Decide if the following statements are true or false.

T F

| | | |
|--|--|--|
| The North Korean vessel was on roads ready for departure | | |
| The US navy ship did not help the cargo vessel | | |
| The North Korean crewmembers were very brave | | |
| The waterways near Somalia are quite safe | | |
| Helicopter assistance is very important in combating piracy | | |
| Piracy attacks are now not so dangerous as before | | |
| There were twenty crew members on board | | |
| Seven pirates attacked the North Korean vessel | | |
| The crew assembled in the engine room | | |
| The US navy destroyer did not tell the pirates to surrender | | |
| The ship's crew overpowered the pirates | | |
| The US navy did not send a boarding party and a medical team | | |

III. Mark the right pronunciation of the verbs with –ed endings:

-t -d -id

| | | | |
|---|--|--|--|
| The North Korean vessel was attacked by the Somali pirates | | | |
| The pirates were disguised as guards | | | |
| The US navy was informed of the pirate attack on the 29 th October | | | |

| | | | |
|--|--|--|--|
| They dispatched a helicopter from a ship about 90 km away | | | |
| The crew remained in control of the engine room | | | |
| The US navy destroyer approached the North Korean ship | | | |
| It contacted the pirates on board the North Korean ship. | | | |
| It ordered them to surrender | | | |
| The ship’s crew attacked the pirates and overpowered them | | | |
| Several people had been injured during the incident | | | |
| The US navy provided medical help to the seriously injured | | | |
| Seven pirates were involved in the incident | | | |
| Two pirates were killed and five remained on the North Korean vessel | | | |
| The seriously wounded were treated on board the American ship | | | |

IV. Put in the right prepositions:

1. The North Korean vessel was attacked November 2007.
2. The US navy was informedthe attack the 29th October.
3. The pirated vessel was approached the US navy destroyer.
4. It contacted the pirates board the North Korean ship.
5. The US navy sent a helicopter a ship 90 miles away.
6. Some people were injured the incident.
7. Five pirates remained the North Korean vessel.
8. The injured people had to be taken the American ship treatment.
9. The crew remained control ...the engine room.
10. The waters the Somali coast are dangerous.
11. The vessels should be protected pirate attacks.
12. Helicopters are very usefulfreeing operations.

V. Talking points:

1. Talk about the recent case of piracy you have heard of or read about.
2. Discuss the possible results of piracy.
3. Mention the ways of combating piracy at sea.
4. Say something about the reasons for piracy in the Indian Ocean.
5. Describe your own experience of piracy, if any.

To conclude, these are just some of the suggested exercises which we can do in class. Nowadays, teaching English at maritime universities and academies involves not only making the future seamen aware of the cross-cultural issues but also preparing them for the problems which they may come across during their work on board.

Author Biography

Barbara Katarzyńska has been teaching English at Gdynia Maritime University, Poland. She prepared and published teaching materials and books such as “Notes on Ships, Ports and Cargo”, “Mate’s Correspondence” and “Ship’s Correspondence”. She also taught English during the Intensive English Language Course at World Maritime University, Malmoe, Sweden and at courses run for the Italian Coast Guard at IMO-IMA in Trieste and La Spezia, Italy. Barbara Katarzyńska actively participated in the Leonardo da Vinci programme as part of the team preparing teaching materials and working on the MarEng project and the MarEng Plus projects.

A PICTURE IS WORTH A THOUSAND WORDS! USING AND CREATING VISUALS IN MARITIME ENGLISH TEACHING

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Abstract

If you ask anyone how important a picture is, he or she automatically replies: "A picture is worth a thousand words." No one can deny that an image may be more influential than an extensive amount of text, especially if your students are of lower-intermediate proficiency levels. With the advent of technology and the Internet, visuals have become important communication medium and tool in learning a foreign language. It remains to ask: Do Maritime English instructors recognize the value of using visuals in learning a language? Do they actually use visuals in teaching Maritime English? How do they use them? What uses do they know of but do not implement and Why? This session presents the results of a questionnaire administered to Maritime English teachers investigating these questions. The study reflects on the pedagogical value of using visuals in teaching Maritime English. Ideas on how visuals can be incorporated in the teaching and assessment of the different skills of Maritime English are also illustrated and discussed through engaging the audience in hands-on activities. A demo on where to search for visuals and how to edit them is given to ensure the audience will be able to apply these skills in their classes.

Key Words: Visual Thinking – Editing Images – Maritime English Skills – Copyright – Professional Development.

Workshop Content

The following questions among others will be raised and discussed with the participants:

- How do Maritime teachers actually use visuals in class?
- When can you use visuals in class? At what stage?
- Can visuals be used in assessment? How?
- How can Maritime English instructors effectively incorporate visuals in Maritime English classes?
- What can visuals do to the dynamics of the classroom?
- Can visual learning help Maritime students improve their Maritime English skills? How?
- In teaching which skills can Maritime English teachers use visuals?

- Are visuals effective in teaching reading, writing, listening, speaking, vocabulary, grammar and collocations? Why?
- What skills are required to handle visuals?

Workshop Requirements

All participants are required to have laptops with an Internet connection.

Presenter Biography

Heba Saber El-Sayed is an Associate Lecturer at the Institute for Language Studies in the Arab Academy for Science, Technology & Maritime Transport in Egypt. She is the Maritime English Programme Supervisor, Teacher Trainer, and the Instructional Technology Division Leader. She has taught different ESP courses for eleven years and holds a Masters Degree in Teaching English as a Foreign Language from the American University in Cairo. Her interests include instructional technology, material development, testing, teaching writing, and teacher professional development.

“COLLISION” CREATION OF THE AUTHENTIC ENVIRONMENT IN THE SYSTEM OF EL TEACHING PROCESS

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Abstract

The main concept which is under our contemporary consideration is being implemented in EL teaching process in ONMA, Navigation Faculty as per our manual “Business Marine and Navigation English”, in 3 volumes. Our EL teaching model includes continuous simulation. What are the main strategic approaches? The focus is on the theme –based approach with the content-based professionally oriented (D.M.Brinton, M.B.Wesche, 1989), task-based and integrated skills approaches.

The continuous simulation of real-content activity (as in this demonstration version “Collision”) is generated due to the principles:

- a) principle of providing motivation sufficiency(compensation) in teaching;*
- b) principle of communicative competency;*
- c) principle of autonomous creative students’ activity;*
- d) principle of immersing into the subjective content;*
- e) principle of gap- and problem solving activities;*
- f) principle of creative learning cooperation of students.*

Workshop in one or two teams.

Role-play based on polylogue of Master, OOW, cadets-trainees, P & I Representative.

Dover Strait. Tasks: in team

- assessment of the navigation situation in the area;*
- discussion of successful watch keeping factors;*
- filling in the chart of possible solutions to avoid risk of collision;*
- VHF communication;*
- discussion of close-quarter situation diagram;*
- filling in the standard form of SEA protest, extract from the Log Book;*
- interpretation of legal case of collision liability compensation;*

Key words: concept, model, continuous simulation, theme-based, content-based, integrated skills.

The Workshop aims at creating the authentic working environment for deck cadets for drilling their professional patterned behaviour on the bridge.

The scene is the ship with the mixed crew. The trainers of the cadets are the deck officers and first of all, Training officer.

The focus in the teaching scenario is on the communicative – linguistic- procedural aspects of their professional activity on the bridge.

The number of participants is unlimited – in teams of 3-4 persons.

The navigation area is Dover Strait. The second version is Entering the Panama Canal.

Task 1 - the team of Master, OOW and cadets imitate the ready-made polylogue discussing the navigation situation in the area and duties when taking over the watch in the given conditions. As a check point each team receives the flip chart to fill in the gaps in the Check list. Demo-version includes the slides with questions checking participants' knowledge of ColRegs and IALA system. Support material – further slides with selected Rules applied in the developing situation and tables of Cardinal and Lateral buoyage systems.

Task 2 – cadets should get familiarized with the Standing orders and sign them. Training officer discusses with them the main conditions of Successful Watchkeeping, Successful Handover, CPA-minimum requirements and Standing Orders, also Main Factors in Maritime Casualties.

Presentation provides parallel demonstration of these slides. Check-up at this stage: each team gets the flip chart to fill in possible variants of solutions to the factors endangering the safety of navigation.

Task 3 – each team reads the distributed cards with Rules of Road 7, 8,14,15,16, Fig.A and Fig.B, indicating risk of collision and the slides, concentrating cadets' attention on the key points of these rules with the diagrams of the ships' manoeuvre in the close-quarter situation, assessing in due time risk of collision.

Task 4 – training officer interrogates the trainees about the Procedure of VHF communication. The answers of the cadets are substantiated by the scheme on the slide. Training officer initiates cadets to take part in VHF communication with the on-coming and overhauling vessels. Create a dialogue. The scheme of ships moving in the Dover Strait and sample of the VHF dialogue is applied on the slide. The scheme of Distress message is on the following slide. The cadets are required to send a Distress message on behalf of the m/v "Friendship" which suffered some damage in collision with the m/v "Credo".

Task 5 – Master instructs the cadets how to get in touch with the Owners and report the accident using the telex. The members of the team are given the pro-form and offered to fill in the gaps, complete the telex, adding the necessary data regarding the collision. The cadets are supplied with the Table of abbreviations commonly used in telex in order to

train their writing skills. Bridge team can practice in completing the forms of Collision claims, extracts from the Log-book and Sea Protests.

All these forms are provided in hard copies and demonstrated on the slides.

Task 6 – Role-play. Master explains the scheme “Collision” from the slide and proposes the participants to get prepared to the meeting with P & I club expert and lawyer aboard the ship. He initiates them to work out their line of defence in discussion on liability for the collision between their ship “Friendship” and the “Credo”.

Task 7 - “Optional”- Grammar Check. Before meeting with P & I club representative the cadets study the Average Adjuster Statement, its legal details with WO. They refer to Participial Phrases in the context of the Statement, samples on the distributed cards. They discuss the difference of participles from other parts of speech, present and past participles. They are proposed the Table to discuss the placement and modifications of participial phrases, points to remember, concerning punctuation.

Author biography

Nadezhda Ivasyuk is the Head of English Language Department in the Navigation Faculty in Odessa State University. She holds a PhD from the Rostov-on-Don Pedagogical Institute. She has 40 publications on the methodology of teaching EL. She teaches EGP and ESP to senior deck officers and has been an affiliate member of the ILT, London till 2002. She has been involved in the MET business for 30 years and edited about 10 manuals, formulated as situational communicative approaches of EL.

DIFFERENCES AND SIMILARITIES BETWEEN CULTURES - A PERCEPTION OF THE SELF WITHIN VARIOUS ASPECTS OF LIFE

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This workshop is an attempt to underline the importance of the differences and similarities between various cultures. By drawing on examples of other nationalities and by taking into account the different levels of culture such as: education, tradition, religion, beliefs, relationships, we shall try to analyse and find out the means of improvement or development of the differences and similarities between cultures in order to serve as a starting point for the implementation of "Intercultural Communication On Board" as a course as part of the curricula.

A questionnaire will be applied to the participants, which will give us the directions for having an open discussion, where we expect for different points of view to be shared so as to clarify this subject as much as possible.

Keywords: cultures; cultural differences and similarities; improving intercultural communication

Questionnaire

Cultural Differences and Similarities of Verbal and Non Verbal Communication On Board

(A perception of Romanian students having performed onboard training)

I. Answer the following questions as sincerely as possible:

1. Do you think that learning Maritime English is difficult? Why/ Why not?

.....
.....

2. Do you think all seafarers (master; deck/engine room officers; able seamen; ship's cook, steward, etc.) must have a good deal of English/ Maritime English knowledge? Why? /Why not?

.....
.....

3. Suppose you are part of a crew whose majority of people are Romanians except for 4 people (2 of them being Philippines, one Polish and one Russian). Which language would you use in their presence: Romanian or English? Why?

.....
.....

4. Due to lack of language accuracy, you do not make yourself understood by other seafarers when you are asked to explain something. What do you do?

- a) Try to use inaccurate language once again
- b) Try to use inaccurate language and signs
- c) Try to explain by gesticulating

5. What attitude would you adopt if you did not make yourself understood by others because your English is rather poor?

- Frustration
- Indifference
- Acceptance of the fact that you are not a native English speaker
- Embarrassment and awareness of the fact that you must improve your English by hook or by crook

6. *What is it that your English teacher should place most importance on during the English seminar?*

- Communicating in English all the time and asking students to do the same
- Communicating in English by raising awareness of the differences between English and Romanian and providing translation of the unknown words
- Communicating in English all the time, raising awareness of the cultural differences between English and Romanian and without providing any Romanian translation of the unknown words

7. *How do you value your English/ Maritime English knowledge?*

- Very good
- Good
- Satisfactory
- Poor

II. Answer the following questions about your own culture and then discuss intercultural similarities and differences by relying on one or two examples of other nationalities. You may draw on Philippines, Englishmen, Polish, Russians, Japanese, etc.

1. *What does silence indicate in conversations? Does it always indicate the same thing (e.g., approval or disapproval)?*

.....
.....

2. *Is it acceptable to interrupt others? If so, when?*

.....
.....

3. *Who can criticize whom on board? Under what circumstances? In what manner do people make criticisms?*

.....
.....

4. *Are there different kinds of invitations extended in your culture? Do they always result in a definite commitment (e.g., "Yes, I will come in your cabin tomorrow")?*

.....
.....

5. How do you refuse invitations? Is it appropriate to insist on someone's accepting an invitation if he or she has refused several times?

.....
.....
.....

6. In comparing English verbal patterns with those in your own language, have you observed any differences or similarities (e.g., in giving opinions, asking advice, praising, boasting, expressing modesty, complaining, etc.)?

.....
.....
.....

7. When someone compliments the watch you are wearing, you would:

- a. Say, "Oh this cheap thing? It's not worth much."
- b. Give it to him.
- c. Say, "Thanks" and smile.
- d. Say, "Would you like to have it?"

8. It is not considered appropriate to give compliments to:

- a. A woman about her husband.
- b. A man about his wife.
- c. A couple about their child.
- d. A master about his salary.

9. If a seafarer wants to criticize the behaviour of a fellow seafarer, he or she would:

- a. Say something to the seafarer in front of the crew
- b. Tell the Master to speak to the seafarer.
- c. Speak to the seafarer after the drill

10. If students want to criticize the way a professor teaches, they should:

- a. Go directly to the dean of the department.
- b. Ask the teacher when an appointment could be arranged in order to talk about the class.
- c. Go directly to the teacher's office with several other students and state the complaint.
- d. Tell the teacher during class time that his way of teaching is poor.

11. *What would be a polite way to evade a question that you don't want to answer (e.g., "What do you think of the government in your country?")?*
- "It's none of your business."
 - "I refuse to answer that question."
 - "That question is inappropriate so I can't answer it."
 - "Oh, I don't know. I'm not very interested in politics."
12. *To which of the following statements (a, b, c, or d) would you respond "thank you"?*
- "You are a clever person."
 - "Let me open the door for you."
 - "Dinner was delicious".
 - "Please accept this gift as a symbol of our deep friendship."
13. *If someone uses a foreign word or phrase you don't know, you might:*
- Say, "Please repeat."
 - Say, "I'm sorry, I didn't understand what you said. Could you please repeat that last sentence (or word)?"
 - Say nothing and pretend that you have understood.
 - Say, "Excuse me, but what doesmean?"
14. *If someone gives you directions in a second language so quickly that you don't understand, you might respond:*
- "Could you repeat that?"
 - "Thank you. I appreciate your help."
 - "Excuse me, I'm still learning the language. Could you repeat that a little more slowly?"
 - Try to repeat the directions to the person.
15. *If someone offers you some food that you really don't like, you might say:*
- "I hate that."
 - "Sure, I'd love some more."
 - "I'll have just a little bit, please."
 - "Thanks, but I'm really full."
16. *You have just been asked out to dinner but you really don't want to go with the person who invited you. You might say:*
- "Thanks a lot but I'm busy tonight."
 - "No, I really don't enjoy being with you."
 - "I'm dieting so I mustn't go out to eat."
 - "I don't think so. I already have plans."

17. When asking your next cabin neighbour to lower the volume of his stereo, you might say:

- a. "Turn the music down."
- b. "Would you mind turning the music down? I'm trying to sleep."
- c. "You are very rude."
- d. "If you don't turn down your record player I'll turn mine up."

18. What do you think are the four qualities most associated with Romanians?

1. _____ 2. _____
3. _____ 4. _____

19. What do you think are the four qualities least associated with Romanians?

1. _____ 2. _____
3. _____ 4. _____

QUALITIES

| | | |
|---------------|---------------|----------------|
| Decisive | Energetic | Honest |
| Industrious | Sexy | Self-indulgent |
| Sophisticated | Intelligent | Friendly |
| Greedy | Nationalistic | Inventive |
| Lazy | Rude | Drunkard |

20. Match the value or belief in the column on the left to a behaviour in the column on the right.

- | | |
|-------------------------|---|
| 1. Directness | Use of understatement. |
| 2. Centrality of family | Asking people to call you by your first name. |
| 3. External control | Taking off from work to attend the funeral of an aunt. |
| 4. Saving face | Not helping the person next to you on an exam. |
| 5. Respect for age | Disagreeing openly with someone at a drill. |
| 6. Informality | Not laying off an older seafarer whose performance is weak. |

7. *Deference to authority* At a drill/meeting, agreeing with the first mate's suggestion you think is wrong.

8. *Indirectness* Inviting the steward to eat lunch with you in your office/cabin.

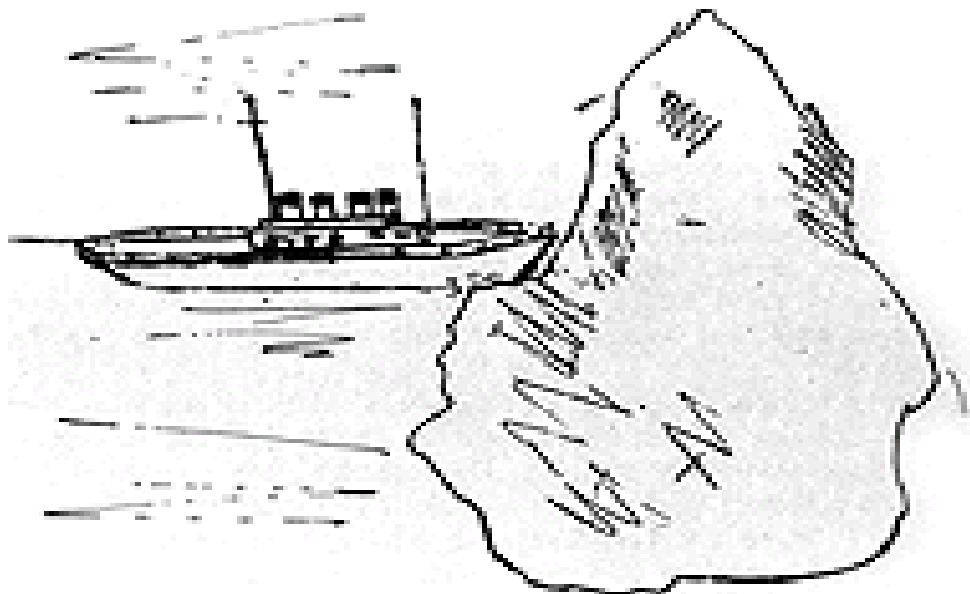
9. *Self-reliance* Asking the master's opinion of something you're the expert on.

10. *Egalitarianism* Accepting, without question, that something cannot be changed.

21. *The numbered items that appear below are all features of culture. In the drawing of the iceberg on the next page, write above the waterline the numbers for those features you consider observable behaviour; write the remaining numbers beneath the line.*

1. Facial expressions
2. Religious beliefs
3. Religious rituals
4. Importance of time
5. Paintings
6. Values
7. Literature
8. Child raising beliefs
9. Concept of leadership
10. Gestures
11. Holiday customs
12. Concept of fairness
13. Nature of friendship

14. Notions of modesty
15. Foods
16. Eating habits
17. Understanding of the natural world
18. Concept of self
19. Work ethic
20. Concept of beauty
21. Music
22. Styles of dress
23. General worldview
24. Concept of personal space
25. Rules of social etiquette



Authors Biographies

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**PRONUNCIATION PROBLEMS CAN KILL:
EXERCISE TO MAKE TEACHING MARITIME PRONUNCIATION
SKILLS FUN
(and save lives)**

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Pronunciation problems at sea can kill. Mariners across the world learn to say words in different ways. Non native speakers have problems (Arab speakers with 'p' and 'b' Germans with 'w' and 'v' Italians with 'h' etc) and different English native speakers say the same thing differently. Australians, Scots, Americans do say the same things differently. At sea this can kill. A misunderstanding about a position or instruction can kill. Many English teachers ignore pronunciation this seminar is to suggest some interesting ways to teach it.

We are piloting an international examination in the SMCP and the feedback we have had confirms that mariners can understand radio communication or even communication between crews of different nationalities is severely handicapped by pronunciation problems This workshop will be dedicated to practical exercises to make learning Maritime education fun more fun for students. Today we will concentrate on a few of the various games and exercises that are listed below.

Teaching the SMCP is unique:

1. Teaching the SMCP is not like traditional language instruction. Normally students are learning items of language and grammar rules that they will use to generate an infinite number of new structures. A student learns to go from 'the coat is red' to 'the coat is blue', 'I am blue'. Then they become multi-lingual salesmen, write Hamlet, etc. However, most students studying the SMCP **never use the SMCP vocabulary creatively** (and don't need to). The SMCP is not learnt the way language is usually learnt. A huge proportion of the material must be learnt by rote. None the less the Maritime English (ME)

teacher needs make this potentially tedious process interesting for their students.

2. We are teaching vocabulary the students know that they probably won't use. It would be impossible to create an authentic leaning environment for most of the SMCP.

For example: 'I am under attack by pirates'.

With luck our students will never use this or other utterances written for emergencies.

Naturally, many learners can't be bothered to learn a lot of the material they think is unnecessary, so we have to add some interest to the lesson.

3. Students usually need self access material. The vocabulary load of the SCMP is huge. Few schools can realistically dedicate the time necessary to teach the SMCP. Bearing in mind that learning the phrases is mandatory, that is a problem for ME teachers. The ME teacher can open the door to understanding and remembering the SMCP in class but we should also provide the student with the keys for self study.
4. The following exercises are designed to create a relationship between the student and the target words as painlessly as possible. That may sound difficult or pretentious but these exercises can pump life into the SMCP and it does mean students learn the material. That is a good reason to experiment with these techniques.
5. The SMCP are obligatory. All watch officers are obliged to learn the SCMP by IMO regulation. In Italy the IMO SCMP regulations are regarded as law. This has two effects on our teaching:
 - a. The students are motivated to learn because they are obliged to know the phrases by IMO regulation.
 - b. Students of different levels need to learn the same material. (Confitarma, the ship-owner's association, members of IMO in Italy shipping company lawyers often make the buying decision for SMCP courses because they are afraid that an insurance company will refuse to pay in the event of an accident and watch officers proficient with English in other areas are studying the same material as beginners so lessons should be aimed at different levels.)

The following exercises can be applied to more than one part of the SMCP.

