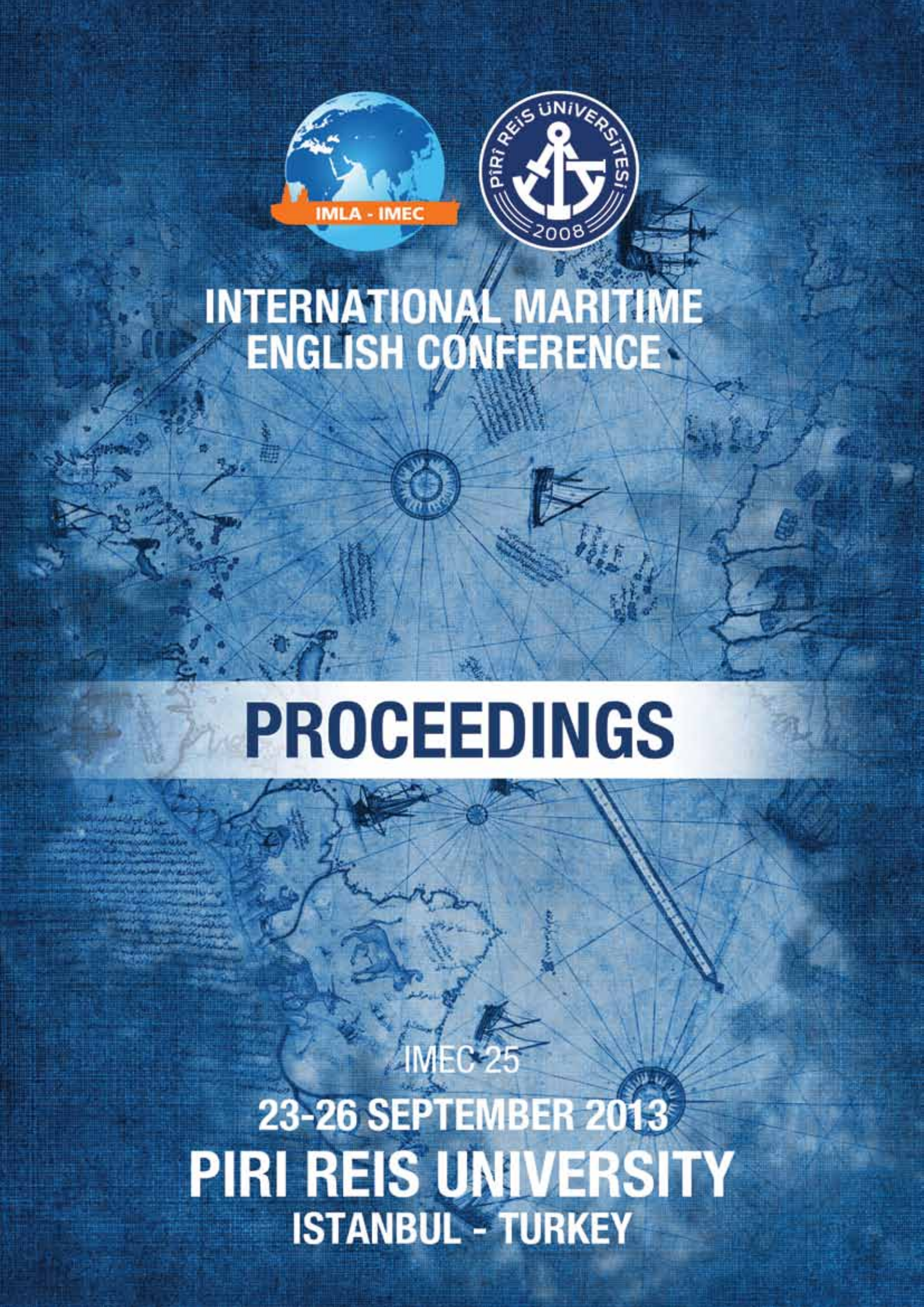

INTERNATIONAL MARITIME ENGLISH CONFERENCE

PROCEEDINGS

IMEC 25

23-26 SEPTEMBER 2013

PIRI REIS UNIVERSITY

ISTANBUL - TURKEY

PROCEEDINGS OF IMEC 25

The International Maritime
English Conference

23-26 September 2013
PIRI REIS UNIVERSITY
Istanbul - Turkey

LOCAL ORGANIZING COMMITTEE (LOC):
Dr. Taner ALBAYRAK (Editor)
Aydın ŞIHMANTEPE
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content