Spelling Warmers

1 Spelling

Most seamen know the IMO spelling but certain groups have problems with pronunciation. The rule we use is to teach the spelling 'little and often'. The students need to practise the alphabet every lesson until they have learnt it (usually easy) and the pronunciation, which can be very difficult for certain language groups. A minute or so at the beginning or the end of each lesson for three or four meetings usually gets the information across.

The following are basically simple repetition exercises dressed up with some student participation.

SMCP Spelling 1(i): Marine Chants

The students stand and repeat the letters after the teacher five at a time. The teacher tells the students to repeat quietly, loudly, quickly, slowly. When the students are following the teacher's lead the teacher reads the alphabet as a marine drill sergeant chants to his men during drills.

SCMP Spelling 1(ii): Spell your favourite things

Tell the students to spell their names, favourite football teams etc using the alphabet.

SCMP Spelling 1(iii): Alphabet Conversation

Students have short conversations to familiarise them with the target structure (IMO spelling, Procedure etc) in an entertaining way. Instead of words the students use the target language in everyday conversations (in this case the It is often easier to demonstrate the procedure than explain). Students make everyday conversations substituting the usual vocabulary with the SMCP spelling/digits/numbers. The teacher explains the game and gives conversation topics:

'Say hello and how are you / argue /ask a girl to dance and she refuses / someone in love at first sight

2 Spelling of digits and numbers

2i: Sums with digits and numbers

Teach the students plus + and minus – and ask them to set and answer problems using the SMCP digits and numbers.

2ii : Number conversation (as Alphabet conversation 2iii)

2iii

In Italy where the students are crazy about football I sometimes get them to say imaginary football results using the SMCP spelling and numbers

E.g. Echo , November, Golf, Lima, Alpha, November, Delta - Niner

India, Tango, Alpha, Lima, Yankee - Zeero

(England 9 Italy 0)

3 Procedure

Procedure is only two phrases and often the quickest way to teach them is to tell the students to learn them *and check they have*.

(90% of the deck officers on the last ship I was on did not know 'Please use the Standard Marine Communication Phrases', 'I will use Standard Marine Phrases')

Please use the Standard Marine Communication Phrases

I will use Standard Marine Phrases

Teachers can dress them up with:

3i **Love at first sight**

The teacher chooses pairs of students to practice the Procedure phrases at a class level.

The teacher assigns roles.

- Say the sentences as **angrily/happily/quickly/aggressively/sexily/** as possible. The students read the sentences in the new roles.
- Imagine you are a **DJ/the most important person in the school/in love at first sight/the sexiest seamen in the world/** and read the procedure phrases. The students read the sentences in the new roles.

Fillers

These exercises are 'fillers' one or two to be used for a couple of minutes in each lesson.

Pronunciation and listening

Pronunciation of SMCP terms in connected speech.

Rationale

One common complaint is that mariners don't understand the pronunciation of individual SMCP vocabulary items. (This leads to another deep ME teacher insecurity, teaching pronunciation.) This lesson will help teach both.

Many students complain that they can understand SMCP vocabulary in the class but they can't comprehend them at sea. I explain many English words are pronounced in one way as individual words and another in connected speech.

I mention the reason but don't go into detail unless the students are interested. (i.e. English is stress timed, the length of a sentence depends on the number of stresses (accents) it contains not the number of syllables. To obey this rule English mother tongue speakers change the pronunciation of words in connected speech.) I find that students only want to know that many English words are pronounced in two ways one individually and another in connected speech e.g.

The word 'Goodbye' is usually taught as it is pronounced as an individual word 'Goodbye' but in connected speech it is pronounced 'Goobpye' *'gud.baɪ / 'gub- / ,-' /* (there is no d) There a hundreds of examples. '**Do you**' becomes '**Dyou**' '**and**' becomes '**n**' ('**Rock n roll**') I use the following exercise to help familiarise students with pronunciation of SMCP terms in connected speech.

I tell the students we are going to do a short dictation and dictate the following sounds:

1. Je *dʒ^ə*
2. Ee **I**
3. Er *ɜ^r*
4. E *ə*
5. rra */rek/*
6. Jew */dʒu:/*
7. I **I**
8. In **In**

I write them on the board as I say the sounds one at a time. (I don't use the IPA with students). I emphasise that we are listening to sounds and the student cannot make transcription mistakes. I ask the students if they recognise any of the sounds then I read the phrases below and write them on the board so it looks as below. I point out that the

word we learn as 'dangerous' is not the word we hear on the SMCP. We hear something like 'dangrous' etc.

| | | | | |
|-----|--------|---------------|--|---------------|
| I | I | A1/1.1.3.3. | What kind of assistance is required? | /ə'sɪs.tənts/ |
| er | 3 | A1/3.2..1. | I require boat for hospital transfer | /'træns.fɜː/ |
| e | ə | A1/3.2.4.1.1. | Unchartered rock | /'tʃɑː.tə/ |
| | | A1/3.2.4.1.1. | Unchartered dangerous wreck | /rek/ |
| Jew | /dʒuː/ | A 1/2.1.2. | What problems do you have? | /dʒuː/ |
| | | A1/3.1.2.1. | What is visibility in your position? | /'vɪzɪ.bəl/ |
| In | I | A1/3.1.3.2.1. | Ice situation is not expected to improve | /ɪn'pruːv/ |

This exercise, has proved very popular with Italian and Chinese cadets. I often get a huge positive reaction from students who have never been shown that English words can be pronounced differently in connected speech. NB **I point out that this exercise is to help comprehension not pronunciation. Some students try to pronounce like a mother tongue speaker.**

I always follow this up with a homework that involves listening to something like 'Safe Sailing' CUP or even the IMO CD.

Pronunciation 2

In class I follow up by getting the students to choose a vowel sound and present it to another student, e.g. the second 'i' in 'visibility' above. The student must say the i as it is pronounced in the word ^ə not i as in the alphabet.

They pass this sound to another student who repeats the sound then chooses another vowel sound to repeat and pass to their partner.

Pronunciation 3

I put a group of phrases that I want to teach on the board. I read them or play the CD and the students repeat **without making any noise** i.e. they move their faces without speaking.

Rationale The students concentrate on the muscles they need for good pronunciation, and learn new vocabulary safe in the knowledge no one will notice a mistake.

They can try verbalizing sounds with Pronunciation 4.

Pronunciation 4

The teacher chooses a series of utterances. For this exercise I have chosen:

A2/3 1.1. Propulsion System

A2/3 1.1.1 Is the engine a diesel or a turbine?

A2/3 1.1.2 Is the engine-room manned or is engine on bridge control?

A2/3 1.1.3. How long does it take to start engines from ahead to astern?

A2/3 1.1.5. Is extra power available in emergency?

A2/3 1.1.8. Do you have single propeller or twin propellers?

A2/3 1.1.11. What is the maximum power ahead?

A2/3 1.3.12.1 Do the twin propellers turn inward or outward when going ahead?

The teacher reads or plays the phrases, then selects a student to repeat the phrase after the phrase is spoken so the whole class must listen. (ideally recording the answer). If the student indicates that they are satisfied with their pronunciation the teacher moves on to the next sentence. If the student indicates that they are not satisfied with their pronunciation the teacher plays the phrase, or repeats the phrase, again. The **student** decides if their pronunciation is good **not the teacher**.

One sentence

The teacher divides the students into groups and distributes the target dialogue written as one sentence. The students divide the dialogues into words/sentences/ put in the punctuation and read the dialogue to the teacher who writes it on the board.

This can be used for speaking, listening and teaching all the vocabulary in the SMCP (this dialogue is hoping to teach call sign, destination, arrival and how to make interrogatives in English).

With large groups they can't all dictate to the teacher so I distribute two dialogues and students from group A dictate to group B and vice versa.

For example:

A1/61 Phrases for acquiring and providing data for a traffic image

Whatisthenameofyourvesselandcallsignthenameofmyvesselismvmesabacallsignmmuspellit
henameofyourvesselmikeechofoxtrotsierraalphanbravoalphawhatisyourpositionmypositioni
s45.44N10.24whatisyourportofdestinationmyportofdestinationisGenoawhatwasyourlastpo
rtofcallmylastportofcallwasNapleswhatis yourETAinposition 4425N,857E

Answer

What is the name of your vessel and call sign?

The name of my vessel is M.V. Mesaba call sign MMU

Spell the name of your vessel

Mike,Echo,Foxtrot,Sierra,Alpha,Bravo,Alpha

What is your position?

My position is 45.44N 10.24W

What is your port of destination?

My port of destination is Genoa

What was your last port of call?

My last port of call was Naples.

What is your ETA in position 44 25 N, 8 57 E

Continuous Important Words and difficult words

Tell the students to choose five words they think are important to remember and five words that are difficult to remember. They write these words on a sheet of paper with their name. The teacher keeps the paper and returns it at the next lesson.

Rationale this exercise (which I learnt from Mario Rinvoluceri at a British School seminar in the British schools) is to encourage the students to enter into a relationship with the vocabulary. The student decides where the problems are and it is a very effective teaching aid which uses little time

Message Markers

Substitute

Instruction, advice, warning, information, question, answer, repeat, intention

Alternative word list

objective, enquiry ,response , say it again , data , caution , order , recommendation,

Elicit the message markers and write them on the board. Then distribute the alternative word list. Read the following passage and the students substitute the words from the alternative word list with the message markers.

Data from the coastguard contains a **caution** that the sea is rising. The Captain gave an **order** that speed must be reduced and a **recommendation** that passengers don't go on deck. One of the tour guides made an **enquiry** to see if American passengers could be allowed ashore. The Captain's **response** was that the US passengers should go ashore and stay ashore. The guide asked the Captain to **say it again** and the Captain said it was not his **objective** to talk to guides when he should be sailing his ship!

NB This exercise can be used for any important groups of 10 to 50 vocabulary items and the passage can be tailored to the required level. Of course the passage can be used to pre teach or revise other items on the syllabus (we used a similar exercise to teach the

vocabulary of boilers).For students of a lower level the words can be written in the L1 It does require adding new non SMCP vocabulary but that can be useful if there is extra vocabulary the teachers wishes to include.

Follow up lesson for message markers

Listen to the following Distress traffic communications and decide which of these IMO SCMP message markers apply to the following phrases (**instruction, advice, warning, information, question, answer, request, intention, answer**).

1. _____.What is the nature of the sea bottom?
2. _____.Stay in the area
3. _____.MV Jolly Roger will follow you.
4. _____.Underwater obstruction position Latitude 44.5 Longitude 8.35
5. _____.I will stay in the area
6. _____.How many persons will stay on board?
7. _____.No persons will stay on board
8. _____.Stand by on VHF
9. _____.Your present air draught?
10. _____.I will increase my speed
11. _____.I require a tug

NB This exercise is taken from the International Examination of Basic SMCP Proficiency and is used with permission.

A1 External Communication Phrases

Rationale

The external communication phrases are very similar and difficult to learn beginners could make potentially fatal errors (I am on fire, I am flooding, I have collided, I have dangerous list, I am aground, etc.). In addition the signal must begin with the Bearings making it difficult to remember and harder to differentiate between the phrases.

Divide the class into groups of three and write on the board:

Distress Communication, SAR Communications, Requesting medical assistance

Ask the class to write some distress traffic phrases under the correct heading then distribute these phrases on strips of paper.

1. I am on fire after explosions
2. I cannot control flooding
3. I have collided
4. MV Optimist aground
5. I am sinking

6. MV Pessimist not under command
7. I am under attack by pirates
8. MV Warlord has problems with engines
9. The crew of MV Jolly Roger has to abandon vessels after explosion
10. I have lost persons overboard in position XXXXX
11. My EPIRB is transmitting by mistake.
12. I require boat for hospital transfer

Tell the students to classify the phrases according to category, i.e. Distress Communication, SAR Communications, Requesting medical assistance FOR EXAMPLE

Hot seat 1

One student sits facing the class with the board behind them, the teacher writes SMCP vocabulary on the board and the other students have to do all they can to make the person say that phrase. They can do this by giving hints, e.g. a context when the word might be used, a definition, another way of saying it etc.

Battleships

This is adapted from a traditional English children’s game (full details on <http://www.amherstlodge.com/games/battleships.htm>) and is a good game for beginner to pre-intermediate students to practise letter and number codes. Students work in pairs. The teacher distributes one grid to each student and students then secretly marks in their ‘ships’, in this case, words from the SMCP. The idea of the game is to detect and destroy your opponent’s ‘ships’.

Students take turns in giving a coordinate, e.g. B4 (or ‘Beta fower’ in order to practise letter and number codes). If the coordinate is a hit, student says ‘hit’ and says the letter, if it is a miss, student says ‘miss’ and takes their turn.

| | A | B | C | D | E | F | G | H | I | J | K | L | M |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 1 | | | | | | | | | | | | | |
| 2 | | F | I | R | E | | | | | | | | |
| 3 | D | | | | | | B | I | T | T | S | | |
| 4 | R | | | | | | | | | | | | |
| 5 | A | | | | | | | | | | | | |
| 6 | F | | | | | | | | | | | | |
| 7 | T | | | | | | | | P | I | L | O | T |

Sentence order 1

The teacher prepares some phrases which they’d like to revise. The students are put into groups (one group per phrase) and each given a word from an SCMP. Students are then

told to construct their phrases by standing in the correct order to recreate the sentence as a group, e.g. 4 people would do 'I cannot control flooding'.

Sentence order 2

The teacher distributes parts of a dialogue to different members of the class. For large groups, large dialogues for small groups smaller dialogues etc. Each student reads a word and the teacher writes a word on the board. The idea is to guess the dialogue before all the words are read.

The teacher marks the spaces for the words on the board.

_____ _____ _____ _____ _____ ?
_____ _____ _____ _____ _____ _____

The above is for:

A1/3.3.10. Can you identify the polluter?

A1/3.3.10.1. Yes, I can identify the polluter-Polluter is MV Jolly Roger

Hangman

Traditional children's game easily adapted for SMCP vocabulary. Remember to insist the students use SMCP pronunciation for the spelling

Find someone who ... (has the response to your SMCP)

The teacher makes pairs of cards which consist of two-line SMCP dialogues. The teacher hands out one card to each person in the class (making sure that both cards in each pair have been given to someone). The class mills about saying the SMCP on their card to each person they meet until they find their 'partner' (the person who has the response card).

Eg Must I take tugs No, you need not take tugs

App 1

ENJOY THE EXQUISITE LUXURY OF DELIGHTFUL DAWNS AND DAUNTING DUSKS
DARING DATES AND DELICIOUS DINNERS WITH Yacht club ITALIA IN THEIR HAPPY
HOLIDAY VILLAGE LOCATED IN LOVELY SURROUNDINGS IN GENVA YOU CAN INDULGE
EVERY SENSATION THE MIND AND BODY LONGS FOR. SPOIL YOUR SENSUALITY AND
MAKE YOUR BRAIN BIGGER WITH SENSATIONS THAT SEEP THROUGH TO YOUR SOUL
ENJOY THE LAZY LUXURY OF A TASTEFUL TOURING CLUB HOLIDAY ENLARGE YOUR
ENGLISH WITH THE SYMPATHETIC SENSUAL YOUNG TEACHERS FROM THE ECC CHOOSE
YACHT CLUB ITALIA FOR YOUR HOLIDAY.

App 2

A bold hippopotamus was standing one day on the banks of the cool Shalimar he gazed at the bottom as it peacefully lay by the light of the evening star away on a hilltop sat combing her hair his fair hippopotamus maid the hippopotamus was no ignorant and sang her this sweet serene mud glorious mud nothing quite like it for cooling the bloods of follow me follow down to the hollow and there let us swallow glorious mud a fair hippopotamus he aimed to entice from that seat on the hilltop above as she had not got a mate to give her advice came tiptoeing down to her love like thunder the forest re-echoed the sound of the song that they sang as they met his in a morata adjusted her garter and lifted her voice in due time now four hippopotami began to convene on the banks of that river so wide I wonder now what a mighty scene that ensued by the Shalimar side they dived all at once with a near splitting splash then rose to the surface again a regular army of hippopotami all singing this haunting refrain mud glorious mud nothing quite like it for cooling the bloods of follow me follow down to the hollow and there let us swallow glorious mud glorious mud nothing quite like it for cooling the bloods of follow me follow down to the hollow and there let us swallow glorious mud.

Author Biography

Stephen Murrell graduated in Communications in 1979. He worked in higher education in the UK before becoming an EFL teacher. He has worked in Britain, Greece and Italy. He has been teaching Maritime English for ten years. He recently published 'Safe Sailing' an interactive CD for the IMO Standard Marine Phrases with Cambridge University Press and is trying to develop self-access English methods for mariners using WebTV. He is working hard to start an international examination in the SMCP.

AN OPTIMIZED APPROACH TO TEACHING SMCP

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Abstract

As the time allocated for teaching Maritime English by university decision makers tends to be reduced rather than extended, the need to make the most of each classroom lesson is obvious. These authors will share their experience in teaching SMCP using three distinct techniques: quick question-answer work, pair work based on Newslink SMCP and dictations. While the first two types of exercise become popular with all students from the very beginning, the word dictation seems to evoke mixed reactions, as some students consider it boring at first.

The basic idea of quick question-answer work is directly derived from the Callan method. The key factor is speed at which questions are asked, i.e. not less than 200 words per minute. Using the Newslink SMCP program, students find it challenging to repeat exactly single messages they hear, especially when done before the introduction of the equivalent material given in a bilingual SMCP.

Although dictations may seem out-of-date to some teachers and students alike, they have a few other functions apart from correct spelling. These include identification of student's grammatical mistakes, improvement of listening comprehension, quick review of key vocabulary and short-term memory training.

The teacher's role in motivating their students is crucial. Each student, if properly challenged, will attempt to write their subsequent dictation better or master the ability to understand questions asked at a speed of a fast rescue boat, not that of a fully laden tanker. Concrete examples and specimens of students' performance will be presented during the workshop.

Key words: quick question-answer work, speed, dictation, Callan method, motivation, challenge

1 Introduction

This workshop will be divided into three distinct parts, each dealing with a different teaching technique: 'quick-speak', 'two pairs' and an ancient exercise called dictation.

We assume that a substantial group of the IMEC participants and, generally, Maritime English teachers, either have not heard of the Callan method, or have, but do not use

what we call the Callan technique, or quick-speak. To make a long story short, the most distinctive feature of the Callan method is speed, the speed at which the teacher is supposed to ask questions: 200 – 240 words a minute instead of the usual native speaker's speed of about 160 words per minute.

A typical Callan method lesson will include:

- 'ask him a question' exercise, where each student in turn asks a question (any kind already known to them).
- revision, where the questions asked are those selected from the previous four – five lessons,
- reading, where each student reads a portion of a selected lesson (revising material taught six or seven lessons back,
- dictation, covering vocabulary taught even before the material /lesson/ chosen for reading.
- new material, where new words are first explained in the student's language, new grammar issues (if any) are explained in English, and quick question-answer work follows.

During the workshop participants will be offered opportunities to try the quick-speak technique in practice.

The formal requirement to know and use SMCP has brought about some supply of the computer language materials in this area. The problem, however, is they are usually designed for self-study rather than a classroom use. It is not different a case as far as NewLink's IMO SMCP Summary software is concerned.

Dictations in a classroom may seem an old-fashioned idea. Nevertheless, we will examine advantages of a dictation in teaching SMCP, a handy tool for the consolidation of selected SMCP vocabulary by presenting words already taught in a new context. Besides, handwriting is supposed to enhance memorization.

2 Quick-speak

2.1 Directions for the teacher

Some of the points below are worth bearing in mind while giving any lesson, not necessarily a Callan method lesson where question-answer work prevails:

- speak at speed at any class, beginners or advanced;
- do not ask students one after another as they sit in a row, choose them at random;
- ask each question twice, speak clearly, forcefully and dynamically,
- the moment you finish uttering the question, start the answer for the student and point at the one to answer the question, do not use names, e.g. What was your

last port of call what was your last port of call my last ... (point at a student while pronouncing the words my last ...)

- move around while teaching, do not stand in one place, use gestures whenever possible,
- correct students' pronunciation by saying e.g. not /ees/, /Iz/,
- tell students to keep their books closed and relax.

We will first present a sample of a traditionally performed question-answer drill, then 'quick-speak'. Speed makes even boring questions fun; and it makes a lesson or its part much more effective;

2.2 Task 1

Read these questions very quickly, each question twice, as you would read them to students.

Is shore based radar assistance available?

Do you require navigational assistance to reach the nearest port?

What is your position?

How was your position obtained?

Can you repeat your position for identification?

Have you located me on your radar screen?

What is your present course and speed?

What is the course to reach you? /54 words/

If you manage to read these questions in exactly thirty seconds, your reading speed is exactly 216 words per minute.

2.3 Task 2

A volunteer participant will 'teach' others applying the above mentioned principles.

The suggested parts of SMCP are as follows:

a/ AI/1. Distress communications

b/ AI/11 Person overboard (as there are twenty utterances including three questions only, let us explore possibilities of producing questions off the cuff)

c/ AI/6.1.1 Acquiring and providing routine traffic data.

A point to discuss: Are teacher's own questions acceptable (e.g. *What time did you stop search? When will you proceed with your voyage? or Is the condition of person good or bad?* /'Person overboard' section)

During a revision, it is enough to ask a question once, not twice;

Suggested classroom activity: students do pair-work covering the material just taught as well as well consolidated previous phrases, preferably by asking questions as they appear in the book, unless your group is at near intermediate level. One student reads questions from the book, the other listens and answers. Encourage students to speak as fast as they can.

3 Two pairs

3.1 One way of using IMO-Newslink in a lab

This CBT module which we have tested in our language computer lab offers a hearty choice of standard marine communication phrases arranged according to the topics recommended by the IMO. They convey some relevant information to illustrate how they can be applied, which can be anything from a simple number identifying the life-boat up to more complex information on the nature of distress. They are included in the messages which are repeated four times each, each time using a different accent, ranging from British, through Filipino, Indian to Eastern European. The student is supposed to listen to them while viewing the phrase on the screen with the words highlighted.

To make it more challenging than just doing what the software lesson demands, the classroom students can be asked to work in pairs, with one of them listening and repeating without actually seeing the screen. Each pair of students uses one pair of headphones, so we called it '**two pairs**' exercise. The student's task is then to be able to repeat the phrase correctly after as few attempts as possible while his/her partner is checking if he or she can do it. This simple kind of exercise requires the student to be more active as s/he has to focus on saying not only the standard phrase itself but to convey the information included as well. For example, the position of a vessel in distress, etc.

Moreover, students feel less shy to perform in front of their peers, trying their best, especially if some element of competition and/or fun is present. The latter may include a thumb up or down sign to give a self-evaluation by the person speaking [adapted from Stephen Murrell's presentation during IMEC 21]. Our students have generally seemed to enjoy the feeling of taking responsibility for checking their friends' progress, and working at their own pace. Even advanced students have to follow the IMO phrase pattern exactly as required and will not get away with it under the watchful eye of their sometimes less fluent friends. On the other hand, the teacher can get a better insight, walking around and taking notes of some problems to be discussed or practiced in the follow up stage.