Preface

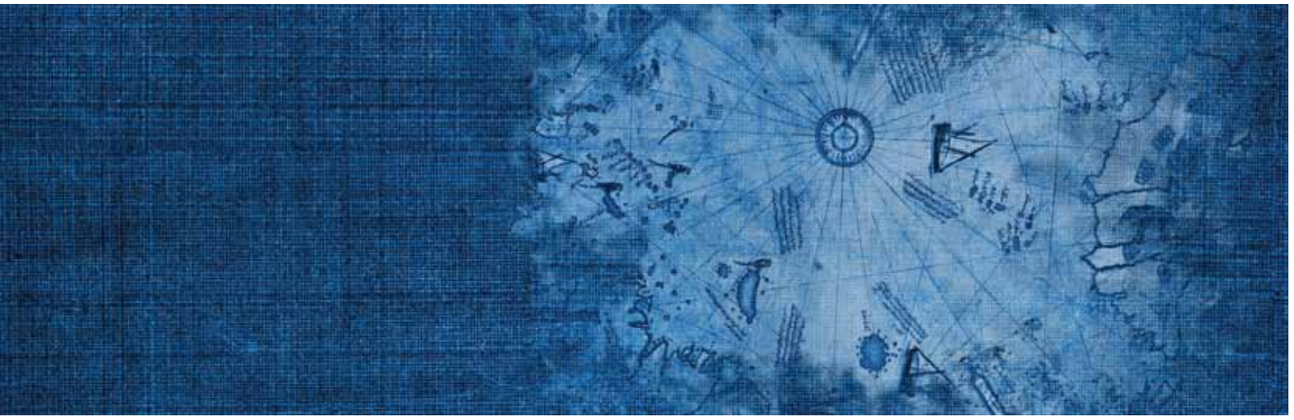
DR. TANER ALBAYRAK
Head of Local Organising Committee
Editor

In the year that Turkey's maritime community celebrates 500 years since the renowned Ottoman admiral, Piri Reis, revealed his now famous atlas of the world, it is fitting that the university that bears his name should host the annual IMLA International Maritime English Conference (IMEC). Istanbul, an international cradle of civilization, has long acted as a bridge between the major religions and cultures of the world and its strategic location overlooking the only sea route between the Black Sea and the Mediterranean has fostered its prominence in global maritime affairs. As one of the world's great seafaring cities, Istanbul provides the ideal backdrop for a conference such as IMLA-IMEC.

In 2013 Piri Reis University, Istanbul, is not only celebrating growth but looking forward to the completion of a new campus. Amongst other objectives, the Piri Reis mission promotes English as the international language of the sea, and offers maritime students every opportunity to perfect their Maritime English skills. As a relatively young university, it is therefore a great honour for Piri Reis at this time to welcome delegates from the world's Maritime English community to share knowledge, present research and exchange views.

Working alongside Prof. Peter Trenkner, current chairman of IMLA-IMEC, and his steering committee, the Piri Reis Local Organising Committee has had the privilege to review and assemble this collection of papers to be presented in Istanbul from 23rd – 26th September, 2013.

We hope that you will enjoy and appreciate the wide range of research concepts, pedagogical suggestions and fervent desires expressed in these proceedings and that we can encourage you to contribute to IMLA-IMEC in years to come.



Office of the Chair
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10 September 2013

Congratulation Letter to IMEC25, held in Piri Reis University, Istanbul, Turkey, September 23 to 26, 2013

Prof.Dr. Peter Trenkner, Chairman of IMEC,
Prof. Dr. Osman Kamil Sag, Rector of Piri Reis University
Dear friends and colleagues, ladies and gentlemen,

With over twenty years' successful experiences, the IMEC conference has matured to be the most important platform in the field of Maritime English education and training, thanks to the in-depth conference themes and programs and most specialized speakers in the community. I am delighted to know that more than 45 participants from 18 different countries are joining the 25th International Maritime English Conference at Piri Reis Maritime University, a promising and energetic institution of maritime education based in the attractive historical city of Istanbul, Turkey. On behalf of the IMLA, I would like to express my warmest congratulations to the opening of the high-profile event!