3.2 Task 3

As imitating the exercise described above using SMCP would not be very creative, we suggest its variety involving teacher pairs of two different nationalities. If there is an English native speaker in a pair, let him or her be the one who repeats the message. The idea for us, teachers, is to experience two things: difficulties our students face when coping with new material and to feel the joy of success when mastering something new, not necessarily SMCP ... ☺

The suggested sentences in your native language are:

What is your position?

What is your present course?

What is your present course and speed?

Do you require (need) assistance?

I am on fire. Where is the fire?

4 Dictation

4.1 Advantages

Students should be made aware of the advantages of a dictation. Apart from an obvious goal such as correct spelling, a carefully prepared dictation will help students to memorize the phrases already taught in e.g. quick-speak exercise, will force them to pay attention to and distinguish sounds in English (e.g. ankle / uncle or anchor used in one sentence). It will also reveal their weak points in grammar, or should we say, will make them follow the meaning of the whole sentence, not individual words. Finally, it will train their short-term memory when you gradually increase the twice repeated portions of a sentence from three words to five or six or more.

4.2 Qualities of a dictation

Like many things in a classroom, dictations will be popular with students if the texts are at least not boring, if they introduce something 'apparently' new (three, four at the maximum, words introduced before, those difficult to remember such as although, however,) and if students are challenged to improve with each dictation. Some golfers find it exciting to play a round of 18 holes just by themselves. Why? To improve their personal best result. Persuade your students to assume the same way of thinking – do your best to write better next time – and they will improve.

A dictation can, but does not have to be a 'story'. Sentences do not have to be linked, as such dictation is easier to create. If not the whole text, two or three sentences may be

connected. As much as possible avoid repeating words commonly used in English (is, are, was etc.).

4.3 Practice

A recommended procedure for an dictation is as follows:

- read the whole text,
- dictate each part of a sentence – three to five words at a time – twice, even three times, speak all the time,
- tell students not to stop and think how a word is spelt (time optimization), if they have no idea, they put a line in place of a word and continue writing,
- read the whole dictation again - give students a chance to make last corrections,
- correct by underlining mistakes,
- tell students to rewrite the misspelled words;
- repeat the same dictation from time to time in a test.

4.4 Task 4

Here is an example of a dictation created to show words in new contexts, new words (ankle), words derived from those they should already know (injured > injury):

The master's message was clear. All crew members were to muster for a drill on the forecastle deck. As he used the word immediately in his announcement, everybody proceeded quickly to the allocated assembly station. Only the bosun, my uncle, did not attend the exercise due to a serious injury of his right foot. His ankle began to swell the moment he hit on an anchor cable link. Additionally, he had minor food poisoning.

This size dictation (74 words) seems to be a maximum one for our limited lesson time, as it will take about five minutes to write in an average student group.

First individually, then in groups of two or three create a dictation including the words given.

Do not use intermediate level grammar, restrict the grammar to the scope included in SMCP, if it is supposed to accompany the teaching of the standard maritime communicative phrases.

You will be given words to be included in your dictation during the workshop.

5 Conclusion

The three activities proposed in this workshop vary in many respects. What they have in common is their possible application to teaching SMCP. The dynamic question-answer exchange between the teacher and students, when started without any prior introduction, arouses various feelings and attitudes, from 'Not so fast, please' to 'Wow, I understand that quick-speak'.

The 'two pairs' technique has proved particularly useful with mixed ability classes and can be a springboard to more advanced communicative practice in a scenario type of exercises. On the whole, a lab class using this kind of software may easily be turned into even more interactive learning than originally planned by the publisher. Thus it can help students master the SMCP phrases they need to acquire in a more challenging, if not enjoyable way than mere rote learning, passive listening or even drag and drop exercises.

A dictation is more than a spelling test. Some of its functions were mentioned before, some will be pointed out during the workshop, let us then conclude with a quote from a book on dictations (Davis, Rinvoluceri, 1988), where among various functions a dictation is said to provide '... rhythmical, semi-hypnotic aspect to the exercise that puts everybody, including the teacher, into a slight trance'.

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www.callan.co.uk

Authors Biographies

Janusz Klosinski graduated from the University of Poznań in 1981. He holds an MA in English and in the same year he started his teaching career at the Maritime University of Szczecin. In 1993, he attended a course on British Cultural Studies in Oxford and Glasgow and spent about a year and half at sea, either as an English teacher on board a training vessel or a crew member on board a Norwegian bulk carrier. He is a co-translator of the English-Polish version of the SMCP, author of two English booklets for mariners. He is also a member of two maritime administration examining boards and holds a position of Senior Lecturer.

Jacek Roenig graduated from the University of Poznań in 1973 and holds an MA in the English language. He started working at the Maritime University of Szczecin in 1973. In 1976, he completed the Course of Applied Linguistics and Teaching of English at Colchester University, UK and in 1988, he circumnavigated on board the tall ship *Dar Młodzieży*. In 2003, he attended an IMO Training Session for Maritime English Teachers in Szczecin. In 2008, he joined the MarTel transnational project on standards for Maritime English. He currently holds position of a Senior Maritime English Lecturer and is co-author of a practice book on IMO Standard Marine Vocabulary.

NAUTILUS: FROM CAPTAIN NEMO TO THE SILENT SERVICE

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Abstract

The chronic lack of ME textbooks becomes evident in the naval (i.e. military) domain, apparently still excluded from the publishing boom benefitting land and air military forces as well as law-enforcement agencies. Unable to resort to previous pedagogical research and practice, the ME/military English teacher is also overwhelmed by the burden imposed by the latest emphasis on teacher-generated material. In an attempt to counteract such negative trends, the workshop puts forward original teacher-generated material targeting Naval College cadets (cf. STANAG 6001, level 2) though, with the necessary adjustments, it could be easily adapted to the needs of civilian/military learners cooperating with Navies.

The herein activities and tasks have been taken from a section (Heard and Seen!) of a previously designed (unpublished) LU on submarines whose starting point is ancestral mankind's long-standing fascination for the underworld and its desire to design means apt to move beneath the water: submarines ("Nautilus: from Captain Nemo to the Silent Service"). Based on the development of receptive skills and Internet material, the LU enables Ss to approach submarine-related terminology and explore both modern-day cultural issues of the English-speaking submariners' community. The hereafter excerpts are lexis-focused tasks put forward with the aim of integrating what is usually absent in Military English or ME textbooks, i.e. a LU specifically devoted to naval assets and, amid them, submarines.

In his status of novice to maritime/naval English teaching, the author offers this task-oriented LU as a humble contribution to those daily involved in teaching EAL in naval colleges worldwide.

Key words: submarine; reading; boat; U-boat; buoyancy; sonar; describing; defining; deconditioning; song.

HEARD... AND SEEN!⁸

T divides Ss in the class into groups of 4 Ss each: Alpha, Beta, Charlie, Delta, Echo, ... The aim is to mingle more and less proficient Ss in order to create homogenous teams (where possible).

Teams must include an appointed: spokesperson; a secretary: his/her duty is to jot down notes in English and write down every member's contribution to the debate and task assigned; a group supervisor: his/her duty is to supervise the group to check that everybody is equally involved in performing tasks.

Task 1: reading (20'). T hands out the text entitled "General Submarine Knowledge" (cf. **appendix A**). Teams are invited to read the text first individually. No dictionary is provided. The meaning of unknown words will be discovered within each single team through peers' cooperation.

Task 2: matching exercise (10'). Ss are handed out a paper with photos/reproductions of specific features of a submarine. In groups, they have to find out the right labelling for each picture. T reminds Ss that modals are apt to express hypothesis. Global correction with T follows.

Task 3: defining (20'). Ss are handed out another paper with an alphabetical list of submarine-related vocabulary items. Sometimes Ss come across unexpected challenges in providing a definition for basic technical vocabulary items. T trains them with labels extrapolated from the previous text. Ss are asked to find a shared definition and write it down in the right column. Global correction with T follows in the classroom. T may also decide to take home all the papers to check the grammar and/or the spelling.

Ss' benefit: it's an everyday experience for all foreign language learners not to find the right word to label a specific object or concept. In addition, interferences with the mother-tongue (especially if Latin-based) do not help Ss rephrase definitions in plain and comprehensible English. That is why Ss need training even after the beginner stage. Indeed defining is a skill that is frequently required at higher levels of ESP. In highly technical negotiations with foreign parties, terminology is crucial for a successful interaction. Any lack of precise lexical items must be balanced by the immediate rephrasing or defining of the object(s) in question.

Task 4: True or false? (20') To check the comprehension of the text in task 1, Ss are handed out a paper with a questionnaire. Wrong statements must be corrected. Ss work in teams and then T corrects the exercise with their cooperation. A spokesman for each team will be heard.

Task 5: describing and defining (20'). T projects the following submarine picture on the wall on the back so Ss have a more tangible idea of what a submarine is (cf. **appendix B**). Then s/he hands out a paper with the following task: Ss have to match the vocabulary items on the left with the synonymous expressions or definitions on the right (cf. same appendix). T emphasizes that team-work is essential to perform the tasks. The image projected ought to be of some help to Ss. Global correction of the previous task with T follows.

⁸ The title of this section of the LU is a pun on the usual couple of past participles invariably used to describe submarines: "unheard and unseen".

Deconditioning. Once the tasks have been performed, T suggests extra material for Ss to consider. It is not meant to be analyzed or evaluated either in school written or oral end-of-the-unit tests. It must be viewed instead as a suggestion to further develop on an individual basis job-related themes already broached or hinted at in the classroom. In this case, a submarine-related song is put forward. As stressed beforehand, no exercise whatsoever has been associated with this material. The activity is only meant to relax Ss (cf. Balboni 2008: 107-108).

APPENDIX A

Task 1. Read the text individually and then perform the following tasks as a team.

GENERAL SUBMARINE KNOWLEDGE

UNDER THE WATER

The word submarine was originally an adjective meaning "under the sea". It was shortened from the term "submarine boat", and is often further shortened to "sub". Submarines are referred to as "**boats**" rather than as "ships", regardless of their size, for historical reasons because vessels deployed from a ship are referred to as boats. The first submarines were launched in such a manner. The English term U-boat for a German submarine comes from the German word for submarine, *U-Boot*, itself an abbreviation for *Unterseeboot* ("undersea boat").

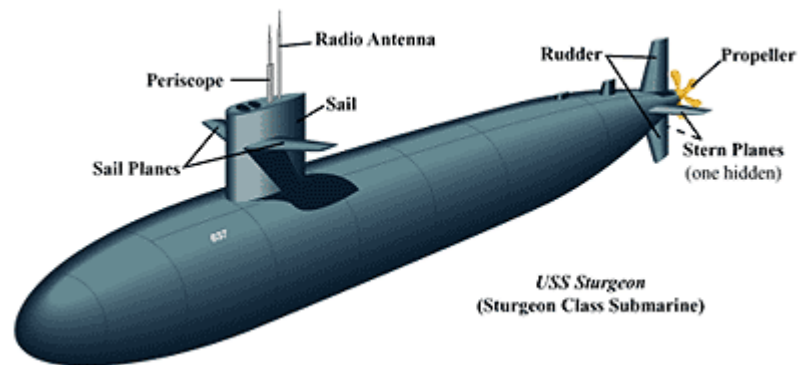
Submarines are incredible pieces of technology. Not so long ago, a naval force worked entirely above the water; with the addition of the submarine to the standard naval arsenal, the world below the surface became a battleground as well.

A submarine is a diving vehicle with a better range than a submersible, and is defined as being relatively autonomous and independent. Crude submarines have been constructed for centuries, but submarine design didn't really take off until the 19th century. Some of the earliest modern submarines were used for war, still by far their primary mode of usage, but in the last 60 years many research submarines have been constructed for scientific and archaeological purposes, broadening the role of these fascinating machines.

The adaptations and inventions that allow sailors to not only fight a battle, but also live for months or even years underwater are some of the most brilliant developments in military history.

HOW IS IT MADE?

To function underwater, submarines are built a bit differently than surface ships that float on the water's surface. That is why they are often shaped like a cigar, so that they can travel quickly under the ocean surface. In order to travel underwater, submarines must function in agreement with some key laws of nature, including Archimedes' Principle and Boyles' Law.



Submarines are completely enclosed vessels with cylindrical shapes, narrowed ends and two hulls: the inner hull and the outer hull made out of strong steel; otherwise it would be crushed by the pressure of the water. The **inner hull** protects the crew from the immense water pressure of the ocean depths and insulates the sub from the freezing temperatures. This hull is called the **pressure hull**. The **outer hull** shapes the submarine's body. The **ballast tanks**, which control the sub's buoyancy, are located between the inner and outer hulls.

To stay in control and stable, a submerged submarine must maintain a condition called **trim**. This means its weight must be perfectly balanced throughout the whole ship. It cannot be too light or too heavy aft or too light or too heavy forward. The submarine's crew must continually work to keep the submarine trim because burning fuel and using supplies affect the sub's distribution. Tanks called **trim tanks**, one forward (front half of boat) and one aft (back half of boat), help keep trim by allowing water to be added or expelled from them as needed.

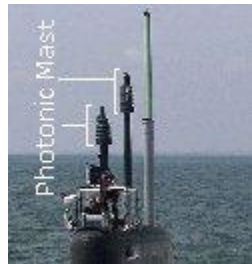
Once the submarine is underwater, it has two controls used for steering. The **rudder** controls side-to-side turning, or yaw, and **diving planes**, control the sub's rise and descent, or pitch. There are two sets of **diving planes**, the **sail planes**, which are located on the sail, and the **stern planes**, which are located at the stern (back) of the boat with the rudder and propeller. Some submarines make use of **bow planes** (diving planes located at the bow, or front of the boat) rather than sail planes.

It has a tall fin-shaped **sail** that rises out of the submarine's hull. Often, and mistakenly, called the conning tower from the old diesel-boat days when this structure did indeed hold a compartment called the "conning tower" The sail houses retractable masts and provides roll stability and a ships bridge above the water when surfaced.

The **periscope** and **radio and radar antennas** are usually extended through the sail.

A **periscope** enables a submarine to see what is happening on the surface while remaining underwater. Only the end of the periscope must break the water. The periscope is made with mirrors and lenses that reflect and bend images down a long tube to the eye of a sailor. A submarine operating at periscope depth is completely submerged, but at a depth where the periscope is still able to break the surface.

As advances in technology are made, the look and operation of submarines change. A major breakthrough is the use of **photonics** (also known as **optronic**) **masts**, eliminating the need for a conventional periscope. Instead of a sailor using a series of mirrors and lens to view above the surface, several high-resolution, colour cameras will send visual images to large screen displays in the ship's control room via fiber optics.



TO SURFACE OR TO DIVE?

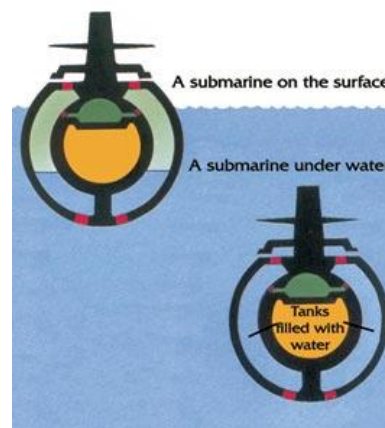
Archimedes' principle is the law of buoyancy. It states that "any body partially or completely submerged in a fluid is buoyed up by a force equal to the weight of the fluid displaced by the body". The weight of an object acts downward, and the buoyant force provided by the displaced fluid acts upward. If these two forces are equal, the object floats. Density is defined as weight per volume. If the density of an object exceeds the density of water, the object will sink. Whether a submarine is floating or submerging depends on the ship's buoyancy. Buoyancy is controlled by the ballast tanks, which are found between the submarine's inner and outer hulls.

A submarine resting on the surface has **positive buoyancy**, which means it is less dense than the water around it and will float. At this time, the ballast tanks are mainly full of air.

To submerge, the submarine must have **negative buoyancy**. Vents on top of the ballast tanks are opened. Seawater coming in through the flood ports forces air out the vents, and the submarine begins to sink.

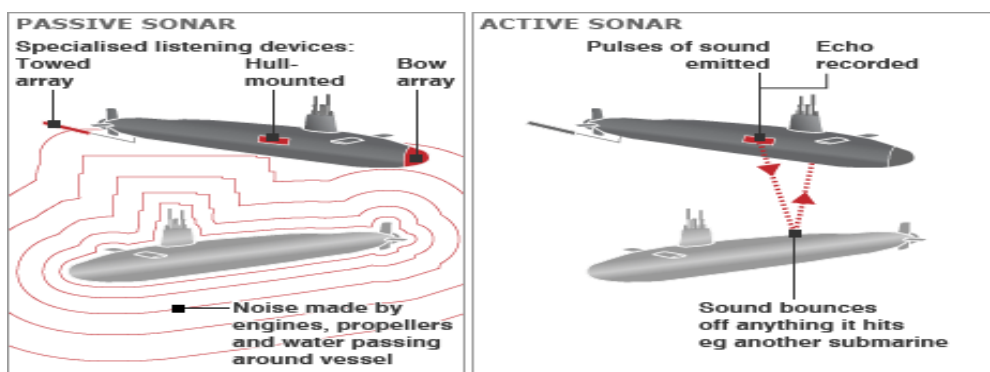
The submarine ballast tanks now filled with seawater is denser than the surrounding water. The exact depth can be controlled by adjusting the water to air ratio in the ballast tanks. Submerged, the submarine can obtain **neutral buoyancy**. That means the weight of the submarine equals the amount of water it displaces. The submarine will neither rise nor sink in this state.

To make the submarine rise again, compressed air is simply blown into the tanks forcing the seawater out. The submarine gains positive buoyancy, becomes less dense than the water and rises.



IT SOUNDS... SONAR!

To locate a target, a submarine uses active and passive **SONAR** (**sound navigation and ranging**). **Active sonar** emits pulses of sound waves (often called a “ping”) that travel through the water, reflect off the target and return to the ship. By knowing the speed of sound in water and the time for the sound wave to travel to the target and back, the computers can quickly calculate distance between the submarine and the target. Whales, dolphins and bats use the same technique for locating prey (*echolocation*). **Passive sonar** involves listening to sounds generated by the target.

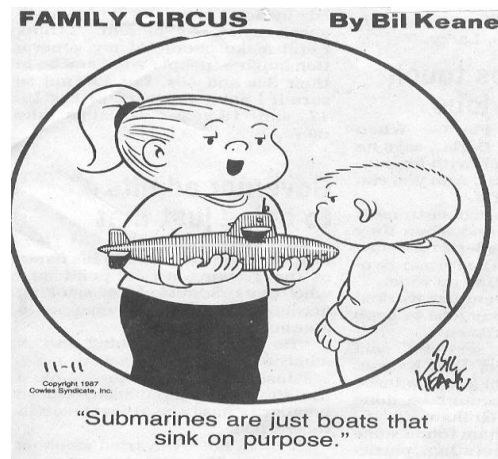


HOW A NUCLEAR SUBMARINE WORKS

Modern submarines spend most of their **sailing time** under water. They can dive to a depth of about 400 metres. Today's submarines have a **nuclear reactor** on board. It produces the heat that is needed to make **steam**. Steam turns the **turbines** and **propellers** that make the ship move forward.

Earlier submarines were propelled by diesel engines. They ran when the submarine was on the surface. Under water they used batteries to operate. Such subs were not able to stay under water for a very long time and had to come up for **air supplies** every few hours. Nuclear submarines do not need air. Special machines turn salt water into drinking water and extract oxygen to make air. They can stay under water for months without surfacing.

MAKE ME LAUGH!



Source: http://www.sbn657.com/sub_humor.htm

Task 2. Match the words with the pictures

sail – periscope – nuclear reactor – propeller – bridge – ping – U-boat – photonics
(optronic) masts – propeller – diving plane



1)



2)



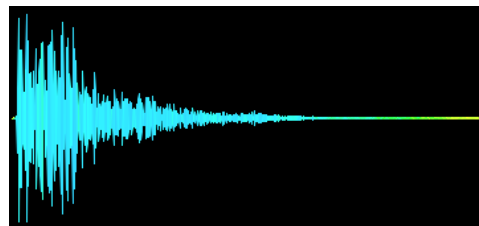
3)



4)



5)



6)



7)



8)



9)

KEY

From the top, left to right:

- 1) periscope;
- 2) photonics (optronic) masts;
- 3) diving plane;
- 4) bridge;
- 5) sail;
- 6) ping;
- 7) propeller;
- 8) nuclear reactor;
- 9) U-boat

Task 3. Provide a suitable definition for each of the following vocabulary items.

| | |
|------------------------|--|
| air supplies | |
| antenna | |
| bridge | |
| crew | |
| depth | |
| (to) dive | |
| (to) extract | |
| hull | |
| nuclear reactor | |
| (to) operate | |
| oxygen | |
| periscope | |
| pressure | |
| (to) propel | |
| steam | |
| steel | |
| surface | |
| (to) surface | |
| target | |
| turbine | |
| vessel | |

KEY

| | |
|------------------------|---|
| air supplies | the air that you need to survive |
| antenna | instrument used for receiving radio signals |
| bridge | the upper part of a ship from which officers control the ship |
| crew | people who live and work on the submarine |
| depth | how deep something is |
| (to) dive | to go down |
| (to) extract | take out |
| hull | the outer cover |
| nuclear reactor | a machine that produces energy by splitting atoms |
| (to) operate | run |
| oxygen | a gas that has no colour and that we need to breathe |
| periscope | a long tube with mirrors used to look over the top of something |
| pressure | weight, force |
| (to) propel | push forward |
| steam | white gas produced by hot water |
| steel | very strong metal |
| surface | the top of the sea |
| (to) surface | to come up |
| target | the object that you want to hit |
| turbine | a kind of wheel that moves by the pressure of gas or water |
| vessel | boat, ship |

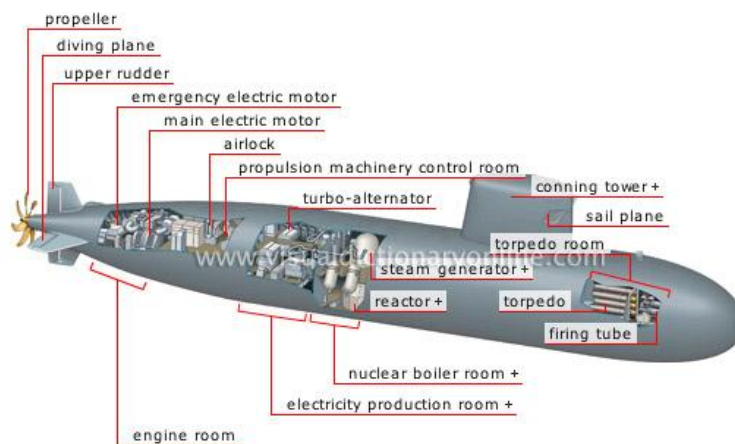
6 Task 4. True or false? Indicate whether the following statements are right or wrong and correct the wrong ones.

| Statements | True | False |
|---|------|-------|
| 1) The photonics (optronic) mast provides the imaging, navigation, electronic warfare and communications functions of a conventional optical periscope. | | |
| 2) A submarine resting on the surface has positive buoyancy , which means it is denser than the water around it and will float. | | |
| 3) Buoyancy is controlled by the ballast tanks , which are found between the submarine’s inner and outer hulls. | | |
| 4) Two types of technology share the name “sonar”: <i>passive</i> sonar is essentially listening for the sound made by vessels; <i>active</i> sonar is emitting pulses of sounds and listening for echoes. | | |
| 5) To surface, a submarine must have negative buoyancy . | | |
| 6) Neutral buoyancy means the weight of the submarine equals the amount of water it displaces. The submarine will neither rise nor sink in this state. | | |
| 7) Antennae and stethoscopes allow the captain or other crew members to see what happens on the surface. | | |
| 8) The world below the surface has always been a battleground. The remains of ancient ships at the bottom of the sea bear testimony to that. | | |
| 9) Electronic imaging equipment will not entirely replace the prisms and lenses of the old optical periscopes. | | |
| 10) Archimedes’ principle states that a body immersed in a fluid is buoyed up by a force equal to the weight of the displaced fluid. | | |
| 11) Archimedes’ principle applies to floating but not to submerged bodies and to a certain amount of fluids. | | |
| 12) Trim is a mechanism or system of a submarine which compensates for imbalances fore and aft or port and starboard, so as to maintain level attitude. | | |
| 13) Echolocation, also called <i>biosonar</i> , is the biological <u>sonar</u> used by several <u>animals</u> such as <u>shrews</u> , most <u>bats</u> , and most <u>cetaceans</u> . | | |
| 14) For historical reasons, submarines are referred to as <i>boats</i> . | | |
| 15) U-boat is the <u>anglicized</u> version of the German word <u>U-Boot</u> , itself an abbreviation of <u>Unterseeboot</u> (“ <u>undersea boat</u> ”), and refers to military <u>submarines</u> operated by Germany, particularly in <u>WWI</u> and <u>WII</u> . | | |

The false statements are the following: 2; 5; 7; 8; 9.