We, the maritime educators and trainers, are contributing to the process of upgrading and fostering qualified professional mariners who operate and manage the vessels carrying 90% of the global trade. They must fulfil the job safely, securely and efficiently through their competence, commitment and care. In recent years, the IMO has been dedicating more time and emphasis on "people" and taking the deliberate decision to concentrate much more strongly on the human element.

Efficient onboard communication, to the great extent, guarantees the safety at sea, thus constitutes a crucial part in the IMO's work concerning human element. Communication and cultural awareness issues have never attracted such an emphasis before. This conference will be an ideal platform for discussing and addressing some of the most pressing problems in Maritime English education. Diversified approaches will be presented ranging from linguistics, pedagogy, technical innovations to cultural related issues. I believe this conference will be stimulating and thought provoking in many ways.

Dear all participants, thank you for coming to affirm your value and your commitment to maritime education. Everyone of you has a part to play in achieving the success of the meeting. Taking this opportunity, I would also like to express my appreciations to Prof.Dr. Peter Trenkner and the entire IMEC Steering Group for your many efforts to make this event possible.

Again, wish IMEC 25 successful and fruitful. Thank you!

Jin Yongxing.

Dr.Prof. Jin Yongxing
Hon. Chair of IMLA

Papers

paper
01

THE IMPORTANCE OF GENERAL ENGLISH FOR MASTERING OF MARITIME ENGLISH / MARITIME ENGLISH AS PART OF ESP

Anna Tenieshvili

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Abstract

Maritime English being branch of ESP is inseparable and very important part of Maritime field. Nevertheless, it is subject of Linguistics as well and therefore can be viewed from linguistic point of view. The basis of any branch of ESP is General English which is very important for perfect mastering of special language.

In my opinion along with Maritime English the students should be taught General English (GE) on the proper level as well. The better they know certain level of GE the better they can acquire specific language.

Any language is a part of national culture. Successful language learners usually get close to the language they study and to the culture this language belongs to. Mastering of GE is a good way to break cultural barriers. Language is a part of any nation's culture which will help to understand English culture better if all nations know it properly, they will understand each other better not only on linguistic but also on the cultural level. When learners of English get closer to the language not only from linguistic point of view but also from cultural point of view, different ways of human communication, including body language and means of non-verbal communication, become more familiar to them. It facilitates communication of seafarers from different countries with each other, thus ensuring safety and decreasing risk factors.

Only combination of good knowledge of GE and ME can give successful linguistic feedback to seafarers that is so necessary for Maritime field to make human communication more effective and diminish the risk factors caused by ineffective language communication.

Key words: ESP, EGP, ME, GE and SMCP, language skills, cross-cultural communication

1-INTRODUCTION

Maritime English being branch of ESP is inseparable and very important part of Maritime field. Nevertheless, it is subject of Linguistics as well and therefore can be viewed from linguistic point of view. The basis of any branch of ESP is General English which is very important for perfect mastering of special language.

In my opinion along with Maritime English (ME) the students should be taught General English (GE) on the proper level as well. The better they know certain level of GE the better they can acquire specific language. I think that the division of Maritime English (ME) offered by me in the paper "Maritime English as Part of ESP and as Means of Different Communication Levels" presented at the XX IMLA conference implies good knowledge of GE.

In that paper we offered new classification of Maritime English:

1) Maritime English for Academic Purposes (science, teaching) – MEAP
2) Maritime English for Professional Purposes – MEPP
3) Maritime English for Colloquial Purposes – MECP

If this classification is considered from the viewpoint of General English, the following could be said: Maritime English for colloquial purposes (MECP) requires good knowledge of General English on elementary level equivalent to A1 or A2. Maritime English for Professional Purposes (MEPP) requires good knowledge of GE on intermediate level equivalent to B1 and B2 but the background for Maritime English for Academic Purposes (MEAP) is Upper-Intermediate or Advanced level of GE equivalent to C1 and C2.

As the English language has become "lingua franca" of Maritime field, knowledge of this language is

indispensable part of any seafarer's education. Nevertheless, vast majority of accidents at sea happen due to human factor and language barrier. The reason for this, to our opinion, lies in the fact that seafarers are taught ME without sufficient GE knowledge what impedes their perception and results in lack of language competency.

The reason why I consider such question as importance of GE for ME is that in my country the course of ME begins with specialized texts, although at the beginning they are easy I think that the fact that students are not given proper knowledge of GE first makes their perception of ME difficult.