- 2) A submarine resting on the surface has positive buoyancy, which means it is less dense than the water around it and will float.
- 5) To submerge, the submarine must have negative buoyancy.
- 7) Antennae and periscopes allow the captain or other crew members to see what happens on the surface. Indeed the stethoscope is a medical instrument for listening to the sounds generated inside the body.
- 8) Only with the recent addition of the submarine to the standard naval arsenal, the world below the surface became a battleground as well. The remains of ancient ships at the bottom of the sea bear testimony only to the fact that the battleground of naval warfare was above, not below the water surface.
- 9) Electronic imaging equipment will replace the prisms and lenses of the old optical periscopes.
- 11) Archimedes' principle applies to both floating and submerged bodies and to all fluids.

APPENDIX B



downloaded from: http://visual.merriam-webster.com/society/weapons/nuclear-submarine/nuclear-submarine_2.php

Match the vocabulary items on the left with the synonymous definitions on the right.

| | | | |
|-----------|-----------------------------------|----------|---|
| 1 | sail plane | A | Room that houses the electric motors. |
| 2 | diving plane | B | Room that houses the reactor. |
| 3 | upper rudder | C | Engine that drives the propeller; the turbo-alternator supplies it with electricity. |
| 4 | propeller | D | Motor that replaces the main motor in the event of a breakdown. |
| 5 | torpedo room | E | Adjustable fin at the front of the submarine; it is used for diving and surfacing. |
| 6 | firing tube | F | Chamber that houses the torpedoes for firing. |
| 7 | torpedo | G | Room where the instruments that produce electricity are housed. |
| 8 | reactor | H | Hatch that serves as a passage between the outside and the aft area of the submarine. |
| 9 | nuclear boiler room | I | Device in which nuclear fission is produced; this releases the heat required to evaporate the water in the steam generator. |
| 10 | electricity production room | J | Self-propelled weapon containing an explosive charge that is designed to attack enemy ships and submarines. |
| 11 | main electric motor | K | Device in which water is converted into steam using heat from the cooling system; it powers the turbo-alternator. |
| 12 | engine room | L | Device with blades that is connected to a propeller shaft; its movement generates the propulsion needed to drive the submarine. |
| 13 | emergency electric motor | M | Room that houses the torpedoes and firing tubes. |
| 14 | turbo-alternator | N | Command station for the engine room. |
| 15 | airlock | O | Movable part that allows the submarine to stay on course and turn right and left. |
| 16 | propulsion machinery control room | P | Adjustable rudder at the stern that allows the submarine to dive and surface. |
| 17 | steam generator | Q | Device that uses steam to convert the mechanical force generated by the rotation of the turbine into electricity. |

KEY

1 E; 2 P; 3 O; 4 L; 5 M; 6 F; 7 J; 8 I; 9 B; 10 G; 11 C; 12 A; 13 D; 14 Q; 15 H; 16 N; 17 K.

DECONDITIONING 2

Tommy Cox is probably the best known singer-songwriter-submariner, if for no other reason than that nobody knows of another one. Each of his songs came out of his career as a cryptological technician, doing spy work in the 1960s and '70s, spending as much as nine months a year at sea, sometimes on several submarines. Here is *Big Black Submarine*. Enjoy!

Submarine songs by Tommy Cox (Big black submarine)(length: 2' 08")

<http://www.youtube.com/watch?v=dy2jVX3GcMo>

If you wish to listen and read something more about Tommy Cox's songs, go to:

Tommy Cox Sings His Submarine Songs

<http://www.tropicalglen.com/Jukebox/FA-Genre-SubmarineSongs.html>

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Submarine songs by Tommy Cox (Big black submarine)(length: 2' 08")

<http://www.youtube.com/watch?v=dy2jVX3GcMo>

(retrieved on 11 August 2010).

Author Biography

Alberto Milan holds a B.A. in Translation & Conference Interpreting with Honours in English, Spanish, and Portuguese from the Trieste-based Advanced School for Interpreters and Translators (SSLMIT) in Italy (2005). He is also a holder of a Postgraduate Certification in Education with Honours from the Venice-based "Ca' Foscari" University (2009). He is presently employed as a translator for the Italian Navy.

USING GOOGLE MAPS IN TEACHING MARITIME ENGLISH

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Abstract

With the advent of technology and the Internet, almost everything is a click away. However, a key reason why technology has not had a greater impact on teaching Maritime English yet is that most teachers are either uncomfortable with technology or do not know how to integrate it into their classes. This paper introduces one of the websites powered by Google Maps, namely MarineTraffic.com, to Maritime English Teachers. Aside from being authentic and live, the main features and components of the website are illustrated; ideas on how to effectively integrate it in teaching/learning Maritime English skills are suggested; and the advantages of using it in teaching and assessing Maritime English are discussed. Finally, some recommendations regarding Maritime English teacher's professional development in technology are highlighted, emphasizing that Maritime English teachers – just like their students – should become autonomous learners in this digital era if they intend to develop professionally. A demo on the main features and discussion of the different uses of this website is planned to engage the audience.

Key Words: The Internet – Google Maps – Maritime English Skills – Teaching – Assessment – Teacher Professional Development

Workshop Objectives

To introduce one of the authentic and live ships map websites powered by Google Maps, namely www.marinetraffic.com/ais/, to Maritime English Teachers and to provide them with practice on how to make the best use of it in teaching and assessing Maritime English.

Workshop Content

The assignments for the participants are to (1) explore and identify the main features of the marinetraffic.com website, (2) get hands-on practice on using it, (3) share ideas on how to effectively incorporate it in Maritime English classes, and (4) discuss the advantages of using it in teaching and assessing Maritime English.

The following questions will be raised and discussed during the workshop?

- What websites do participants use in teaching Maritime English?
- What is MarineTraffic.com?
- What are the features of this live website?
- How can MarineTraffic.com be used in teaching Maritime English?
- Can MarineTraffic.com be used in assessment? How?
- What learning styles does using MarineTraffic.com encompass?
- In teaching which Maritime English skills can MarineTraffic.com be used?
- What types of learning are involved in using MarineTraffic.com?
- What technological skills do students need to have to be able to use MarineTraffic.com?
- Is MarineTraffic.com a target in itself, or a means to an end?
- Does using MarineTraffic.com in teaching Maritime English target lower levels or higher levels of thinking on Bloom's Taxonomy?
- What issues should Maritime Institutions consider when introducing technology in teaching and learning?
- How can teachers develop professionally when it comes to technology?

Workshop Requirements

All participants are required to have laptops with high Internet connection.

Biography

Heba Saber El-Sayed is an Associate Lecturer at the Institute for Language Studies in the Arab Academy for Science, Technology & Maritime Transport in Egypt. She is the Maritime English Programme Supervisor, Teacher Trainer, and the Instructional Technology Division Leader. She has taught different ESP courses for eleven years and holds a Masters Degree in Teaching English as a Foreign Language from the American University in Cairo. Her interests include instructional technology, material development, testing, teaching writing, and teacher professional development.

DEVELOPMENT OF MARITIME ENGLISH COURSE

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Abstract

The purpose of the workshop is a) to open the discussion on teaching Maritime English (ME) to beginners – the students of the 1st and 2nd year at Maritime University (Academy) in the countries where English is not a native language, b) to present the concept of BLENDING the General English and Maritime English materials in one Course Book as a means of making ME teaching more effective in specific language environment, c) to propose the centralized work in order to research advantages and disadvantages in creating the teaching ME materials for beginners on the local (national) level .

The work shop will have three parts:

Part 1. Introducing the main idea of the workshop.

PP presentation, distribution of the questionnaire to be done by the colleagues

Part 2. Free discussion of the problems connected with the type of Introductory Maritime English Course. Presentation of some fragments to be discussed in small groups or during the round-table discussion.

Part 3. Summarising.

Suggestions for cooperation. Slides.

PART 1: PPT (10-15 min)

Short contents of the slides:

1. The Mission of Kyiv State Maritime Academy
2. MarTEL Phase 1 Placement Test results
3. ESP Department and its tasks
4. Language environment in Kyiv State Maritime Academy
5. Reasons for developing the Introductory ME Course

Hand-out 1

Questionnaire

1. Do you follow some methodological concept, theory in your language classroom activities?
 - a) always
 - b) never
 - c) sometimes
 - d) never thought about it

2. How do you understand the term "eclecticism" when used for the classroom activities?
 - a) mixture of approaches and techniques
 - b) integration of old methods
 - c) selection and application of any new method
 - d) never thought about it

3. Your attitude to the statement: We must find "an alternative to method, rather than an alternative method. More flexible you are, more efficient is your teaching".
 - a) true
 - b) false
 - c) it depends
 - d) never thought about it

4. Is the statement "The students acquire second languages while they are focused on something else, while they are gaining interesting or needed information, or interacting with people they like to be with" about...
 - a) ...vocational training?
 - b) ...everyday communication?
 - c) ...job-related language activities?
 - d) ...individual work?

5. How much is ME teaching connected to the use of the native language?
 - a) when translating from English (into English)
 - b) when instructing students in class
 - c) when explaining tasks from a text book
 - d) when preparing a ME vocabulary

6. What's the proportion of a) General English (GE) and b) Maritime English (ME) in your practical work with ME beginners?
- a) no ME, only GE
 - b) fifty-fifty
 - c) 90% GE – 10% ME
 - d) 30% GE - 70% ME
7. Do you think it's possible to combine GE and ME
- a) in a classroom?
 - b) in a Course book?
 - c) in a curriculum for Bachelors?
 - d) in a syllabus?
8. How do you characterize ME?
- a) just the English language
 - b) an operational language with restrictions
 - c) a specific sphere of terms and grammar patterns
 - d) a specific sphere of professional terms and notions
9. How do you characterize SMCP practice in ME beginners' language classroom?
- a) as a separate task
 - b) as extension of GE teaching
 - c) as a postponed activities for senior students
 - d) as vocational training with certification
10. Who develops the samples of Curricula and Syllabi for beginners in your country?
- a) ME Department
 - b) Ministry of Education
 - c) leading MET institution
 - d) branch methodological commission
11. Do you introduce IMO Model Course
- a) for the 1st year students?
 - b) for the 2nd year students?
12. Is your input based on
- a) GE topic?
 - b) GE function?
 - c) ME topic?
 - d) language skills development?

13. Do you compile individual teaching materials because of
- lack of authentic materials?
 - lack of ME text books?
 - lack of students' language proficiency?
 - lack of students' Maritime awareness?
14. What's the purpose of cooperation with the specialist department?
- verifying ME materials
 - creating new teaching materials
 - making translations
 - research work
15. Do you mostly get ME reference teaching instructions (samples, materials) from
- IMO?
 - IMLA/IMEC?
 - national MET authorities?
 - Ministry of Education?
16. Do you have the opportunity of comparing ME teaching materials from
- different institutions of your country?
 - different countries?
 - known publishers?
 - different authors?
16. The system of English language proficiency assessment is mostly required
- to define the language proficiency level for beginners?
 - to certify GE competency?
 - to certify ME competency?
 - to certify Bachelor degree?
17. Is ME Certificate issued in your country?
- Yes / No
18. Are ME national standards worked out?
- Yes / No
19. Who is supposed to make ME national standards?
- the leading MET institution
 - Ministry of Education
 - Ministry of Transport
20. Is matching national and international standards necessary to improve MET?
- Yes / No

PART 2 (20-25 min)

Presentation of Introductory Maritime English Course

1. Introduction to the discussion:

Captain Li Fei, Shanghai Maritime University, China, 2008

"... 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".

"... We are looking forward to the experiences and ideas on same subject from teachers of other countries as a reference to promote our level on Maritime English education. We also expect more international cooperation on marine English training".

Express your attitude

2. Presentation of Introductory Maritime English Course", N. Demydenko, Kyiv State Maritime Academy, Ukraine

Hand-out 2

FOREWORD

"***The Introductory Maritime English Course***" is intended for the first-year non-native English-speaking learners who are about to commence their Maritime academic career through a Bachelor Degree in Navigation or Marine Engineering.

Three influences behind the development of the study book and as such its contents and the form are taken into consideration. These are the

- a) lack (or absence) of professional Maritime experience of the students,
- b) lack (or absence) of Maritime English language proficiency,
- c) lack of General English language competency.

The study book is supposed to meet the interests and requirements of the future seafarers in a new sphere of knowledge whereby the coordinated work of English language teachers and specialists' teachers is required. The Course fills in the current gaps and adds new necessary requirements by combining English language and Maritime specialist skills with the existing General English language foundations.

The Course contains 17 Units:

- 1) Introducing Oneself.
- 2) Discussing Personal Details: Occupation.
- 3) Discussing Personal Details: Country. Language. Nationality.
- 4) Describing Places and Locations.
- 5) Discussing General Information about People: Home. Family. Education.
Likes and Dislikes.
- 6) Discussing One's Daily Routine. Functions. Duties.
- 7) Describing Motion and Direction. Asking for Directions.
- 8) Describing Living and Non-Living Objects (1).
- 9) Describing Living and Non-Living Objects (2). Giving Definitions.
- 10) Describing Processes.
- 11) Describing Changes and Results.
- 12) Describing the Whole and Its Parts.
- 13) Describing Comparisons.
- 14) Describing Ways of Doing Things: Active and Passive Actions.
- 15) Describing Past Events.
- 16) Describing Future Actions.
- 17) Revision. Summary. Testing.

Each Unit is represented by descriptions of teaching goals and learning outcomes in *Language Skills Development, Maritime English Professional Competence, General English Language Competence*. Each Unit has a strict structure consisting of tasks, a series of exercises, self-assessment materials, supplementary materials, comments and keys. The concept of The Course presumes that both General English and Maritime English sources should be used in the process of learning. It certainly helps to broaden the potential skills of the language use in different life situations including professional ones.

The Introductory Course contains the following Maritime English topics:

- 1) Introducing Oneself. Filling up personal documents; types of documents; interviews.
- 2) Letters, numbers, colours. Maritime code words. Times at sea and at shore.
Languages, nationalities, flags.
- 3) Maritime jobs and professions. Functions and duties.
- 4) Places and locations. Countries, water bodies. Other geographical names. Maps and charts. Longitude, latitude.
- 5) A ship: dimensions, particulars, parts, structure, functional zones.
- 6) Types of vessels.

- 7) Motion and directions: navigation, propulsion, engines.
- 8) Engineering: types of a vessel's equipment.
- 9) Running the vessel. The bridge. The engine room.
- 10) Watches and Watch keeping.
- 11) SMCP: on-board, external. Orders and commands. VHF radio.
- 12) Daily routines of the crew members.
- 13) Weather and climate, weather forecast, disasters.
- 14) Emergency situations.
- 15) Safety equipment and its location.
- 16) Steering, mooring, anchoring. Piloting.
- 17) Ports and port infrastructure. Administration, customs, sanitary inspection.
- 18) Navigational aids: buoys and lighthouses.
- 19) Cargoes: types; loading/discharging operations.
- 20) Shipping documents (basics).
- 21) Checking supplies.
- 22) Incidents and accidents. Injuries. First aid.

The learning materials used in the Course are mainly adaptation of real life situations and scenarios with references provided. The exercises have been developed specifically for maritime students. Self-assessment materials take into account the idea of the MarTEL Maritime English Language Standards. The Course contains the tasks purposing individual work of students: taking notes, making reports and PowerPoint presentations, etc.

SMALL GROUPS DISCUSSION, ROUND TABLE DISCUSSION

Blending GE and ME in one Course Book facilitates students' language acquisition and skills development as well as increases students' motivation for future profession.

Express your opinion

PART 3. Summarising.

Slides

LET'S START COOPERATION!

1. The training of ME beginners is a very important phase in Maritime Education system especially in non-English speaking countries.
2. If it's possible to implement IMO Model Course from the first days of teaching ME, then it's necessary to understand (research and describe) how to do it best.
3. Blending GE and ME in one Course Book is one of the possible ways. Are there other means to motivate ME students?
4. The great variety of textbooks in ME on the local level represents different methodological concepts, approaches and techniques. Are the goals of these ME teaching materials adequate to the national and international standards?
5. The centralized efforts of ME teachers and marine professionals could help to solve a lot of problems of the kind. This proposition is addressed to IMLA and IMEC authorities. Is it possible to organize a working research group?

Author Biography

Nadiya Demydenko holds a PhD in English language. She took a post-graduate course in the Academy of Sciences of the USSR (Institute of Linguistics in Leningrad) and is currently Head of the ESP Department of Kyiv State Maritime Academy. She was the Director of Kyiv State Courses of Foreign Languages and has headed ESP departments in higher educational institutions in the Ukraine. She is the author of course books for Medical students, students of Law, Economics and foreign students. She is a researcher in the sphere of Applied and Structural Linguistics, Functional Grammar, Lexicology, Lexicography and has published more than 30 articles on methods of teaching foreign languages.

EVALUATING THE MARTEL PHASE 2 (ENGINEERING) TEST

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Summary

MarTEL was funded under the EU Leonardo project. MarTEL concerned the development of standards for Maritime English for cadets and professional seafarers of various types and ranks whose native language is not English. MarTEL tests (www.martel.pro and www.maritime-tests.org) are available at three phases. These phases are designed to test candidates' competency in Maritime English at three different stages in their career.

Phase 1 is a test of general English, with a maritime context. It is designed for entry on to merchant navy cadet officer programmes for both deck and engineering candidates. It tests candidates' knowledge of grammatical structures as well as reading, listening, speaking and writing. Candidates are expected to have an 'upper-intermediate' (CEF B2) level of English.

Phase 2 is designed for candidates at officer level, and tests proficiency in SMCP (Standard Marine Communication Phrases) as well as reading, listening, speaking and writing. Knowledge of specialist maritime vocabulary is necessary. Candidates are expected to have 'upper-intermediate' to 'advanced' (CEF B2-C1) levels of English. This phase is split into two tests: one for deck officers and one for engineers.

Phase 3 is designed for candidates at senior officer level, and is designed to test high levels of communication in English. It assesses candidates on reading, listening, speaking, and writing. This test assumes knowledge of SMCP and specialised maritime vocabulary, and is designed for candidates with 'advanced' to 'proficient' (CEF C1-C2)

levels of English. This phase is also split into two parts: one test for senior deck officers and another for chief engineers.

This workshop intends to focus on Phase 2 of MarTEL standards for engineer officers. In this phase, MarTEL brings a new approach to the testing of Maritime English as it upholds the language element above the maritime knowledge and distinguishes the language skill levels of engineering officers. It is designed as a skills based test which assesses the English proficiency of the test taker in professional maritime context and based on criterion referencing.

Although the Phase 2 tests are designed to assess the candidates' English Language proficiency, it is acknowledged that much of the test's content requires knowledge of specialist vocabulary, including SMCP. Therefore, preparation for the MarTEL Phase 2 test will need to include vocation-specific terminology.

In this workshop, a mini sample test extracted from an actual MarTEL Phase 2 Engineering Test will be conducted with the interested participants after a short demonstration of Phase 2 Engineering Standards.

After the sample test there will be an evaluation of the test with the participants marking their own test papers. The following open discussion will allow the participants to comment on the efficiency of the test and voice their suggestions in order to improve its functionality. The session will end with discussing the outcome of the recent evaluations of the tests which took place in Finland, Poland, Turkey, and in the UK.

Program: (Running Time: 1 hour)

- 00:00 – 00:10 minutes: **Introduction**
Aims and objectives of the workshop. Introduction to the MarTEL Phase 2 Engineering Test.
- 00:10 – 00:30 minutes: **Group Study**
Application of MarTEL Phase 2 Engineering 'Mini Test' to participants on individual basis.
- 00:30 – 00:40 minutes: **Evaluation of the Mini Test**
Explanation of the correct answers in terms of purpose and methodology to the participants.
- 00:40 – 00:55 minutes: **Open Discussion and General Remarks**
The participants will be invited to give their views on the 'Mini Test' and the two remaining questions which are:
- a) Are the relevant skills being tested for engineering officers in professional maritime context?
 - b) How MarTEL standards for engineering officers at this level/phase could be improved?
- 00:55 – 00:60 minutes: **Conclusions and End Statement**
Authors' closing statement briefly summarizing the workshop conclusions and thanking the participants for their involvement.
- Requested Equipment:** One computer with a projector connection and loud speakers. There should be sufficient amount of blank sheets and writing utensils for participants.

Authors Biographies

Dr Martin Ziarati holds a BA with Honours in Business Economics, and a PhD in Engineering. Dr Ziarati has been a Director and Head of Maritime Education and Training at the Centre for Factories of the Future (C4FF) for a number of years. He is the coordinator of the MarEdu network and has undertaken coordination activities for a number of EU projects. He is the project manager for the EU supported MarTEL project establishing International standards for Maritime English led by C4FF with a total of eight EU partners. He has written a number of international papers in the area of Maritime Communications.

Professor Reza Ziarati is the Principal of the Institute of Maritime Studies, TR, Chairman of Centre for Factories of the Future, UK, and PhD supervisor of several Programmes. He has held several senior positions in academia and industry. He is currently working on several funded projects all related to Maritime Education and Training.

Serhan Sernikli started his maritime career by entering the Naval High School in Istanbul in 1978. After graduating from Naval Academy in 1986, he served in the Turkish Navy for 20 years. Retiring in 2006, he started to teach Maritime English in TUDEV and is a member of the MarTEL Task Force based at TUDEV.

Acknowledgements

The authors would like to thank Elin Mills and Oliver Bigland for their contributions to this workshop paper.