Although it is stated in N. Demydenko's article "A Terminographic Essay as a Means of Developing Teaching/Learning Materials for Individual Work of Students": "The famous approach: "early specialization" implies ME skills development process on basis of GE skills level without separating EGP and ESP at the early stage of training», I think that GE should be taught to seafarers at first stage before they receive certain knowledge of the field necessary for mastering of for ME as ME contains a lot of specific information which will be perceived better if trainee already has some background knowledge of corresponding technical field.

In the present paper we tried to consider importance of English for General Purposes (EGP) for Maritime field and considered its role in mastering of Maritime English which in its turn is a branch of English for Specific Purposes (ESP). We also valued the role of basic language skills in ME and stated the role of GE for mastering SMCP. In our opinion the very interesting material is contained in the last part of the paper in which we consider English and particularly GE as means of intercultural communication that is extremely important question for the ship's industry. So, our paper consists of Introduction, 4 sections and Conclusion. The list of abbreviations and the list of references are given at the end of the paper.

2-ME AS PART OF ESP

For a long time the idea that seafarers as well as other ESP learners need just limited knowledge of English directly related to the field has been dominating criterion in Maritime Training and Education. In my opinion, this approach should be varied and future seafarers must fully understand the importance of the English Language for Maritime field today. Therefore, they should have more motivation and must be interested in gaining good basis of GE for consequent studies of maritime language. The better the basis of GE they have the better the students will be able to study any ESP branch including ME.

First it was the approach developed by Hutchinson and Waters in their book "ESP: A learning-centered approach" to produce a syllabus which gave high priority to the language forms students would meet in their Science studies and in turn would give low priority to forms they would not meet". But experience has shown that this can be possible only when learner has good basis for studying ESP i.e. acceptable level of GE.

The point is that Maritime texts as all technical and generally ESP texts are of informative type and their main purpose is to convey the information to the reader in understandable way from linguistic and technical points of view. Therefore, writers of such texts generally think of the contents and idea as they cannot simplify text very much due to necessity to convey technical ideas properly. This is one more argument proving that ESP learners must have certain level of GE (intermediate) to read technical texts without problems paying/concentrating their attention on new technical terms but not on the structure of sentences as they must be familiar to them and easy to understand.

Although Hutchinson and Waters say: "Learners were seen to have different needs and interests, which would have an important influence on their motivation to learn and therefore on the effectiveness of their learning. …. The assumption underlying this approach was that the clear relevance of the English course to their needs would improve the learners' motivation and thereby make learning better and faster". In my opinion, ESP can be taught successfully only to students who have enough motivation for language learning. Real motivation for learning of ESP can be developed only in those students whose level of GE is good, they are more interested in the language, more fond of it and therefore they acquire ESP easier and in a more productive way.

Language learning is not just a matter of linguistic knowledge. The most fundamental problem of second language learning is the mismatch between the learner's conceptual cognitive capacities and the learner's linguistic level. In mother tongue learning they develop together. In the second language they are crossly out of focus: the second language learner is someone who is conceptually and cognitively mature, but is linguistically an infant. This is a particular problem in ESP, where the learner's knowledge of their subject specialism may be of a very high level, while their linguistic knowledge is virtually nil. Teaching must respect both levels of the learner's state.

Maritime students are mature from cognitive point of view when enter Maritime institutions at the age of 17-18 but they are infants in foreign language and their specialty. Therefore, the following question arises: Is it better for them to acquire ME and specialty skills at the same time as it happens when child acquires first language or it is better first to let them acquire specialty skills and then teach the language of the field on basis of existing GE knowledge.

At the end of ME course usually two questions arise in connection to ME teaching/learning and testing. They are:

Is it Maritime testing of English language
or
English testing of maritime knowledge?

The former implies testing English on basis of material of ME when the knowledge of terminology and knowledge of language are tested; the latter implies testing the knowledge of maritime subjects in English. In my opinion when maritime students have good knowledge of GE which is later supported by language of the field or ME on the proper level such students will be able to any of these tests well providing that they are well-prepared in their specialty subjects.

There is a need to see ESP within context of language teaching in general and this applies as much to the role of the teacher as to materials and methodology. (p. 157)

"Good ESP materials contain:

- interesting texts
- enjoyable activities which engage the learner's thinking capacities;
- opportunities for learners to use their existing knowledge and skills
- content which both learner and teacher can cope with".

All ESP texts even those that contain very specific technical information are based on laws of GE, the only feature that differs them from the texts of general character written in GE is their special technical vocabulary and very often complex technical idea. Of course, such texts will be better understood by students whose GE is on intermediate or upper-intermediate level (B2 or C1) because the only focus of attention will be unknown terms which can be studied and the text will be completely understood. It can be compared to the process of formation of ESP/ME teacher. In majority of cases ESP teachers are specialists of English language and literature who have to work in specific field and have to acquire field-related lexical means/terms. Of course, the level of good language specialist is much higher that intermediate or upper-intermediate, it is generally advanced level, but I think that the above-mentioned levels of GE are enough to percept technical texts as usually from linguistic point of view they are not very complicated.

It is interesting to note that in ME texts we meet pure "maritime" vocabulary in Navigation texts whereas in texts on Marine Engineering, Electrical Engineering and Radio Engineering we meet words of general technical vocabulary and technical words of the corresponding fields. On basis of the above-given information we can say that ME incorporates languages of 4 technical fields: Navigation, Marine Engineering, Electrical Engineering, Radio Communications. Among all these fields only ME of Navigation and its vocabulary represent pure ME field as it does not have any correspondence with any other technical field. Although ME consists of Navigation, Marine Engineering, Electrical Engineering, Radio Communications, I think that in case of compiling ME corpora texts of all sub-fields must be included.

In ESP texts four types of vocabulary can be distinguished:

1) structural words: e.g. are, this, only, however
2) general words: e.g. table, run, dog, road, weather, cause
3) technical terms related to a lot of technical fields: e.g. engine, spring, value, acid, budget
4) technical terms related to one field: auricle, schistosome, fissure, electrophoresis.

Four other vocabulary categories are:

1) high frequency words (70%)
2) academic words (10%)
3) technical words (13%)
4) low frequency words 5-7 (%)

On basis of this information we can bring native speaker acquiring ME as example. As English is his native language, he only gets familiarized with maritime terms of the field. We mention native speaker because approximately 3000 words (intermediate level) are enough to acquire ME. So, learners of ME in this case will have to acquire only technical terms as GE comprises the first three vocabulary groups: .

1. structural words: e.g. are, this, only, however
2. general words: e.g. table, run, dog, road, weather, cause
3. technical terms related to a lot of technical fields: e.g. engine, spring, value, acid, budget

Although ESP has based its studies and science on the concept that students of different fields of human activity should concentrate on studies of English of the corresponding field, in practice if we compare the knowledge of students who have taken certain ESP course, in Maritime English or any other, we may see that knowledge of students whose GE was quite good at the beginning of ESP course is more profound and will be better used by them in practice than of those whose GE was not very good when they undertook certain ESP course. In this way learner with certain GE knowledge can be compared to native speaker studying terminology of the field. English which is the working language at sea becomes more important than the ME which is generally taken in a limited context.

In creating the policy and defining standards for learning ME, we'd like to refer to F. Week's differentiation: (1997)

- Standard English (i.e. highest degree of competence in GE)
- Standard English with "belonging English" (GE with some knowledge of ME)
- Maritime business English
- Technical English
- SMCP
- Survival English for shipboard use (as tested by ICS)

The approach to ME teaching in English speaking countries differs greatly from that in the countries where English is a foreign language. In the first case students of maritime institutes just acquire maritime terms and specific vocabulary within the scope of new subjects and topics.

When it comes to the second case, students have to study a foreign language and new maritime terms at the same time. This is rather difficult and often the results are unsatisfactory what leads to big problems in maritime fields as 80% of accidents at sea are due to human factor caused by insufficient knowledge of English.

As Tony Dudley Evans said ESP is generally designed for intermediate or advanced students. This proves the fact that GE should be taught to at least intermediate level to make teaching/learning of ESP/ME as efficient as possible.

Here, we think it is expedient to mention requirements to ME in view of STCW 2010:

"In view of STCW 2010 amendments new questions arose whether existing ME standards and curricula would be able to cover multinational and multicultural issues to develop leadership skills, reveal and develop management styles, achieve efficient communication, produce effective teamwork, understand situational awareness, know how to use standard operating procedures and checklists, understand mental abilities and limitations, e.g. memory, workload, competence/confidence, etc. enhance the quality of decision making, understand health issues: fatigue, stress, nutrition, etc., human resources challenges for continuity / competence / culture too focus on the significance of human capital in the sustainability and development of the shipping industry. These sophisticated competences will definitely require in depth knowledge and very good command of English language which is quite beyond the generally accepted ME norms".