EVALUATING THE MARTEL PHASE 2 DECK TEST

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Summary

MarTEL was funded under the EU Leonardo project. MarTEL concerned the development of standards for Maritime English for cadets and professional seafarers of various types and ranks whose native language is not English. MarTEL tests (www.martel.pro and www.maritime-tests.org) are available at three phases. These phases are designed to test candidates' competency in Maritime English at three different stages in their career.

Phase 1 is a test of general English, with a maritime context. It is designed for entry on to merchant navy cadet officer programmes for both deck and engineering candidates. It tests candidates' knowledge of grammatical structures as well as reading, listening, speaking and writing. Candidates are expected to have an 'upper-intermediate' (CEF B2) level of English.

Phase 2 is designed for candidates at officer level, and tests proficiency in SMCP (Standard Marine Communication Phrases) as well as reading, listening, speaking and writing. Knowledge of specialist maritime vocabulary is necessary. Candidates are expected to have 'upper-intermediate' to 'advanced' (CEF B2-C1) levels of English. This phase is split into two tests: one for deck officers and one for engineers.

Phase 3 is designed for candidates at senior officer level, and is designed to test high levels of communication in English. It assesses candidates on reading, listening, speaking, and writing. This test assumes knowledge of SMCP and specialised maritime vocabulary, and is designed for candidates with 'advanced' to 'proficient' (CEF C1-C2) levels of English. This phase is also split into two parts: one test for senior deck officers and another for chief engineers.

This workshop intends to focus on Phase 2 of MarTEL standards for deck officers. In this phase, MarTEL brings a new approach to the testing of Maritime English as it upholds the language element above the maritime knowledge and distinguishes the language skill levels of deck officers. It is designed as a skills based test which assesses the English proficiency of the test taker in professional maritime context and based on criterion referencing.

Although the Phase 2 tests are designed to assess the candidates' English Language proficiency, it is acknowledged that much of the test's content requires knowledge of specialist vocabulary, including SMCP. Therefore, preparation for the MarTEL Phase 2 test will need to include vocation-specific terminology.

In this workshop, a mini sample test extracted from an actual MarTEL Phase 2 Deck Test will be conducted with the interested participants after a short demonstration of Phase 2 Standards.

After the sample test, the results of the participants' work will be evaluated. The participants will be invited to give their opinions on; question types, the skills tested, time allocation and finally on the overall test itself. Participants' further inputs will also be noted. The session will finally discuss the outcome of the recent evaluations of the tests which took place in Finland, Poland, Turkey, and in the UK.

Program: (Running Time: 1 hour)

- 00:00 – 00:10 minutes: **Introduction**
Aims and objectives of the workshop. Introduction to the MarTEL Phase 2 Deck Test.
- 00:10 – 00:30 minutes: **Group Study**
Application of MarTEL Phase 2 Deck 'Mini Test' to participants on individual basis.
- 00:30 – 00:40 minutes: **Evaluation of the Mini Test**
Explanation of the correct answers in terms of purpose and methodology to the participants.
- 00:40 – 00:55 minutes: **Open Discussion and General Remarks**
The participants will be invited to give their views on the 'Mini Test' and the two remaining questions which are:
- a) Are the relevant skills being tested for deck officers in professional maritime context?
 - b) How MarTEL standards for deck officers at this level/phase could be improved?
- 00:55 – 00:60 minutes: **Conclusions and End statement**
Authors' closing statement briefly summarizing the workshop conclusions and thanking the participants for their involvement.
- Requested Equipment:** One computer with a projector connection and loud speakers. There should be sufficient amount of blank sheets and writing utensils for participants.

Authors Biographies

Dr Martin Ziarati holds a BA with Honours in Business Economics, and a PhD in Engineering. Dr Ziarati has been a Director and Head of Maritime Education and Training at the Centre for Factories of the Future (C4FF) for a number of years. He is the coordinator of the MarEdu network and has undertaken coordination activities for a number of EU projects. He is the project manager for the EU supported MarTEL project establishing International standards for Maritime English led by C4FF with a total of eight EU partners. He has written a number of international papers in the area of Maritime Communications.

Professor Reza Ziarati is the Principal of the Institute of Maritime Studies, TR, Chairman of Centre for Factories of the Future, UK, and PhD supervisor of several Programmes. He has held several senior positions in academia and industry. He is currently working on several funded projects all related to Maritime Education and Training.

Aydin Sihmantepe started his maritime career by entering the Naval High School in Istanbul in 1978. After graduating from the Naval Academy in 1986, he served in the Turkish Navy for 22 years, retiring in 2008. He holds a Master's Degree in International relations. He lectures on Maritime English in TUDEV.

Serhan Sernikli started his maritime career by entering the Naval High School in Istanbul in 1978. After graduating from Naval Academy in 1986, he served in the Turkish Navy for 20 years. Retiring in 2006, he started to teach Maritime English in TUDEV and is a member of the MarTEL Task Force based at TUDEV.

Acknowledgements

The authors would like to thank Elin Mills and Oliver Bigland for their contributions to this workshop paper.

MULTIMEDIA TECHNOLOGY AS A USEFUL TOOL FOR TEACHING MARITIME ENGLISH

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Abstract

The following workshop presents various language activities developed on the basis of training movies for seafarers. The activities provided aim at the development and practice of English skills in the maritime context. The topics discussed in the movies consider collision, human error, fire fighting and VTS. Modern technology cannot only facilitate the teaching process but can also help seafarers improve their communicative competence more effectively. Thus, the purpose of this workshop is to provide some useful ideas, techniques and strategies to make our lessons more stimulating, interesting and effective.

Key words: maritime English, multimedia technology, language activities, DVD

DVD 1: NO ROOM FOR ERROR

STORY 1 – Tanker's collision

REVIEWED MATERIAL: narrative tenses and third conditional

SMCP: collision, navigational warnings, SAR communication

LEVEL: upper intermediate

PART I

SPEAKING

Ex. 1. Work in pairs. Answer the questions.

1.1 Who was Joshua Slocum? Choose the correct answer:

- a. a politician
- b. a professor
- c. a sailor
- d. a musician

1.2 What was his nationality?

- a. Egyptian
- b. American
- c. Canadian
- d. British

1.3 What is he famous for?

- a. he designed an unsinkable yacht
- b. he discovered New Zealand
- c. he saved many American marines during the Second World War
- d. he was the first man to sail around the world alone

Ex.2. Discuss the following questions with your partner:

1. What are the reasons for collisions at sea. Name a few. Give examples.
2. Is human error a popular cause of accidents?
3. Can human error be avoided? How?

VOCABULARY

Ex.1. Match the words:

1. To alter rig
2. An oil response
3. A customary course

1. Night side
2. Starboard target
3. A radar orders

Ex. 2. Complete the sentences. Use the expressions from ex.2 as well as the following phrases: navigation lights, dead ahead, a crossing situation, a passage plan, to avoid the rig. Put the words in the correct form when required.

1. The Master decided to _____ after he had noticed a shoal.
2. The third officer started looking for the _____ when he spotted a rig.
3. It was _____ to turn to starboard.
4. The Chief _____ by turning to port 3 minutes ago.
5. The _____ of another vessel were almost invisible.
6. In _____ all precautions must be taken to avoid the collision.
7. The radar detected a target _____ .
8. _____ was prepared by the second officer yesterday.
9. The Chief confirmed that _____ was an iceberg.
10. The lookout spotted an enormous _____ to _____.

LISTENING

Ex. 1. Watch the fragment of the movie and answer the following questions:

1. Who is Damien Barn?
2. What radar target did he confirm at 23 06?
3. What did he do to avoid the rig?
4. When did he spot the second rig?
5. Why was the situation dangerous?
6. What decision did Damien make?
7. Was it the right decision?
8. What was the result of his decision?

Ex. 2. Watch the movie once again and complete the gaps.

Damien Barn's first watch as a third officer aboard the tanker "Joshua Slocum" was one he would never forget. At 23 00 hours a radar (1)_____ a target dead ahead. It was large, not making way and right on the track (2)_____ by the passage plan. The chart (3)_____ nothing in that position. At 23 06 Damien (4)_____ that the radar target was an oil rig.

He looked for the Master's night orders but couldn't find them. To avoid the rig he (5)_____ from the passage plan by altering course to starboard. At 23 09 he (6)_____ a second rig. This one was further ahead and inshore of the first. But Damien was confident that the "Joshua Slocum" would be able to pass between them

comfortably. But then, the lookout spotted something else. The navigation lights of another vessel. They'd been (7)_____ among the second rig's working lights. The two vessels (8)_____ in a crossing situation. Damien knew he must give way because the other vessel was on his starboard side. He also (9)_____ that the customary response was to turn to starboard. But if he did that he would then have to leave the second rig to port as well. Was there enough depth to do that?

A quick decision was needed, unfortunately Damien (10)_____ the wrong one. He turned to port. It was 23 10. Fully laden, the "Joshua Slocum" (11)_____ much more slowly than his last ship. At 23 13 the ships were only cables apart. "Captain coming on the bridge, quickly".

The Master was only half way to the bridge when the vessels (12)_____.

GRAMMAR

Ex. 1. Complete the sentences with the proper forms of the verbs in brackets.

1. The lookout _____ (spot) an oil rig and _____ (not inform) the captain.
2. The Master _____ (decide) to cut corner when he _____ (look) at the chart.
3. The Chief _____ (write) the report after he _____ (analyse) the accident carefully.
4. The second officer _____ (read) the pilots when the captain _____ (enter) the bridge.
5. The seafarer _____ (search for) the missing passenger when the Master _____ (cancel) the alarm.
6. The ratings _____ (paint) the deck while the bosun _____ (rig) the pilot ladder.
7. The vessel _____ (proceed) to Amsterdam when the Master _____ (decide) to change the destination.
8. When the Master _____ (come) to the bridge the two vessels _____ (already collide).
9. The third officer was very nervous. He _____ (never be) in a close quarters situation before.
10. When the Master _____ (reach) the bridge, the third officer _____ (look at) the collision in disbelief.

PART II

REVIEWED MATERIAL: third conditional

HUMAN ERROR

LISTENING

Ex. 1. Watch the fragment of the movie and answer the questions:

1. How much does the human error cost the industry a year?
2. Did Damien Barn survive the collision?
3. Could he find another job?
4. Did he feel guilty?
5. What could he have done?
6. Was he the only one responsible for the collision?
7. Who else was responsible? Why?
8. Why did the captain take a calculated risk?
9. Did the second officer approve of the Master's decision?
10. What was the Chief officer's impression of the new man?

Ex. 2. Watch the movie once again and complete the gaps.

Human error costs the industry over (1)_____ a year. Far more in lost time, lost business, lost jobs and lost reputations. Worst of all, people are (2)_____ and killed, and their families shattered. It is a tragedy because many human errors need never end this way.

We only know three things for certain about the human errors. We all make them, we always have and we always will. It can be painful, but we really do learn from our mistakes. We will never find a way to (3)_____ us making errors. But we are learning to predict when and where those errors will occur. And how to protect our lives, livelihoods and the world we live in against the consequences. Human error doesn't have to end in tears.

Damien Barn the "Joshua Slocum's" third officer (4)_____ the collision but he couldn't get another job at sea. And he was ridden with guilt. If only he'd (5)_____ the master when he spotted the first rig. If only he'd (6)_____ down, if only he had (7)_____ the chart more carefully because in fact there was plenty of water further inshore.

But while Damien (8)_____ himself responsible for the collision his error was not the only one. Damien had (9)_____ the "Joshua Slocum" shortly before it sailed.

The master was swamped by people and paperwork. Cargo matters but keeping the chief officer busy. The second officer was immersed in the passage plan. All three would unwittingly contribute to the collision as would the ship owner's office staff. It was pressure from the office to save time that led the master to take a calculated risk. Cutting a corner would (10)_____ entering an exclusion zone, a future oil field, but there was nothing on the chart to suggest that exploration had started.

The second officer was uneasy about this but did not question the Master's decision. The Chief officer had been on duty for 36 hours but still (11)_____ 5 minutes to meet the new man. He was impressed but 5 minutes more would have (12)_____ that the young man's book learning was not matched by experience.

GRAMMAR

Ex. 1. Complete the following sentences with the proper forms of the third conditional sentences.

Example: If he had called (call) the master earlier the accident would not have occurred (not occur).

1. If he _____ (study) the chart more carefully the collision _____ (not take place).
2. If the master _____ (be) on the bridge the third officer _____ (not make the mistake).
3. If the chief officer _____ (talk) to the new man for more than 5 minutes then he _____ (reveal) the lack of experience of the young man.
4. If only the master _____ (warn) the third officer about the potentially dangerous area then the third officer _____ (be) more careful.
5. The Chief _____ (talk) to the new man for more than 5 minutes if he _____ (not be) on duty for 36 hours.
6. The Master _____ (explain) the potential danger to the third officer if he _____ (be) swamped by paperwork.

SMCP

I. COLLISION

Ex. 1. Complete the sentences with the proper forms of the following verbs: collide, repair, proceed, require, have, be.

1. I have _____ with unknown vessel.
2. I _____ damage below waterline.
3. I _____ not under command.
4. I cannot _____ damage.
5. I can only _____ at slow speed.
6. I _____ tug assistance.

II. NAVIGATIONAL WARNINGS

Ex.1. Choose the right word to complete the sentences.

1. _____ derelict vessel adrift in vicinity.
a. unknown b. uncharted c. unlit
2. _____ mine adrift in vicinity.
a. dangerous b. hazardous c. current
3. Depth of water not _____ in position.
a. obstruction b. established c. sufficient
4. Uncharted reef / rock / shoal _____ in position.
a. reported b. requested c. moved
5. Dangerous wreck / obstruction _____ in position ...
a. located b. uncharted c. obtained
6. Pipeline is leaking gas / oil in position ... – wide _____ requested.
a. obstruction b. berth c. depth

III. SEARCH AND RESCUE COMMUNICATION

Ex.1. Complete the following sentences with the given words: number, speed, abandon, launch, stay, weather.

1. What is the _____ situation in your position?
2. What is your present course and _____ ?
3. How many persons will _____ on board?

4. Will you _____ vessel?
5. _____ of persons on board is ...
6. How many lifeboats, liferafts will you _____ ?

SPEAKING

Ex. 1. Work in pairs.

Student A.

You are the third officer onboard the "Joshua Slocum". Report the collision over the radio. Explain what happened and ask for assistance. Give all the necessary details. Use SMCP.

Student B.

You work in SAR services. The third officer of the tanker "Joshua Slocum" contacts you over the radio and asks you for help. Find out all the necessary details about: position, kind of required assistance, number of injured persons, weather situation. Use SMCP.

Ex. 2. Roleplay in pairs the interview between the Master and Damien after the accident.

THE MASTER

The Master needs to learn the reasons for the collision. Find out:

- When Damien spotted the first and the second rig
- When Damien noticed the other vessel
- If Damien was alone on the bridge
- What he did right before the accident
- Why he had not called the Master earlier

DAMIEN

Answer the Master's questions as precisely as possible. Try to explain the situation – rigs were not on the chart; it was very difficult to spot the other's vessels navigation lights.

WRITING

Ex. 1. Write the accident report. Describe thoroughly what happened and when. Explain what should have been done to avoid the collision.

DVD 2. FIRE FIGHTING AT SEA – Part 2, BASIC FIRE FIGHTING

REVIEWED MATERIAL: vocabulary of fire fighting

SMCP: fire fighting

LEVEL: intermediate/upper intermediate

SPEAKING

Ex.1. Work in pairs and answer the questions:

- Have you ever witnessed a fire onboard a ship?
- What fire fighting equipment do you know?
- What precautions should be taken to avoid fire onboard the ship?

VOCABULARY

Ex.1. Circle one word that does not fit in each group of 4 words.

1. CO₂
2. HELIUM
3. FOAM
4. OXYGEN

1. PUT OUT
2. EXTINGUISH
3. STOP
4. BEGIN

Ex.2. Complete the sentences with the following words:

COMBUSTION FLAMMABLE SURFACE ACCOMODATION RECHARGE

The foam extinguishers are easy to _____ with ready mixed foam materials.

The process of burning is called _____.

Highly _____ liquids, namely those that can burn easily, should be kept in special containers.

In _____ areas, the most commonly available are water extinguishers.

Foam should never be aimed directly at the _____ of the burning liquid.

LISTENING

Ex.1. Answer the following questions:

What does the program deal with?

What types of fire extinguishers does the movie present?

What are the 3 main elements in a fire?

How to put out a fire successfully?

What does FIRE stand for?

What is the usual colour of fire extinguishers?

What are CO2 extinguishers usually used for?

What are the types of fixed installations presented in the program?

Ex.2. Watch the fragment of the movie and complete the gaps.

Fire is one of the greatest 1) _____ at sea. Most fires start as small ones. The larger they become the more difficult they are to control. This program deals with the basics of fire fighting: the 2) _____ action to take when the incident occurs, with fire extinguishers and their general uses. There are 3 main elements in a fire: fuel, heat and air. Successful 3) _____ means removing one or more of these elements as quickly as possible. Effectively, this puts out the fire. 4) _____ fuel is fuel starvation, removing heat is cooling, removing air is smothering. The basic rules of fire fighting are common to all ships. They're contained in the letters making up the word FIRE:

- "F" stands for "find it"
- "I" stands for "isolate it"
- "R" stands for "5) _____ it"

"E" stands for "extinguish it" if it's small enough for one portable extinguisher. If not then "E" stands for "escape".

Today, ships carry a variety of portable fire extinguishing 6) _____. Usually, they are coloured red whatever the content. However, some are colour coded. The whole cylinder maybe painted the code colour or there maybe a colour coded band carried on the equipment or its label. In all cases, they should be 7) _____ strictly with the maker's written instructions displayed on the extinguisher's body.

In 8) _____ areas, the most commonly available are water extinguishers. Water extinguishers are very suitable for dealing with fires involving carbonatious materials. This includes wood, paper and curtains. The sort of things you see when look around the average messroom or cabin. Water rapidly cools the burning material and hinders the spread of 9) _____.

There are 2 basic types of foam extinguishers stored pressure and the gas cartridge type. To extinguish a 10) _____ liquid fire direct the foam onto a vertical surface so it can flow down and over directly onto the entire surface of the burning liquid. Never aim foam directly at the 11) _____ of the liquid. If the liquid temperature is high and the surface is penetrated, the water content of the foam will rapidly turn into 12) _____. This may produce the same boil over effect you see when water is sprayed straight into the burning oil. AFFF (Aqueous Film Forming Foam) has considerable penetrating power and is particularly effective on flammable

liquid fire. AFFF may be applied as a spray and is used in some 13) _____ installation. The foam extinguishers are easy to recharge with ready mixed foam material. In the gas cartridge type you must then place a new carbon dioxide cartridge into the 14) _____. As with any pressurized extinguisher make sure that any remaining CO2 charge has been completely released before dismantling. Carbon dioxide 15) _____ work by depriving the fire of oxygen. CO2 extinguishers can be stopped and restarted as required. The charge may last for about half a minute depending on the size.

SMCP – FIRE PROTECTION AND FIRE FIGHTING

Ex.1. Complete the sentences with the following words:

SYSTEM TOXIC SPACES COOL FIGHTING REPAIR TEAM HOSES FIRE
PORTABLE

1. All _____ extinguishers are in position and operational.
2. Have fire patrols in all _____
3. Check the fixed foam / gas extinguishing _____ and report.
4. _____ the leaking water pipes.
5. Is smoke _____ ?
6. What is on _____ ?
7. Fire _____ team must have protective clothing.
8. Have rescue _____ on stand by.
9. Fire _____ are run out.
10. _____ down with water and report.

DVD 3. WORKING WITH VTS

GOAL: LISTENING PRACTICE, INTRODUCTION OF VTS

SMCP: VTS COMMUNICATION

LEVEL: INTERMEDIATE/UPPER INTERMEDIATE

VOCABULARY

Ex.1. Match the words with their definitions:

| | |
|------------------------|---|
| 1. SYNERGETIC (adj) | A. FOR A SHORT TIME |
| 2. TEMPORARY (adj) | B. CONNECTION |
| 3. LINK (n) | C. HANDLE |
| 4. ARISE (v) | D. VICINITY |
| 5. QUALITIES (n) | E. GENERAL |
| 6. DEAL WITH (v) | F. APPEAR |
| 7. SURROUNDINGS (n) | G. AVAILABILITY/QUALITY NECESSARY TO DO STH |
| 8. AVAILABILITY (n) | H. POSSIBILITY TO USE, OBTAIN STH |
| 9. CAPABILITY (n) | I. RANGE |
| 10. OVERALL (adj) | J. COOPERATIVE, HARMONIOUS |
| 11. SOPHISTICATION (n) | K. REQUIREMENTS |
| 12. CONCERNS (n) | L. THE USE OF ADVANCED AND COMPLEX METHODS |
| 13. DEMANDS (n) | M. CAPABILITIES, ABILITIES |
| 14. ADVANTAGES (n) | N. WORRIES, PROBLEMS |
| 15. CAPABILITY (n) | O. GOOD POINTS OF STH |
| 16. SCOPE (n) | P. COMPETENCE |

LISTENING

Ex.1. Watch the fragment of the movie and answer the following questions:

1. What does VTS stand for?
2. What do the officers on board know?
3. What don't they know?
4. What are the advantages of VTS operators?
5. What are the three types of VTS?

Ex.2. Watch the movie once again and complete the gaps.

While approaching or leaving a port, the onboard management team need to interact with many 1._____ based organizations. If their own management style is **synergistic** they should have no difficulty in including additional, **temporary** members into their team. This will ease everyone's workload and make for more 2._____ and incident free turnaround.

One of the most important shore based authorities is the Vessel Traffic Service – the VTS. On board, the 3._____ is the **link** between the VTS and the ship. But the ship's officers must be ready to **deal with** VTS should the need **arise**.

Both the VTS operator and the ship's officers have the **qualities** they can bring to the task at hand. Those on board know the ship and its characteristics. They know the 4._____. They can see their immediate environment. They know a detailed plan for the future but they often do not know the **surroundings** well and do not have a global view of the 5._____ situation.

The **advantages** of the VTS operators are that they do see the overall picture and everything that is happening in the 6._____. They know the schedules and intentions of all the ships. They know the area very well. They know the **availability** and **capability** of shore based services including 7._____ services, and they know how to get in contact with them. But they may have many **demands** on their time – other ships needing their attention, other service wanting information.

VTS operators are trained professionals with the same **concerns** on 8._____ as those on board. They should become **temporary** members of the ship's management team.

Let's look at the different types of VTS. There are 3 different types of services, a VTS can be:

- a simple information service
- a navigation assistance service or it can be
- a traffic organization service.

It is important to know which type of service they are **dealing with** – details can be found in the Admiralty List of Radio Signals LRS 6 and 7 as well as in other reference documents. Although VTSes may be very different in **scope**, size and **sophistication**, they all offer help to the 9._____. In this video we are going to look at 2 different VTSes:

a coastal VTS – the channel 10._____ and information service – CNIS and a port VTS – that of Rotterdam.

SMCP

Ex.1. Work in pairs. One student is a Chief onboard the tanker “Surprise First”. The other student is a VTS operator.

THE CHIEF

You work as the Chief officer onboard the tanker “Surprise First”. You want to enter the port of Szczecin. Contact a VTS operator and identify yourself, ask for a pilot. Prepare the information concerning your flag state, call sign, position, your present maximum draft, the cargo. Answer all the questions of the operator.

THE VTS OPERATOR

The Chief officer of “Surprise First” contacts you because he wants to enter the port and needs pilot’s assistance. Ask the Chief for the information concerning cargo, flag state, call sign, position, present maximum draft. Inform the officer that the pilot will be available in 3 hours.

References:

DVD

1. No Room for Error. UK P &I Club, Harris and Harris
2. Fire Fighting at Sea part 2, Basic Fire Fighting. Videotel
3. Working with VTS. Videotel

Author Biography

Halina Gajewska graduated from the University of Poznan in 1996, with an MA in English. She holds the position of Maritime English Lecturer and has taught Maritime English at the Maritime University of Szczecin for 12 years. She has also taught Maritime English to navigators and engineers at “The training center for officers” for 5 years. Currently, she is writing a workbook with DVD exercises for students of Maritime English.

A PILOT STUDY OF THE FEASIBILITY OF THE GLOBALIZED EXAMINATION OF MARITIME ENGLISH (GEME)

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Abstract

Of all the professions, international seafaring may be the most globalized. It is no joke that a vessel is manned with 25 seafarers from 25 different countries armed with 25 unique mother tongues. Although it is already legalized by the IMO that English is the only common language to be used on board the international ocean-going vessel, the IMO-based statistics has indicated more than 80% (IMO, 2005) sea accidents arise from lack of adequate command of English. It is true that English proficiency differs from continent to continent and from country to country. But English requirements for any international seafarer from any country shall be the same. Therefore, there should be an internationally approved or IMO-based unified ME examination which is entitled the Globalized Examination of Maritime English (GEME, hereinafter referred to as GEME) in the present paper.

There are three parts to this paper. Part One gives an overview of other international Professional English Examinations such as International Legal English Certificate (ILEC) and International Certificate in Financial English (ICFE) and compares them with the EU-funded MarTEL and commercially operated ISF Marlins English Language Test for Seafarers as well as classroom-based Test of Maritime English Competence (TOMECE), hence the idea of GEME. Part Two further delves into the feasibility of GEME by analyzing the pros and cons of MarTEL and Marlins and TOMECE, the testable ME-based SMCP and COLregs, the requirements of ME vocabulary, the format of GEME. Part Three concludes with a recommendation that IMO should set up a special committee to undertake this mega-project GEME.

Key words: globalized GEME feasibility SMCP examination

1. Introduction

It seems that standards and global and international are the three catchwords when it comes to international seafaring. We have STCW and SMCP (standards); we have GMDSS and GPS (global). We have the IMO and IMEC (international). Why are standards placed in such a dominant position in international ocean-going undertaking, the answer is not difficult to seek. Take the STCW as an example, we should have a standard as to the depth and breadth of the training of different classes of seafarers and the requirements shall be the same no matter where they come from and what their educational backgrounds are. It will be unfair if we set a higher benchmark for the training requirements of the seafarers from developed countries while a comparatively lower criteria for those from underdeveloped countries in the name of balance as the issue of shipping safety is of paramount concern to all nations, nothing to do with the size of wealth. If you are in the position of the captain, you should prove yourself to be able to handle a ship safely and properly as required. So there shall be a standard to ensure the qualifications. Only the qualified well chosen based on the STCW are entitled to do the job. On the other hand, now we often remark the world is a global village. Nothing is more true of seafaring business. When we intend to locate the position of a wreck, we can do it through GPS which covers the whole earth through the satellites atop in the sky. When we plan to transmit safety and distress messages, we can do it through GMDSS. It seems that the whole oceans are covered by the GPS and GMDSS as vessels ply the international waters. However, we have so many Ss and Gs in the framework of the IMO-based international conventions and instruments, but it is quite a shame that up to now there is not a unified globalised or IMO-authorized Maritime English standard on which to base to test and assess ME proficiency. True, *there are no international or European standards yet for the evaluation, assessment and testing in Maritime English to measure students' competence and performance in this very important subject* (Taner Albayrak, Reza Ziarati 2009), neither is there that of Asia, Africa, Americas, Oceania and Antarctica. But what is urgently and badly needed is not European or any other continent's ME standard, but globalised standard and there shall not be any delay in implementing it. There is every possibility that this can be done, as we know, in some other international or multi-national professions that entail the use of English as the only common language, there are international examinations and assessments of subject-related English proficiency and communication competency, such as LCCI English (*LCCI English for Tourism is a qualification intended for all those who want to work and communicate effectively in spoken English in the tourism industry. It is offered at two levels, each aiming at particular positions.*) for international tourists, ILEC for international lawyers and ICFE for international financiers. All these international profession-based English examinations take place regularly, twice or three times a year and can be done on demand any time should need arise and extra fee be paid.

Compared with the abovementioned businesses that require the use of English as a means of communication, shipping business is by far more international. Trenker (2007) reports 80% of all SOLAS vessels are presently crewed with multilingual personnel. It should be noteworthy that on the international waters most vessels are armed with a multi-national crew and communicating in English at sea (because of the unavoidable influencing factors such as the noise of the seas and machinery that render talking in English more troublesome) is far more difficult than on land. What's more, the failure of communication at sea may involve the loss of life while in the latter cases it may merely lead to the loss of wealth. From this it may be concluded that, as far as English proficiency of the vessel staff is concerned, there shall be a higher demand on English or ME and the GEME shall be mandatory to ensure that successful flow of language communication is maintained and safety is guaranteed.

2. The Examinations

2.1 General

In a broad sense, English teaching can be broken down into that of English for general purpose(EGP)/English for second language(ESL) and English for specific/special purpose(ESP) into which ME is categorized. To test and assess general-purpose English proficiency of applicants and candidates, most academic organizations or corporations resort to the results of American-type TOFEL(Test of English as a Foreign Languages, the most widely respected English-language test in the world, recognized by more than 7,500 colleges, universities and agencies in more than 130 countries) and TOEIC (Test of English for International Communication, the global standard for assessing English proficiency for business. Today TOEIC test scores are used by more than 9,000 companies, government agencies and English language learning programs in more than 90 countries,) as well as UK-type IELTS(the International English Language Testing System, the world's proven English language test recognised by more than 6000 institutions in over 135 countries), all of which find universal appeal and application owing to its objectivity and credibility. It can be said that in a sense TOFEL, TOEIC and IELTS are regarded as globalised English examinations of the proficiency of EGP. But, to test ME proficiency, although we have commercially-run Marlins and EU-funded MarTEL and quite a few other nation-type ME tests, still, none has attained the same global status as TOFEL, TOEIC and IELTS. Perhaps, people may argue that the design and operation of ME examinations on a global or universal scale is too difficult to accomplish. However, good role models have been found in the ILEC and ICFE intended for lawyers and financial professionals respectively who are required to use English as a means of communication in dealing with their multi-national and multi-ethnic clients and work

procedures. In the light of these successful international profession-based ESP examinations and based on the successes and popularity of the Marlins and MarTEL, can IMO follow suit and design its own GEME? What follows is an overview of ILEC, ICFE, MarTEL, Marlins and TOMECE.

2.2 ILEC

ILEC or International Legal English Certificate intended for law students or a practicing lawyers studying and working in an international legal setting. The International Legal English Certificate is a high-level examination designed to determine whether candidates whose first language is not English have an adequate level of English to function efficiently, in terms of language ability, in the international legal environment. Employers want to make sure their staff has a sufficient level of English to communicate with clients and professionals in other countries and handle written information in English. Internationally Recognised ILEC is a Cambridge ESOL examination, produced and assessed by University of Cambridge ESOL Examinations in collaboration with TransLegal, Europe's leading firm of lawyer-linguists. It is recognised by leading associations of lawyers including the European Company Lawyers Association, the International Association of Young Lawyers and the European Young Bar Association.

ILEC exams are given twice a year, in May and November. The examination takes over 3 hours in total and consists of four parts, each part accounting for the same ratio 25%.

- Test of Reading (75 min)
- Test of Writing (75 min)
- Test of Listening (40 min)
- Test of Speaking (16 min)

The Test of Speaking is conducted face-to-face by qualified oral examiners. Successful candidates are expected to be able to use the language in practical situations, to participate in meetings and discussions of a legal nature, express opinions clearly and understand texts of various types, including legal letters, memoranda and proposals.

Written papers will be marked in the UK by Cambridge ESOL examiners. Test results are usually reported within six weeks of the test date.

2.3 ICFE

ICFE or International Certificate in Financial English is the international language of finance and accountancy. ICFE is an ideal qualification for anyone thinking of, or already

pursuing, a career in accountancy or finance. For the finance professional who already has an established and successful career, it can be used to validate their English language skills in a finance context. The holder of ICFE demonstrates that he or she has the English language skills to succeed in the global business environment.

To meet the demand for helping business professionals to show that they have they have the financial English skills they need, University of Cambridge ESOL Examinations and ACCA (Association of Chartered Certified Accountants) have combined their expertise and developed the International Certificate in Financial English (ICFE). This combination has brought together worldwide leaders in English language assessment and in professional accountancy to create unique financial qualification relevant to employers internationally.

ICFE can be used as a valuable recruitment tool to help employers with the selection process and training of their employees. Employers can be confident that employees who have passed ICFE will be capable of working in the area of international finance as they will possess high levels of English language and an understanding of the kind of language used in a demanding, fast-moving profession.

ICFE exams are given twice a year in May and November. The examination of Sections of Listening, Reading and Writing likely to be scheduled on the same day takes about 190 minutes, not including Speaking Section which may be offered over a longer period with exact dates decided locally by the authorised centre. ICFE consists of four parts, each part accounting for the same ratio 25%.

Test of Reading (75 min)

Test of Writing (75 min)

Test of Listening (40 min) (approximately)

Test of Speaking (16 min) (approximately)

Successful candidates are expected to be able to use the language in practical situations, to participate in meetings and discussions of a financial nature, express opinions clearly and understand financial documents including financial statements, journal articles, letters, reports and proposals.

The above ILEC and ICFE are based on the information offered at their respective websites.

2.4 MarTEL

MarTEL is the standardised test of Maritime English for safer seas. It is acknowledged by all concerned that effective knowledge of English at sea and in ports is a must for all seafarers responsible for safety and security of the ship, its crew and its passengers.

MarTEL offers the tests at three different phases. Phase 1 is based on upper intermediate/advance level of English, Phase 2 is for Officers of Watch for Deck and

Marine Engineers and Phase 3 is for senior officers such as senior deck and senior marine engineers. Each test will be based on key skills of English language and take approximately 145 minutes. According to Prof. Dr. Reza Ziarati (2001), the Formation of Phase I Test (Upper Intermediate) is as follows:

- structure: 25 questions, all with multiple choice answers, 25 minutes duration, 20% assessment weight ratio.
- reading: 3 written paragraphs followed by 5 questions each, all with multiple choice answers, 20 minutes duration, 20% assessment weight ratio.
- listening: 2 voice-recorded conversations followed by 4 questions each, 2 voice-recorded passages followed by 5 questions each, all with multiple choice answers, 30 minutes duration, and 25% assessment weight ratio.
- speaking: 2 written questions followed by spoken answers, 2 written passages with voice-recorded conversations and each followed by 1 or 2 spoken answers, 1 voice-recorded passage followed by a spoken answer, 20 minutes duration, 20% assessment weight ratio.
- writing: 2 written passages followed by 1 written question each, written down answers, 40 minutes duration, and 15% weight ratio.

Phase II /III: SMCP Proficiency:

Standard Communication Rules Test in one part, 15 questions, 20 minutes duration, 25% of the full score.

reading Skill: Written reports/messages/passages in 2 parts, a total of 14 questions, 35 minutes duration, 15% of the full score.

listening Skill: Recorded situations and questions, 15 questions, 25 minutes, 25% of the total score.

speaking Skill: Recorded questions/situations given and an oral response for each is expected, 15 questions, 25 minutes, 25% of the total score.

writing Skill: Written situations given in two parts and the test taker is expected to construct a written report/letter/message on a given situation, 40 minutes duration, 10% of the full score.

2.5 Marlins

Marlins is the leading provider of English Language Testing and Training solutions to the maritime industry. It is among the most widely known and used tools for assessing

English proficiency in maritime context. It is computer-based and delivered which makes it suitable for individual testing. It comes in two CDs – one aimed at testing listening and reading, the other – speaking. Each test comprises three principal sections - Listening (40 items), General Comprehension (50 items) using multiple choice questions (MCQs), matching, and sentence completion in the areas of vocabulary, grammar and phonology. The third part titled Practical Comprehension, is based on paragraphs extracted from actual written instructions on everyday shipboard activities. The task requires gap-filling to demonstrate understanding of the text (10 items). The results are scored out of a 100 but not subject to interpretation. It is at the crewing agencies' discretion to decide what Marlins score they consider suitable for their ranks and ratings.

The test of spoken English is distinctively shipping oriented but does not test subject knowledge. It is conducted as an interview using visual prompts to elicit natural spoken English. The interlocutor evaluates proficiency at three levels – elementary, lower and upper intermediate focusing on spoken fluency, spoken accuracy and listening comprehension. The tasks involve description of job routine procedures, comparison, narration and discussion

2.6 TOME C

The TOME C (Test of Maritime English Competence) was developed to assess the effectiveness of newly introduced maritime English courses at the Tokyo University of Marine Science and Technology (TUMSAT). Unlike MarTEL and Marlins which are computerised and taken on line, TOME C is classroom-based and suitable for testing 35-40 students simultaneously in a classroom.

The test consists of the following 5 PARTS, and takes about 1.5 hours to administer.

Listening Section (approximately 25 minutes)

Part I: Choose one statement that best describes a picture. (10 Questions)

Part II: Find one right response to a question. (10 Questions)

Part III: Listen to a conversation or a statement, and answer a question. (5 Questions)

Reading Section (1 hour)

Part IV: Choose one item that best completes a sentence. (15 Questions)

Part V: Read a passage and answer several questions about it. (10 Questions)

A surface impression of the above five examinations is that ILEC and ICFE are more demanding and takes longer than ME-based MarTEL, Marlins and TOME C, the former take

more than 3 hours while the latter last less than 1.5 hours. Furthermore, MarTEL, Marlins and TOMEK are not of the international type and do not enjoy such high universal appeal and recognition, at least there is not such a modifier like international, global or universal preceding the examination title. Thirdly, a browse of the official websites of ILEC and ICFE considerably eclipse those of ME-based websites. The former does well in examination promotions by gratis supplying plenty of downloadable past examinations including listening clips while MarTEL and Marlins do not offer enough information, such as sample papers, past papers, etc. for applicants to refer to with the exception of TOMEK which offers full sets of downloadable papers and listening clips. From this it can be safely concluded that ME-based examinations leave much to be desired.

3. The Feasibility

3.1 General

The importance of ME has never failed to be underrated or overlooked whether viewed from the majority of conventions of the IMO and the writings of ME instructors and trainers or from real-work on board vessels. We have already a few ME testing systems of international reputation or well acknowledged among shipping corporations such as Marlins and MarTEL. Moreover, many countries have developed their own ME evaluation and assessment systems such as China's MSA ME Certification Examination and Japan's TOMEK, USCG-based ME examinations and what's the like. And we have so many seamen and cadets and officers on the list working hard to improve their ME proficiency to be selected to work on international waters. There is every reason whatsoever for the feasibility of holding unified GEME on a global scale. Like TOFEL, IELTS or TOIEC, many candidates are disqualified from furthering their education in the English-speaking countries owing to their insufficiency of English proficiency. There is no argument, no complaint, no lawsuits against this rejection. Nobody will defend that it is language discrimination. Likewise, if there is a GEME, the promising and potential seamen will do their utmost to attain the goal. If English proficiency is ensured, safety at sea will be considerably guaranteed. Conversely, if there is no GEME, the door is not so tightly closed to those seamen whose ME proficiency is suspicious, although quite a few shipping companies will consider the ME proficiency of the results of Marlins or MarTEL, the fact is that Marlins or MarTEL cannot do all the jobs. Further, there is another devastating possibility that we cannot close our eyes to: forgery. According to the Project, Leonardo da Vinci Programme GETQUALITY:

The presented project touches upon a very sensitive subject – safety at sea. One of the most important components of safety is the human factor. No safety can be secured without competent seafarers. Certificates are evidence of competency and seafarers' certificates are internationally

recognized. Unfortunately, there are seamen who do not hesitate to use fraudulent certificates. The framework of this project covered just a small part of the problems caused by the forgery. The project was aimed at improving the awareness of the situation regarding fraudulent seafarers' documents, the development of an anti-fraud tool package and the safeguard which would protect ships from seamen without genuine documents. An anti-fraud measure system, which protects vessels from falsifiers, can contribute a great deal to the safety at sea. Falsification jeopardises the national and trans-national trust in seafarer certificates' transparency.

If there is no compulsory certification of IMO-based GEME, some countries may lower the demands on ME so as to export more seamen. On the other hand, the testing requirements and formats may vary considerably from country to country. Some are easy and may employ all multiple-choice type(MCQ), some may be difficult and use all essay types by writing down every answer. A great majority may be moderate by adopting a mixed type, that is, MCQs plus essays. Look at the survey by Denis (2006)

| STCW 95 | A-II/1: NAV. WATCH | | | | A-II/2: MASTER & CH. MATE | | | | A-III/1: ENG. WATCH | | | | A-III/2: CH. & SECOND ENG. | | | |
|---------------------------------|--------------------|------|-----|-------|---------------------------|------|-----|-------|---------------------|------|-----|-------|----------------------------|------|-----|-------|
| Competencies ¹ | 16 | | | | 19 | | | | 15 | | | | 16 | | | |
| Examination Method ² | Essay | Calc | MCQ | Other | Essay | Calc | MCQ | Other | Essay | Calc | MCQ | Other | Essay | Calc | MCQ | Other |
| Australia | 8 ³ | 0 | 11 | 14 | 12 | 4 | 14 | 16 | 12 | 8 | 1 | 15 | 16 | 10 | 0 | 16 |
| Bangladesh | 16 | 4 | 16 | 16 | 19 | 9 | 18 | 19 | 6 | 0 | 10 | 3 | 5 | 3 | 12 | 0 |
| Canada | 5 | 3 | 9 | 15 | 9 | 3 | 11 | 19 | 0 | 0 | 8 | 8 | 16 | 5 | 0 | 0 |
| Chile | 0 | 2 | 0 | 8 | 0 | 2 | 0 | 9 | 0 | 0 | 8 | 8 | 0 | 0 | 9 | 9 |
| Cyprus | - | - | - | - | - | - | - | - | 12 | 0 | 2 | 10 | - | - | - | - |
| Germany | 8 | 2 | 0 | 13 | 11 | 5 | 0 | 10 | 11 | 0 | 0 | 12 | 10 | 3 | 0 | 10 |
| Hong Kong China | 8 | 0 | 0 | 15 | 5 | 3 | 0 | 15 | 15 | 0 | 0 | 15 | 15 | 0 | 0 | 15 |
| Iceland | 8 | 0 | 4 | 7 | 11 | 1 | 5 | 7 | 6 | 0 | 3 | 12 | 10 | 0 | 3 | 12 |
| Indonesia | 7 | 3 | 0 | 6 | 13 | 3 | 0 | 3 | 12 | 0 | 0 | 2 | 14 | 0 | 0 | 2 |
| Ireland | 8 | 0 | 0 | 8 | 10 | 2 | 0 | 7 | 12 | 0 | 0 | 15 | 16 | 5 | 0 | 16 |
| Italy | 0 | 0 | 0 | 16 | 0 | 0 | 0 | 19 | 0 | 0 | 0 | 15 | 0 | 0 | 0 | 16 |
| Jamaica | 13 | 1 | 7 | 10 | 17 | 4 | 3 | 3 | 9 | 0 | 2 | 6 | 14 | 0 | 4 | 5 |
| Japan | 16 | 1 | 15 | 15 | 19 | 3 | 18 | 19 | 15 | 0 | 12 | 15 | 16 | 4 | 9 | 16 |
| Lithuania | 0 | 0 | 0 | 16 | 0 | 0 | 0 | 16 | 0 | 0 | 0 | 15 | 0 | 0 | 0 | 16 |
| Malta | 9 | 3 | 1 | 9 | 11 | 7 | 0 | 10 | 10 | 3 | 0 | 13 | 15 | 4 | 0 | 4 |
| Portugal | 16 | 0 | 1 | 16 | 19 | 0 | 0 | 19 | 15 | 0 | 0 | 15 | 16 | 0 | 0 | 16 |
| Slovenia | 0 | 4 | 0 | 16 | 0 | 4 | 0 | 19 | 1 | 0 | 0 | 15 | 0 | 0 | 0 | 14 |
| South Africa | 16 | 8 | 0 | 16 | 16 | 15 | 0 | 19 | 15 | 7 | 0 | 15 | 16 | 11 | 0 | 16 |
| Spain | 16 | 0 | 1 | 16 | 19 | 0 | 0 | 19 | 15 | 0 | 0 | 15 | 16 | 0 | 0 | 16 |
| United Kingdom | 10 | 2 | 0 | 16 | 17 | 7 | 0 | 19 | 13 | 1 | 0 | 15 | 15 | 9 | 0 | 15 |
| United States | 0 | 5 | 14 | 14 | 0 | 6 | 19 | 18 | 0 | 4 | 14 | 14 | 0 | 6 | 15 | 15 |
| United States | 0 | 1 | 16 | 6 | 0 | 6 | 19 | 7 | 0 | 4 | 15 | 5 | 0 | 5 | 16 | 6 |
| Means ⁴ | 8 | 2 | 5 | 13 | 10 | 4 | 5 | 14 | 8 | 1 | 3 | 12 | 10 | 3 | 3 | 11 |

- Notes:
1. Number of competencies as listed in the STCW Specification Column 1.
 2. Examination method ('Other' includes in-service experience, simulator, laboratory, orals etc.)
 3. Numbers of examination methods for each competence.
 - 4 Arithmetic means of the column numbers

Finally, as mentioned above, the requirements for vessels equipped with a multi-ethnic and multi-linguistic crewing staff plying the international waters are the same, so are the requirements for ME proficiency. Only by adopting the unified GEME can the same requirements be ensured so as to minimize human element perils most of which are the results of insufficiency of ME command.

3.2 the Organizer

Who can be the organizer of GEME? The answer can be optional: IMO's own testing department or the world's most renowned ETS(Educational Testing Service) or Cambridge ESOL(English For Speakers of Other Languages). ETS develops, administers and scores more than 50 million tests annually — including the TOEFL and TOEIC tests, the GRE General and Subject Tests and The Praxis Series assessments — in more than 180 countries, at more than 9,000 locations worldwide while Cambridge ESOL offers the world's leading range of certificates for learners and teachers of English --taken by over 3 million people in 130 countries. They help people gain entrance to university or college, improve job prospects or measure progress in English. More than 10,000 employers, universities and government bodies around the world use the results to find right persons. IMO, as an international organization under the UN, which has so many missions to implement, perhaps is not the right choice to do this job. In the opinion of the present author, Cambridge ESOL is the best candidate for this role. The reasons are as follows: first, it is the developer of other international professional English examinations such as ILEC and ICFE and has gained experience of setting occupation-based examinations. Secondly, for multi-ethnic and multi-linguistic seamen, the most important part of language testing is focussed on the communicative competence which is well embodied in the IELTS. Third, from the perspective of geographical location, Europe stands for the apex of international shipping. IMO is in London, the World Maritime University is in Sweden. IMO's received pronunciation is British type instead of the currently more popular American pronunciation.