In connection to this B. Pritchard said: "It is believed that especially in view of new STCW competencies, MET programs must concentrate on the interface between humans in relation to communication between crew members by enhancing general knowledge in English together with socio-cultural aspects of the multicultural environment".

Principally two approaches to the study of the role of ME in the overall syllabus for MET courses are traceable today:

- the minimalist (i.e. training-oriented) approach, and
- extended, i.e. comprehensive educational approach.

If we view these approaches in the light of the above-mentioned classification from our previous paper "Maritime English as Part of ESP and as Means of Different Communication Levels" we may say that ME for colloquial purposes/MECP can be subject to minimalist approach but two other classes: ME for Academic Purposes/MEAC and ME for Professional purposes/MEPP imply necessity to use extended approach.

3- BASIC LANGUAGE SKILLS AND ME

As it is known language is studied for the purpose of communication. ME is generally communication-oriented part of ESP and therefore knowledge of English implies acquiring of 4 language skills: Reading, Listening, Speaking, Writing.

If we take such complex of the above-mentioned language skills which are basis for language studies and for language testing as well, no one would argue that these skills first should be taught to the students studying GE and then they should be applied in practice on basis of ESP materials.

The consideration of these skills is very important for ME. Although ME is part of ESP the skills that are especially important in this field are Reading, Listening and Speaking, whereas "generally ESP approach puts the emphasis on reading or listening strategies".

Although ME is communication-oriented language and such language skill as Speaking is crucial to ensure safe work on ship, we would like to mention that Reading, Listening and Writing are also very important.

But O. Monastirskaya and M. Chesnokova in their article "The Maritime English Educational Mode for Real Life Interaction Based on the Experience of Odessa National Maritime Academy" say: "Practice shows that in occupational situation, Speaking is the most important linguistic competence required with Listening coming the next, and then Reading, while Translation and Writing ranking the bottom".

In my opinion Reading is a good way to master language but on the perceptive level, it is also the best way to develop Speaking skills. Those who read much are distinguished with good Speaking skills even in their native languages and of course Reading special texts in English is the best way to develop speaking skills. If we speak about Writing, we can say that Writing can also be based on reading to which additional training and practice can be added. Those who acquire Writing skills as well as possible, in short time will notice ability to speak "good language". As for Listening skills, we think that everyone will agree that they are as important as Speaking skills for seafarer who must be able not only to speak comprehensibly but also to listen and understand what other seafarers say. So, we may see that all 4 skills are necessary for mastering of ME.

Although ME is considered as part of ESP, difference between ESP and ME is that Reading and Writing are of priority for all ESP branches especially those which are oriented on scientific studies whereas Speaking and Listening are of priority for ME as it is generally communication oriented part of ESP.

I think that correct pronunciation and neutral accent being part of Speaking section are very important for those who try to acquire ME for further work at sea. Lack of these skills can lead to misunderstanding between seafarers and result in problems on board. Pronunciation and accent cannot be paid due attention in ME course. They are generally studied within GE course and one can't help agreeing that they are very important for successful communication in maritime field.

Writing skills are very important not only on the level of writing essay but on the level of spelling to avoid misunderstanding and errors that could arise due to incorrect use of homonyms or other lexical means in the ship's correspondence.

4- SMCP AND GE

If we take such purely Maritime English item as Standard Marine Communication Phrases (SMCP) designed to avoid misunderstanding between seafarers as they ensure the exactness of rendered information and correct perception by the receiver we can't help agreeing that good knowledge of GE is very serious guarantee for correct usage and understanding of SMCP.

If knowledge of GE was better the number of accidents due to failure in human communication would be reduced and even development and usage of SMCP would not be so necessary as the seafarers would be able to convey the information to each other correctly and comprehensively. So, SMCP requires good knowledge of English because in spite of its simplicity the phrases are very important for work and they should be pronounced and understood correctly in the discourse.

But SMCP being the simplified version of ME should not be the focus of ELT. We should teach English to the student on certain level and only after that teach SMCP, so that student is pleasantly surprised by its simplicity and will be able to acquire it easier.