3.3 Content and Format

From the sample papers of ILEC and ICFE, it can be seen that profession-oriented context is substantiated. The examination format is multi-layer, a reasonable proportion of objective (in the form of multiple choices) items and subjective (word formation and writing) ones. Look at the following part from the reading section of ILEC

Questions 25 – 30

Read the following description of a negotiable instrument, taken from a textbook on commercial law. Use the words in the box to the right of the text to form one word that fits in the same numbered gap in the text.

For each question 25 – 30, write the new word in CAPITAL LETTERS on your answer sheet. There is an example at the beginning (0).

Example:

| | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|--|--|--|--|--|
| 0 | P | R | O | M | I | S | S | O | R | Y | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|--|--|--|--|--|

| | | | | | | | | | | | | | | | |
|--|---|---|---------|----|--------|----|---------|----|---------|----|-------------|----|--------|----|---------|
| <p>Commercial Paper — A Negotiable Instrument</p> <p>Commercial paper is an unsecured short-term (0) note issued by both financial and other companies. It is often issued by large firms with unused lines of credit at banks, increasing the (25) that the loan will be paid off when it becomes due. For this reason, interest rates on commercial paper are relatively low in (26) with other corporate fixed-income securities and this has meant that (27) it has been one of the most cost-effective means for financing the short term needs of large, creditworthy business enterprises.</p> <p>Commercial paper (28) are exempt from the Securities and Exchange Commission requirements for registration. This means that commercial paper cannot have a (29) of more than nine months.</p> <p>With the advent of derivatives and new asset-backed structures, commercial paper programs are now available to finance a range of businesses and assets. Commercial paper is sold (30) through agents or dealers and is not underwritten by investment banks.</p> | <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="padding: 5px;">0</td> <td style="padding: 5px;">PROMISE</td> </tr> <tr> <td style="padding: 5px;">25</td> <td style="padding: 5px;">LIKELY</td> </tr> <tr> <td style="padding: 5px;">26</td> <td style="padding: 5px;">COMPARE</td> </tr> <tr> <td style="padding: 5px;">27</td> <td style="padding: 5px;">HISTORY</td> </tr> <tr> <td style="padding: 5px;">28</td> <td style="padding: 5px;">TRANSACTION</td> </tr> <tr> <td style="padding: 5px;">29</td> <td style="padding: 5px;">MATURE</td> </tr> <tr> <td style="padding: 5px;">30</td> <td style="padding: 5px;">EXCLUDE</td> </tr> </table> | 0 | PROMISE | 25 | LIKELY | 26 | COMPARE | 27 | HISTORY | 28 | TRANSACTION | 29 | MATURE | 30 | EXCLUDE |
| 0 | PROMISE | | | | | | | | | | | | | | |
| 25 | LIKELY | | | | | | | | | | | | | | |
| 26 | COMPARE | | | | | | | | | | | | | | |
| 27 | HISTORY | | | | | | | | | | | | | | |
| 28 | TRANSACTION | | | | | | | | | | | | | | |
| 29 | MATURE | | | | | | | | | | | | | | |
| 30 | EXCLUDE | | | | | | | | | | | | | | |

This is a test of word formation spelling ability in the context of legal setting, its answer is unique but requires the affix knowledge and spelling ability.

Now let's look at another writing section from ICFE.

Question 1

You must answer this question.

You work for a firm of accountants. One of your clients, Greenberg Products, has contacted a venture capital firm, FWC, with a view to expanding its manufacturing side by building a new factory. You have received the following letter from FWC.

Read the letter from Gloria Kutsakova, a director of FWC, on which you have made some notes. Then, using all the information in your notes, write a letter to Ms Kutsakova on behalf of your client, Greenberg Products.

Your clients, Greenberg Products, have put in an application for capital to build a new factory.

Firstly, we were interested to see that, over the past two years, while the rest of the industry has been in difficulties, the company has had steady growth. Could you explain this?

Could you also explain why the last set of accounts shows an increase in staffing overheads?

The estimated construction costs for the new factory seem higher than we would expect. Can you clarify this?

We understand that there are three shareholders with a minority interest and it is important for us to know how they might react to an outside investor like ourselves having a stake in the business.

Finally, we know that the market for Greenberg's products is extremely competitive and we are not certain that the figures for projected market share are realistic.

We look forward to your reply.

Yours sincerely
Gloria Kutsakova
Director
FWC

Handwritten notes in ovals:

- give reason (points to "Could you explain this?")
- will need specialists (points to "Can you clarify this?")
- extensive market research already done (points to "we are not certain that the figures for projected market share are realistic.")
- explain (points to "Could you also explain why the last set of accounts shows an increase in staffing overheads?")
- not a problem - say why (points to "it is important for us to know how they might react to an outside investor like ourselves having a stake in the business.")

In shipping matters, writing ability is required especially of the senior officers and captains who have to write reports, accident reports, fill up maintenance forms. etc. When setting writing items, the objectivity of grading shall be taken into consideration. The above writing part is well designed and has already taken into account grading factors.

In maritime English examinations, there is a tendency that tests are of computerized and multi-choice types and test-takers do them on line on the grounds that they are more cost-effective and time-saving and easy for statistical analysis and research. If all the questions are of multiple-type and questions are derived from proportionately promulgated databases, it does no good to motivate and stimulate the enthusiasm of the candidates to go ahead with ME acquisition. A good testing will surely play a good role in pushing forward ME proficiency. So, needs analysis and the proportion of objective and subjective items of ME shall be well calculated. When designing ME examinations, the aptitude and English knowledge of the candidate shall be considered. Take the IMO SMCP

as an example, the purpose of the SMCP is to standardize and simplify a set of maritime English phrases for the most simple-minded seaman to learn it by rote memory. But the fact is that it is easy to memorize it soon and forget it all soon, too, if the seamen do not have the potential of English. Another fact is that English cannot be said in only one way, for example, *anchor aweigh* is a SMCP-recommended expression, but if for some reason, if this expression escapes the seaman, and if his English is not limited to rote memory of every word from SMCP only, and if he is somewhat good at English, he can try to make himself understood by explaining: anchor is out of the bottom, or anchor is leaving the seabed, or anchor is walking out of the bottom, etc. Therefore a strict and difficult globalised examination of maritime English is urgently and badly required to surface to choose the maritime personnel with good language aptitude and keep those not well equipped with language aptitude off the door of the international waters.

As far as what is to be tested in the GEME, both the IMO SMCP and COLregs can serve as good testing materials. The former is good for the sections of listening and speaking while the latter can be used to test reading comprehension ability. To add fun and avoid knowledge-biased questions, maritime magazines and newspapers can be referred to in designing questions. Besides, a GEME-based vocabulary shall be compiled so that candidates can be more oriented and motivated to work hard to get good scores.

I agree with the three phases of the MarTEL, but I do not quite agree with the weight ratio of each Phrase and also propose increasing the ratio of objective questions so as to encourage solid learning and dampen wild guessing. Here is my tentative proposal of the future format of the three phases of GEME and their weight ratio:

Phrase I : Listening 40%, Structure 10%, Reading 20%, Writing 10%,
Speaking 20%;

Phrase II: Listening 40%, Reading 30%, Writing 10%, Speaking 20%;

Phrase III Listening 25%, Reading 30%, Writing 25%, Speaking 20%;

Of the four ME language skills (translation is not included in the international testing, as candidates are from different countries, but in my opinion, translation is an effective way to check one's language accuracy, so I always hold in a national ME test, translation shall be allotted at least 20%), listening is the most difficult one, especially for the international seafarers who are exposed to working with colleagues with different accents. So it is proposed that listening section shall be given higher weight ratio for Phases I and II. It is further recommended that different accents, environmental noise such as the howl of the waves, the jarring noise of chipping, scaling and scraping on deck and rattle of machinery, etc. shall be recorded to test the genuine understanding of

seamen's working setting. As for Phase III which tests the ME proficiency of captains or chief officers, writing ability is more required. They are required to write reports, note sea protests, even file lawsuits, etc.

4. The Conclusion

At every IMEC gathering, communicative competence is highly highlighted. But how to achieve the ability to communicate confidently and clearly is not an easy job. Examinations are double-edge. Poor examinations do more harm than good, in some sense, it is a waste of time. For example, testing rote memory, reciting keys from ME databases, a 100% multiple-choice ME examination. On the contrary, a well-designed and well-proportioned examination, like ILEC and ICFE, will definitely promote ME proficiency. Test-taking is a process of learning, a process to a higher stage of one's language proficiency. A sensible focus on objective sections of the examination shall be taken into good account. Last but not the least, ME is a test of language aptitude, language proficiency in the maritime context, for a non-English speaking examinee, he gets shipping knowledge from the courses delivered in his/her own mother tongue, therefore, if the knowledge part of ME, especially those very specific and enigmatically profound questions, takes up too much a proportion, that's not a good ME examination. To conclude, I will quote five of the 20 questions of MCQs which were delivered to me this March for the sake of researches by Denis who is a highly revered and persevering Canadian captain and researcher of MCQs. Do you think it is fair to test Asian and African and non-English speakers in shipping navigation-oriented items? Do you agree that this MCQ will set ME examination on the right track? At least, my navigation knowledge bank cannot help me out in making confident right choices, although I have been teaching ME for more than 10 years

1. What is LEAST likely to cause ignition of fuel vapours?
 - A. Static electricity
 - B. An open running electric motor
 - C. Loose wiring
 - D. Explosion proof lights

2. Cardio-pulmonary resuscitation (CPR) is a combination of-----
 - A. Mouth-to-mouth resuscitation and rhythmic chest depression
 - B. Mouth-to-mouth resuscitation and intravenous injection of saline solution
 - C. Rhythmic depression of chest and suitable smelling salts
 - D. Mechanical resuscitation and injection of a heart stimulant

3. To turn over an inflatable liferaft that is upside down, you should pull on the---
 - A. canopy
 - B. manropes
 - C. sea painter
 - D. righting strap

4. You are fighting a fire in the electrical switchboard in the engine room. You should secure the power, then-----
- A. use a portable foam extinguisher
 - B. use a low-velocity fog adapter with the fire hose
 - C. use a portable CO2 extinguisher
 - D. determine the cause of the fire
5. To prevent the spread of fire by convection you should-----
- A. shut off all electrical power
 - B. remove combustibles from direct exposure
 - C. cool the bulkhead around the fire
 - D. close all openings to the area

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Author Biography

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The Sea, the Sailor and the Ship – Prevailing Elements for “2010 – the Seafarer’s Year” Celebration

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Abstract

The safety of life at sea, the marine environment and 80% of the world’s trade depend on the seamen’s professionalism, competence and dedication. In order that our “respect, recognition and gratitude” be shown for their exceptional role and contribution” to the shipping community and the world trade, Mr. E. Mitropoulos declared 2010 “The Year of the Seafarer”. Once this theme launched, series of events and campaigns have been expected to boost the seafaring profession and to promote reasonable changes for the seamen’s life.

Being fortunate to work in a mariners’ dedicated Training Centre, CERONAV Constantza, I conducted a whole range of classroom events focused on “Shaping the 21 century seafarer profile”.

The present paper starts presenting the hardships of mariners’ life through some famous pieces of poetry and continues with a subject touching everyone: working and living conditions at sea that remain largely unseen.

The most consistent part of the paper is dedicated to the trainees’ free contributions to the Seafarer’s Year, e.g. narratives and letters, marinated stories, impressions and jokes. All such items enabled them to practice all the communication skills, showing that they generally impact positively with people of other cultures.

Providing the seafarers with good basic skills and enabling them to establish effective social network aboard has the most direct effect on safety performance.

This “immersion” in the multiple nationality crew life demonstrates that adequate communication implies a lot more than simply the understanding of technical job-related terms or grasp of a Maritime vocabulary.

Key words: shipboard life, motivation, professionalism, performance, welfare, expectation, bill of rights

Introduction

One of the pleasant features of our own times would be an increasing sympathy for those whose home is on the wave. It is surprising that they should have been so long neglected or forgotten; for it is scarcely possible to make a voyage as a passenger without feeling an interest in those on whose exertions the comfort and safety depend.

With a fair wind and favoring tide, when the ship holds on her way like a thing of life, the skill of those who guide, and the dexterity of those who obey, afford subjects for curious observation. But in the storm, on the reef, or among the icebergs, their patient endurance of hardship, and generous forgetfulness of self, are among the power miracles these men are shrouded in.

On the occasion of „2010 – The Seafarers’ Year“, we all salute them and commend their matchless courage to confront all the hazards and risks at their place of work and their determination to deliver the best results in all the tasks assigned. We salute their remarkable patience and good mood even in the midst of loneliness and isolation from their families and homes.

1. Salutory thoughts for those brave men ruling over the seas through the strokes of some famous pens

Homer:

„It was with a happy heart that the good Odysseus spread his sail to catch the wind and used his seamanship to keep his boat straight with the steering-oar“

Joseph Conrad:

„The true peace of God begins at any point 1,000 miles from the nearest land.“

Ernest Hemingway:

„A man is never lost at sea“.

Mrs. L.H. Sigourney:

Deliverance from danger (Boston, 1845)

*Ruler of the earth and sky,
Who the mighty deep doth hold
In the hollow of Thy hand,
By thy slightest word controlled ;
Who the stormy winds dost curb
Rushing on their midnight path,*

*And the reeling vessel save
From the tempest of their wrath ;
Though from shipwreck and despair
Didst our souls in safety set,
When all human help was vain,
May we ne'er thy love forget.*

Walt Whitman :

Aboard a ship's helm (1867)

*Aboard at a ship's helm,
A young steersman steering with care.
Through fog on a sea-coast dolefully ringing,
An ocean bell-O a warning bell, rock'd by the waves.
O you give good notice indeed, you bell by the sea-reefs ringing,
Ringing, ringing, to warn the ship from its wreck-place.
For as on the alert O steersman, you mind the loud admonition,
The bows turn, the frightened ship tacking speeds away under her gray sails,
The beautiful and noble ship with all her precious wealth speeds away gayly and safe.
But O the ship, the immortal ship! O ship aboard the ship!
Ship of the body, ship of the soul, voyaging, voyaging, voyaging.*

John Masefield :

Sea Fever (1902)

*I must go down to the sea again, to the lonely sea and the sky,
And all I ask is a tall ship and a star to steer her by,
And the wheel's kick and the wind's song and the white sail's shaking,
And a gray mist on the sea's face, and a gray dawn breaking.
I must go down to the seas again, for the call of the running tide
Is a wild call and a clear call that may not be denied;
And all I ask is a windy day with the white clouds flying,
And the flung spray and the blown spume, and the sea-gulls crying.
I must go down to the seas again, to the vagrant gypsy life,
To the gull's way and the whale's way, where the wind's like a whetted knife;
And all I ask is a merry yarn from a laughing fellow-rover,
And quiet sleep and a sweet dream when the long trick's over.*

Unknown :

A Day at Sea

*Life itself like the sea
We never know what waters we may sail*

So seize the moment, live our day at a time.

Hold on to love and keep the faith.

God won't let us fail.

The sea has been more than just a scenic backdrop in classic and modern literature. It has played the part of a character since the time of the Odyssey, and the waves are part of what our myths and legends are made of. The waves are man's dream, but vengeance and retribution seem also to shape consciousness and worlds.

There are voices sustaining that ocean waters will never be tamed, that man will surrender again and again, although living sweet moments and seeing the loveliest things on a journey.

Of course, the power of the sea is ever-evident since it will insult man and pulverize the stiffest frigate he can make. But how is that terrible and wonderful personal experiences, tales of whaling, surfing, and surviving are coming down to us? Just tales of wonder and imagination? Not exactly, or not only that, **man explores the depths of the sea, he emerges out of tempests and shipwrecks and cracks his doom... and comes back home.**

I will never know whether the readers of this paper can find adventure in the pieces of literature quoted above, maybe some taste of it, yet my intention is to give more significance to the world of seafarers I tried, in my turn, „to explore“ along my career of a maritime English teacher.

2. IMO launches the „Year of the Seafarer“

The International Maritime Organization „launched“ for this year's World Maritime Day – **„2010: Year of the Seafarer“**, following IMO Secretary-General Efthimios Mitropoulos' proposal. This theme has been celebrated throughout the year and allowed the maritime community to pay tribute to seafarers for their unique contribution to society and in recognition of the vital part they play in the facilitation of global trade. Mr. Mitropoulos said, „Seafaring is not only a satisfying and worthwhile career choice in itself, it is also a passport to a huge variety of related jobs ashore for which experience at sea will make one eminently qualified.“ He concluded, „Seafarers deserve respect and recognition: let us resolve, during 2010, to ensure that this message is trumpeted loud and clear.“



2.1 The human element at sea

For centuries, the public image of seafarers was that of people who really could not make it ashore. No experience was required for ratings. Just be healthy and sober enough to make it up the gangway. One would learn all he needed by on-the-job training. Sometimes the poor image of mariners existed also among mariners themselves. Fundamentally, the image has changed to one that describes the seafarer as a professional mariner. This man (or woman) has been trained for years to perform on board a ship. Either officers or ratings, they have committed a significant part of their lives to perform this profession, and their reputation and dignity is tied to the quality of their work.

The new generation of nautical students is optimistically thinking of the future at sea and when asked „Why do you want to go to sea?“, they list serious and sound reasons, e.g. „Being at sea is just a wonderful place to be. People will pay thousands of dollars for the opportunity to have a sea journey while, as a mariner, I get paid to be at sea“ or „I learn a new set of skills and get to do things that cannot be done ashore: drive the ship, run the deck cranes, turn valves or run the winches.“

2.2 IMO’s concerns and achievements for a better seaman’s statute.

- IMO places consideration on the human element, trying issues for some items such as: stress, fatigue, workloads, training standards, security and environmental protection.
- Efforts are directed towards simplification and standardisation of terminology, user-friendliness, safety of use, harmonization of essential safety features and the need for clear and updated operating and technical manuals.
- The revised and updated STCW Convention: from the demonstration of knowledge to the demonstration of competence.
- The introduction of the International Management (ISM) Code: the management is put squarely in the safety chain and a safety culture is built on board the ship and within the company to the benefit of all concerned.
- As regards the International Ship and Port Facility Security (ISPS), IMO is concerned to ensure that security provisions are tightened to avoid criminal and terrorists access to ships and ports ensuring that seafarers are not unfairly penalised as a result, for example, by denying them shore leave.

**2.3 Seafarers’ Bill of Rights – a major step towards a decent work on the seas,
under the auspices of: International Maritime Organization ⇔
International Labour Organization ⇔ ITF Seafarers ⇔ Lloyd’s Register**

When the ILO adopted the Maritime Labour Convention (MLC) on 23 February 2006, Director-general Juan Somavia called it „a historic moment for the world’s more than 1.2 million seafarers”. After three years, this global agreement was ratified by five major flag States and key ILO members, representing 45 % of the world’s gross tonnage. Many more member ratifications supported by international industry agreements are already under way. Not yet mandatory, the MLC , a significant development in international shipping described as „Bill of Rights”, is expected to come into force by 2012.

The new convention sets minimum standards on issues such as conditions of employment, accommodation, recreational facilities, social security protection, aiming to tackle issues associated with causes of fatigue, occupational accidents, recruitment, working and living conditions. At the same time, it represents an international initiative to eliminate substandard shipping, being a positive development for those operators who support the recruitment and retention of well motivated seafarers. It was recognized that:

- Unlike the technical conventions drawn up by IMO which have been adopted widely and cover more than 90% of the world fleet, the ILO conventions have generally not been as widely ratified.
- Yet, let us remember that, starting with 1930, ILO gave a series of „Core Conventions” covering areas such as „Forced Labour”, „Freedom of Association and Protection of the Right to Organize”, „Equal Remuneration”, „Minimum Age”, „Elimination of the Worst Forms of Child Labour”.
- The above are „General Conventions” and together with the „Maritime Conventions” (SOLAS, STCW and MARPOL) cover common matters for the new Convention.

Lloyd’s Register has developed an assessment scheme based on important identified criteria, called „Titles of the Convention”:

Title 1: Minimum requirements for seafarers to work on a ship

Title 2: Conditions of employment

Title 3: Accommodation, recreational facilities, food and catering

Title 4: Health protection, medical care, welfare and social security protection

Title 5: Compliance and enforcement – on board complaint procedures

The key provisions of the new Convention are practically picked up „signals“ coming from seafarers and maritime workers all over the world:

- an employment agreement, guaranteeing decent on-board working and living conditions;
- monthly pay in full and in accordance with the employment agreement and any applicable collective agreement;
- 14-hour work limit in any 24-hour period, 72 hours in any seven day period;
- repatriation in case of illness, injury, shipwreck, insolvency, sale of ship, etc.;
- specific requirements for living, accommodation and recreational facilities: minimum room size, satisfactory heating, ventilation, sanitary facilities and hospital accommodation, access to medical care, etc.

All the above are GLOBAL RIGHTS, commonly denominated as SEAMEN’S WELFARE and waiting for ratification.

3. Let the words flow! The mariners write, tell and listen to tales.

Selection of marinated stories, letters, jokes and other works.

This year, the maritime English classes in my institution „adopted“, in various formulas, celebrations of „The Seafarer’s Year“. The trainees, navigation and engineer officers, were energetic and well inspired in the different contributions covering the announced theme.

A „plan of action“ was issued, topics were selected from a very generous list, teams were formed and technical details were made available. It was not their first experience in this direction, the „student-centred“ method is a common practice at CERONAV, the experience has shown that the trainees are responsive to innovation and flexibility, rejecting generally the formal training.

The contributors presented different materials based on their own experience or readings or other sources and at the end all of them were gathered in a collection named „Seafaring and Society“. They undertook to present some fragile aspects touching on one side the relationship between seaman and sea and on the other side between seaman and society : the effect of seafaring in shaping the lives of mariners, merchants and entire communities and the symbiotic relationship between society ashore and the mariners aboard.

For the delight of our IMEC colleagues, I selected a series of contributions, very different in inspiration, style and impact on the readers.

3.1 Open letter to Mr. Efthimios Mitropoulos, the IMO Secretary General

Dear Mr. Mitropoulos,

We are a group of Romanian seafarers attending the IMO courses at CERONAV Constantza, Romania, willing to congratulate you on the occasion of the "2010: Seafarer's Year".

We believe it is a great opportunity in this coming year that the awareness concerning the human element involvement in the maritime adventure be stimulated.

We are very proud of our work, whether we are captains, chief engineers, bosuns or cadets: when we put our hands, our mind and our very essence into the onboard activities, it brings us tremendous rewards.

In spite of the current economic crisis, we continue our maritime career, be it stressful, with long working hours and fatigue at times.

With your permission, we would like to focus on some critical aspects in our life at sea that need to be reconsidered:

- *The trend of employing multinational/multicultural crews was sometimes disappointing: poor communication is the root for tragedies. We can see that cultural awareness is less than basic on board many ships.
Shipowners/managers should improve the linguistic capabilities of their seafarers in English. Shouldn't recruitment and selection policies be reviewed and revised? This is a major maritime safety challenge.*
- *We also venture to signal up a very "hot topic" – piracy – mostly in the Gulf of Aden. We do not feel protected in that area, never being watched or escorted by designated military ships. A better cooperation between the IMO and the NATO naval forces would efficiently keep this phenomenon under control.*
- *Another worrying situation: a permanent threat on board is the lack of a reliable antivirus system for computers. We come with our own laptops that can infest all computers on board with viruses, worms, Trojan horses, etc. Companies are aware of this danger but they prefer "repairs" instead of a proper updating system and an efficient anti-virus program. We consider your intervention highly desired in this direction.*

The above are just a few important facts impairing our life and work as seafarers and we are hopeful the IMO will take steps to continuously encourage due improvements.

Yours Faithfully,

2nd Eng. Off. V. S.

*and his team (C4) attending the IMO courses
at CERONAV, Constantza, Romania*

3.2 Titanic will “celebrate” her centennial soon!

✧ Titanic vs. RMS Queen Mary ✧



Fig.1 Captain Edward J. Smith,
Master of the Titanic

Source: Wikipedia



Fig.2 Master of RMS Queen
Mary

Source: Wikipedia

Overall Length

- **Queen Mary:** 1,019.5 ft. (310.74 m.)
- **Titanic:** 882.9

Gross Tonnage

- **Queen Mary:** 81,237 gross tons
- **Titanic:** 46,329 gross tons

Transatlantic Crossings

- **Queen Mary:** 1,001
- **Titanic:** 0 - Ship sank on Maiden Voyage

Constructed by

- **Queen Mary:** John Brown & Co., LTD., Clydebank, Scotland
- **Titanic:** Harland & Wolff, LTD., Belfast, Ireland

Commissioned by

- **Queen Mary:** Cunard Steamship Co., LTD.
- **Titanic:** White Star Line

Keel Laid

- **Queen Mary:** December 1, 1930
- **Titanic:** March 31, 1909

Date Launched

- **Queen Mary:** September 26, 1934
- **Titanic:** May 31, 1911

Maiden Voyage

- **Queen Mary:** May 27, 1936
- **Titanic:** April 10, 1912

Portholes

- **Queen Mary:** Over 2,000
- **Titanic:** 2,000

Rivets

- **Queen Mary:** Over 10 million
- **Titanic:** 3 million

Hull Plates

- **Queen Mary:** 8 ft. (2.44 m.) to 30 ft. (9.14m.) in length; up to 1.25 in. (3.2 cm.) thick
- **Titanic:** 1 in. thick

Moulded Breadth

- **Queen Mary:** 118 ft. (35.97 m.)
- **Titanic:** 92.6

Keel to Smokestack

- **Queen Mary:** 181 ft. (55.17 m.)
- **Titanic:** 175 ft.

Number of Decks

- **Queen Mary:** 12
- **Titanic:** 8

Passenger Capacity

- **Queen Mary:** 1,957
- **Titanic:** 2,440

Officers and Crew

- **Queen Mary:** 1,174
- **Titanic:** 860

Horsepower

- **Queen Mary:** 160,000
- **Titanic:** 46,000

Cruising Speed

- **Queen Mary:** 28.5 knots
- **Titanic:** 21 knots

Rudder

- **Queen Mary:** 140 tons
- **Titanic:** 101 1/4 tons

Whistles

- **Queen Mary:** 3 - Steam type. Two on forward funnel, one on middle funnel. Each over 6 ft., long, weighing 2,205 LB.



Fig.3 Titanic Lifeboat No.6

Source: www.titanic-titanic.com/nic/boat6.jpg

- **Titanic:** 3 sets consisting of 3 bell domes grouped together with a suitable branch plate. One set was fitted on each of the three foremost funnels and were electrically operated.

Lifeboat Capacity

- **Queen Mary:** 145 persons
- **Titanic:** 65

Smokestacks

- **Queen Mary:** 3 - Elliptical in shape; 36 ft. fore and aft, 23.3 ft. wide
- **Titanic:** 4 - Three were functional and the fourth was a dummy to create the illusion of a more powerful ship.

Boilers

- **Queen Mary:** 27
- **Titanic:** 29

Titanic's History

- **Departed:** April 10, 1912, at noon from Southampton, England, narrowly escaping collision as Titanic's propeller suction snapped the mooring lines of another ship (American Line, New York).
- **First Stop:** April 10, 1912, at 7:00 p.m., Cherbourg, France
- **Second Stop:** April 11, 1912, at 12:30 p.m. in Queenstown, Ireland. Departed at 2:00 p.m. for non-stop voyage to New York City
- **Hit Iceberg:** April 14, 1912, at 11:40 p.m.
- **Distress:** April 15, 1912, at 12:15 a.m. first wireless call for help
- **12:45 a.m.:** First lifeboat lowered
- **2:05 a.m.:** Last lifeboat leaves ship
- **2:20 a.m.:** Titanic breaks in two and sinks
- **3:30 a.m.:** Rockets from Cunard liner Carpathia sighted from Titanic's lifeboats
- **8:30 a.m.:** Last lifeboat of Titanic survivors rescued by Carpathia
- **8:50 a.m.** Carpathia heads for New York with 705 survivors aboard

The Discovery

- **Wreck Discovered:** September 1, 1985, at 1:05 a.m.
- **Wreck Site:** 41° 42' N., 49° 56'W
- **Nearest Land:** Newfoundland 400 miles to the north
- **Depth:** Approximately 2 1/2 miles

RMS Queen Mary survives!

In late September 2009, management of *Queen Mary* was taken over by [Delaware North Companies](#), who plan to continue restoration, and renovation of the ship and its property, and work to revitalize and enhance one of the grandest ocean liners of all time.

✧ **Titanic vs. Queen Mary 2** ✧

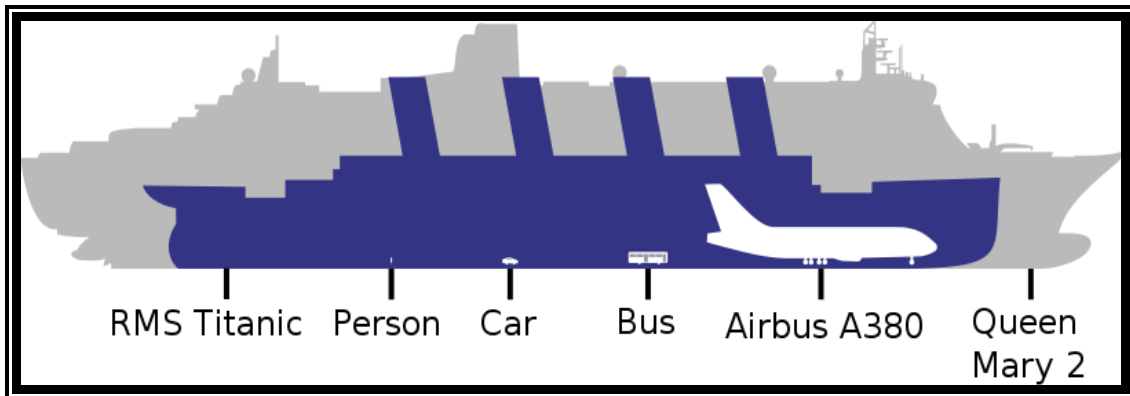


Fig. 4 Diagram showing Queen Mary 2's size compared to the RMS Titanic, a human, a car, a bus and an Airbus A380 airliner. Source: Wikipedia

3.3 The Romanian Seafarer's self-portrait

Under this title, the "Romanian Seafarer" is practically represented by 32 officers, our trainees. From the feedback we have obtained some significant findings, revealing that the Romanian seafarer:

- thinks the harmony within the work-team means efficiency, less stress, good atmosphere;
- considers formal work relations with the chief as necessary, as long as hierarchy exists (76%), and as not necessary (24%) since "they afflict harmony or performance of some responsibilities";
- disagrees with their actual remuneration that "does not reflect the work load and quality, physical and emotional efforts" and "is discriminatory among nationalities"(72%) ; a 28% agrees with it, saying that "this is the actual level on the labour market";
- is aware that training means a lot to his career : "experience joins theory", "the access to the latest news in shipping";
- recognizes regulations keep discipline and "are essential for the safety and security of the ship and her crew";
- knows it is advisable to be organized in small teams: "it's more efficient, less conflictual" and a good cooperation and communication should function among the team members and with their coordinator;

- in the business contacts prefers correct and polite relations to the satisfaction of both parties;
- objectively agrees that despite the good level of training, motivation and understanding of the ISM Code, he sometimes makes mistakes but does not hesitate to admit them in front of their ship mates.
- though automation is increasingly able to control the machine in the man-machine system, the experience shows that Romanian seafarers are highly responsible for recognizing, interpreting, compensating and correcting the consequences of deficiencies, failures and malfunctions in the machine and, ironically, also in other human beings.
- It is high time that a superior appreciation of the “human element” should be shown and more appropriate steps taken to improve its performance at sea. **Obviously, we expect that the stakeholders establish a more logical connection between the “technical systems” meaning the shipping, and the “human systems” represented by the seafarers.**

3.4 Jokes :



That's My Story and I'm Sticking to It!

A preacher was boating towards an island for a special wedding. On the way he was stopped by the marine patrol. After a quick check of the life preservers on board one patrol officer noticed a box with a few bottles in it.

“What's in the bottles, Reverend?” “It's holy water”, came the response.

The officer opened one of the bottles. Sniffing it he said, “It smells like wine.”

“Hallelujah!” the preacher shouted, “He's done it again!”

I Met My Match !

After the boat was pulled into the dock, a stunningly beautiful woman disembarked with a parrot on her shoulder.

“Where did you get that?” asked one of the dock hands.

“Met her online,” replied the parrot.

Nautical Lingo

An ensign on sea duty for the first time overheard a recruit say he was going downstairs.

“Listen, sailor,” he snarled, “Downstairs is below, that side is starboard, that's aft and that's portside. If I ever hear you say one more civilian word like “downstairs” again I'll throw you through that little round window over there!”

To the wedding !

The cruise ship was well underway when ship security found the stowaway in the cargo hold. "The Coast Guard will arrest you and take your butt back to port", said the officer. The stowaway begged him to be kind. " I'm going to my daughter's wedding . I have no money for a ticket. Won't you please let me stay?"

Against his better judgment the officer agreed to let the man stay provided he keeps out of site. On the way out of the hold he tripped over another stowaway! The second stowaway said, „Don't look at me. He invited me to the wedding!"

Tight Quarters

It was the couples' first cruise and the husband was less than excited about their economy size cabin. Picking up the phone and dialing he said, " Is this room service?"

"Yes", came the answer from the other end."

" Good" , said the husband, " send me up a room!"

Can You Fix Me?

The seaman was suffering from a bad cold and begs the Ship's Doctor for some relief. The Doc prescribed a few pills but after a week the seaman was still ill. So the Doctor gave the seaman several shots with no result. "Okay, this is what I want you to do, "said the doctor. Go to the the bow of the ship. Take off your shirt and lean into the freezing mist for thirty minutes. I'll do it sir but aren't you afraid I'll catch pneumonia? "Maybe, "said the Doctor, "but at least I know how to cure that!"

Story with pirates

An able-bodied seaman meets a pirate in a bar, and they take turns recounting their adventures at sea. Noting the pirate's peg-leg, hook, and eye patch the seaman asks "So, how did you end up with the peg-leg?" The pirate replies "I was caught in a monster storm off the cape and a giant wave swept me overboard. Just as they were pullin' me out a school of sharks appeared and one of 'em bit me leg off". "Blimey!" said the seaman. "What about the hook"? "Ahhhh...", mused the pirate, "We were boardin' a trader ship, pistols blastin' and swords swingin' this way and that. In the fracas me hand got chopped off." "Blimey!" remarked the seaman. "And how came ye by the eye patch"? "A seagull droppin' fell into me eye", answered the pirate. "You lost your eye to a seagull dropping?" the sailor asked incredulously. "Well..." said the pirate; " it was me first day with the hook."

Collected and adapted from:



4. Conclusions

4.1 The theme and sub-themes relevance

According to my 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 themes:** newspapers, magazines, films, posters and websites to the great satisfaction of our trainees.
- Actually the topics covered three areas of the highest interest: **“human element at sea”, “seamen’s welfare – conditions on board”** and **“messages to the entire shipping community for safeguarding the seamen’s rights”**.
- The maritime English teacher’s goal was to provide an authentic task-based project, to engage the learners with a real world problem and challenge, to increase the interest of the study level.
- All the lessons conducted on “2010 – The Seafarers’ Year” theme relied on web resources and were very little complemented by traditional instruction, since the trainees are very skillful to use the Internet tools. On this occasion everything was improved: **interest, attitudes, motivation, interactivity, confidence**, showing that **“the new teaching and learning environment”** (Axelson & Hardy, 1999) **is just here, in our everyday classes.**

4.2 Key ideas promoted by the participants:

- Effective systems of rules are needed to protect a 1.2 million strong workforce handling 80-90 % of the world trade and a list of rights should contain at least the following: reviewed employment agreements guaranteeing decent on-board working and living conditions; monthly pay in accordance with the employment agreement; providing minimum rest periods; recreational facilities; adoption of more serious security standards to protect them from piracy.
- The above considerations of the trainees are emblematic aspects of their life at sea and they have are also related to **culture** and **education** with which we interact.
- It was once more demonstrated that trainees at the maritime English courses are real “gold mines”, authentic inspiration sources, totally collaborative, expressing views, creating an enlarged and meaningful context.
- What was demonstrated by the trainees and very striking and unexpectedly for me was the “globalized” thinking and attitude of the Romanian seafarers.

Whenever they commented on e.g. the risks to their health and security, the income they earn, the substandard ships or operators, generally about the life quality on board the ship and the responses expected for all their problems, they used to say “all the seafarers’, “all the nationalities” or “we all worked effectively and harmoniously together”. They succeed to successfully represent the mixed nationality crews and this is a noble and fundamental attitude.

I suppose it is a general characteristic of the world seafarers to be seen as “ambassadors” of the intercultural dialogue: They are among the first to discover that diverse languages and cultures they come in contact with represent a rich heritage of the world. Diversity means unity and not a barrier among people. Circumstances have shown different nationalities claiming in one voice on the well-being of the seafarers, equal opportunities, non-discrimination and greater cohesion among and for seafarers.”

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Mrs. Paula Manolache holds an MSc. She is a Senior Lecturer at the Maritime Training Centre "CERONAV" Constantza, serving at the same time as an expert adviser for the projects in the Maritime Training field. Her subject specializations are general and Maritime English; Maritime Safety and Security. She is the author of numerous student and teacher course books. Her special interests include multimedia language learning environment; globalization and employability in the maritime industry; electronic resources and copyright.

Presentations

ON-GOING MARITIME ENGLISH REFORM IN CHINA

Weihua LUO

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Abstract

The 2010 Manila amendments to STCW Convention and Code have provided more definite requirements for seafarers' effective communicative competency. In response to these requirements, China has undertaken a series of reforms in maritime English education for purpose of improving English communicative competency of Chinese seafarers. Under the authority and direction of China MSA, Dalian Maritime University is drafting a new teaching and examination system, giving full consideration to practical English reading, professional writing, listening comprehension and oral expression in actual work.

Presenter Biography

Dr. Weihua Luo, professor of English, Dean of School of Foreign Languages, Dalian Maritime University. His area of interest includes: maritime English, corpus linguistics, language and culture. Presently appointed by CHINA MSA to lead a national group revising and updating the CoC maritime English examinations

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Abstract

A presentation of Safe Sailing CD-ROM which prepares sailors for communicating safely at sea by providing thorough practice of the International Maritime Organisation's Standard Marine Communication Phrases (SMCP). This standardised set of English phrases is essential to overcoming language barriers at sea and avoiding misunderstandings which can cause accidents. Through a variety of interactive exercises, this CD-ROM gives seafarers the practice they need to use these phrases confidently and effectively. It covers areas such as Standard engine orders, Handing over the watch, Fire protection, and Cargo care. As well as providing model audio of each phrase, users can also record and play back their own voice, helping them to improve their spoken delivery.

Presenter Biography

Stephen Murrell graduated in Communications in 1979. He worked in higher education in the UK before becoming an EFL teacher. He has worked in Britain, Greece and Italy. He has been teaching Maritime English for ten years. He recently published 'Safe Sailing' an interactive CD for the IMO Standard Marine Phrases with Cambridge University Press and is trying to develop self access English methods for mariners using Webtv. He is working hard to start an international examination in the SMCP

MARENG PLUS

Barbara KATARZYŃSKA

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Abstract

This session will introduce the new modifications made to the earlier developed web based Maritime English Learning Tool, MarEng, which is based on an idea of a virtual vessel encountering different language usage situations in port and on board during its journey. Based on the feedback obtained from the MarEng Learning Tool users all over the world, the partner organisations from several different European countries have produced new sections in the MarEng Plus project: topics, levels, learning environment and teacher manual – in order to widen the user base of the tool. MarEng Plus is partially financed by the Leonardo daVinci programme of the European Union.

Presenter Biography

Barbara Katarzyńska has been teaching English at Gdynia Maritime University, Poland. She prepared and published teaching materials and books such as “Notes on Ships, Ports and Cargo”, “Mate’s Correspondence” and “Ship’s Correspondence”. She also taught English during the Intensive English Language Course at World Maritime University, Malmoe, Sweden and at courses run for the Italian Coast Guard at IMO-IMA in Trieste and La Spezia, Italy. Barbara Katarzyńska actively participated in the Leonardo da Vinci programme as part of the team preparing teaching materials and working on the MarEng project and the MarEng Plus projects.

**MACMILLAN PRACTICE ON-LINE
PRACTICING ENGLISH ANYWHERE ANYTIME**

Jon FRENCH

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Abstract

The world of English language teaching and learning is undergoing a not so quiet revolution with the impact of digital media in the teaching/learning process becoming less an exception and more the norm. Blended learning allows students to continue their exposure to and practice of a language whether they be at home/work/outside the city or at sea. Students are no longer bound only to the face to face model of teaching but can experience a wide range of language exposures and practice targeted to the area of speciality and flexible enough to be delivered through a variety of models

Presenter Biography

Jon French began EFL teaching sixteen years ago working in Eastern Europe for four years before moving to the Middle East and qualifying as a RSA CELTA Teacher Trainer in 2001. Since 2002 he has been the Head of Teacher Training for Macmillan Education in the Middle East.

IMEC22

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**Arab Academy for Science, Technology & Maritime Transport
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Alexandria Headquarters**

Dear Friends and Colleagues,

I currently work as the Dean of the Institute for Language Studies (ILS), in the Alexandria Headquarters and the Director of the Graduate Programmes in Linguistic and Translation Studies (GPLTS) at the Academy. The Institute staff members are highly qualified and specialised in Teaching English for Specific and Academic purposes; Teaching English as a foreign Languages; Course Design and Materials Development; Testing and Assessment; Applied Linguistics; Translation Studies; Professional Communication; Independent Learning and Learner Autonomy; Programme Evaluation; and Instructional Technology.



I am also in charge of the Graduate Programmes in Linguistic and Translations Studies (GPLTS), designed and offered at the Academy's different campuses to support, train and qualify graduates to be more knowledgeable, competent and skilful when they pursue careers in the areas aforementioned.

The ILS provides high-quality, language-related services and offers language courses for professional and vocational purposes in response to the needs of the Academy's staff members and students in all its colleges, institutes and centres as well as the linguistic needs of the Egyptian community at large. It facilitates communication with other parts of the world by providing different translation, editing and international exam preparation courses in various foreign languages. It provides ESP/EAP programmes as well as translation and editing services to the following:

- College of Maritime Transport and Technology
- College of Management & Technology
- College of Engineering & Technology
- College of Computing & Information Technology
- College of International Transport & Logistics
- Institute of Fisheries Technology & Aquaculture
- Institute of Quality and Productivity
- Institute for Language Studies
- Technical and Vocational Institute
- Port Training Institute
- International Transport and Logistics Institute
- Investment and Financial Institute

- Marine Catering Centre
- Project Incubation Centre
- Industry Service Centre
- Information and Documentation Centre

The ILS language educational programmes are characterized by their excellence in catering for the learners' specific linguistic needs in a variety of languages; namely Arabic, English, French, Spanish, Italian and German. The courses are delivered by well-selected and highly-certified language practitioners with vast experience in the language teaching field. Course design, development and implementation apply the latest effective practices in language teaching and educational technology. The ILS academic staff members are actively engaged in linguistic research and they continuously take part in the development and dissemination of knowledge in relevant fields. They pursue their studies and research in both the Arab and the Western Worlds. Their research contributions range from participating in national and international conferences to writing valuable research articles and theses and other significant publications. Moreover, an efficient team of professional translators and editors helps to fulfil the ILS mission to serve the community and meet its linguistic needs. Distinguished translation and editing services are provided in various foreign languages in general and specialized discourse.

Due to the rising and continuous demand for recruiting more English (and some other foreign) language practitioners who are highly qualified and well trained in language teaching for specific purposes; course and syllabus design and materials development; testing and assessment; curriculum or programme evaluation and management; translation and editing of specific and technical texts and discourses; and language technologists and engineers. Therefore, I formed several supporting divisions to cater for the on-job training needs of the newly recruited language practitioners. They not only lack adequate teacher training but the necessary knowledge or competence, abilities and skills to become more knowledgeable, skilled and well-trained language practitioners. By joining the divisions, they would have the hands-on experience not only to teach general and specific language but share in the development and excellence of the under-graduate and post-graduate language programmes offered at the Institute. The divisions comprise:

- Materials Development
- Testing and Assessment
- Programme Evaluation
- Technology and Language
- Translation and Editing
- Research Facilities and Resources
- Marketing and Publicity of language programmes

Since 2004, planning and preparations, initiated and lead by myself and developed with the help of the ILS staff members in the Alexandria headquarters, were also underway to award degrees for academic graduate programmes in linguistics and translation studies. The ILS staff, MA and PhD holders, whose academic competence and tremendous efforts are acknowledged and appreciated, are Abeer Refky, Alia Taher, Heba Elsayed, Inas Hussein, Mai Ghoneim, Marwa Abdel-Mohsen, Nevine Helmy, Reem El-Guindy, Reham El-Shazly and Reem Sohdy. A new entity, namely **Graduate Programmes in Linguistic and Translation Studies (GPLTS)** was formed in 2008, to expand, manage and supervise all of those graduate programmes offered on any of the Academy's different campuses.

The Academy's GPLTS entity now comprises the supporting divisions which support undergraduate and postgraduate language programmes in addition to offering the following awarded degrees:

- **Language Teaching Training Certificate:** The certificate lasts for three months and is offered throughout the calendar year.
- **Diploma in Applied Linguistics:** *The diploma lasts for two academic semesters and is offered once each academic year.*
- **Masters in English for Specific Purposes:** *in collaboration with UWIC, Cardiff's Metropolitan University, Wales, UK.*
- **Masters Degree in Translation and Intercultural Studies:** *(in progress and to be launched in September 2011)*
- **Masters Degree in Computational Linguistics:** *(in progress and to be launched in September 2011)*

The ILS and GPLTS staff members look forward to cooperating and collaborating with other educational institutions in the hope for enhancing, facilitating and improving worldwide communication and cultural understanding between different peoples on our globe.


Ghada Hozayen
October 2010.



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