5- GENERAL ENGLISH AS MEANS OF INTERCULTURAL COMMUNICATION ON BOARD THE SHIP

Any language is a part of national culture. Successful language learners usually get close to the language they study and to the culture this language belongs to. Mastering of GE is a good way to break cultural barriers. Language is a part of any nation's culture which will help to understand English culture better if all nations know it properly, they will understand each other better not only on linguistic but also on the cultural level. When learners of English get closer to the language not only from linguistic point of view but also from cultural point of view, different ways of human communication, including body language and means of non-verbal communication become more familiar to them. It facilitates communication of seafarers from different countries with each other, thus ensuring safety and decreasing risk factors.

As we know there are a lot of cultural differences between members of multinational crews. These difficulties are due to language and cultural barriers. I think that mastering of GE properly will give learners not only knowledge of language but they will also get closer to English and European culture. In this way we will be able

to educate students not only linguistically but also culturally and if the students from all countries are educated in this way too, they will have less problems when they meet in multinational crews as their language skills and cultural awareness will be closer to each others'. This is easier to implement by spending more time on GE as ME gives the students knowledge of maritime terms and language used in maritime field but does not help them to get closer to English culture/European culture.

K. Markoe states in her article "Beyond Technical Competence: What We Must Teach Our Students: The Role of the Humanities in Maritime Education and Training" that communication at sea would be much facilitated if language and cultural barriers that exist between crew members of different nationalities were diminished. Language studies and studies of Humanities (History, Geography, Economy, Arts) would help in solution of this problem.

I think that good knowledge of GE will contribute to communication of seafarers onboard in not working hours as they will be able to talk to each other on some general topics, thus getting closer to each other due to closeness to European culture that is achieved by them through good knowledge of GE. Communication contributes to establishing good relations on board what is a guarantee of good working environment and consecutively high work productivity.

6- CONCLUSION

Although ME is a branch of ESP and consequently belongs to the field of Linguistics very few papers consider it from linguistic point of view. I think that linguistic approach is the best way to investigate it and thus improve its standards. Of course, it should be done taking into consideration principles of methodology and of correspondent technical discipline.

In spite of the fact that in this article I tried to explain importance of GE/EGP for maritime field, I think that a good teacher will combine GE and ME courses in the most effective way to ensure integration of maritime lexics and terminology so that students do not find it difficult to acquire offered knowledge on the proper level.

But the point is that a tremendous problem of maritime field is lack of proper specialists of ESP who will be able to teach the course properly and get maximum results from the students.

As terminology is a means of communication in specialized language (Sandra Tomiac) and as it is known terminology is the main distinguished feature of ESP, we would like to mention once more that GE is a means of inter-comprehension and reaching intercultural awareness.

In modern world when the role of ESP is very important, it is necessary to think of the way to get highly-qualified specialists in the field of ESP. Faculties of Applied Linguistics have been a kind of solution of this problem as people get not only linguistic education there but are also trained in certain technical subjects. I think that in order to receive good specialists for ME a good solution would be to add subject of Maritime affairs to curricula of such faculties. Specialists with degree from such faculties/institutions would serve needs of maritime field in the best possible way and would have chance to become perfect specialists and instructors of ME thus significantly helping the maritime field.

So, only combination of good knowledge of GE and ME can give successful linguistic feedback to seafarers that is so necessary for Maritime field to make human communication more effective and diminish risk factors dependant on human communication.

List of Abbreviations

ESP - English for Specific Purposes
ME - Maritime English
GE - General English
EGP - English for General Purposes
ELT - English Language Teaching
SMCP - Standard Marine Communication Phrases

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paper
02

NICE-TO-HAVE: PROFESSIONAL QUALIFICATION OF THE MARITIME ENGLISH LECTURER IN COMPUTER-BASED ASSESSMENT AND TESTING

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University of Rijeka

Clive Cole
World Maritime University

Peter Trenkner
Wismar University

Abstract

This paper deals with recent developments in assessment and computer-based testing (CBT) in Maritime English. It builds on the research done by Cole, Pritchard & Trenkner (2007) concerning the profiling of Maritime English instructors, which categorized and described the various types of Maritime English instructors employed at higher maritime education and training (MET) institutions worldwide. By focusing on the various aspects of the modern Maritime English instructors' competence in CBT, the paper further elaborates the important issue of assessment in Maritime English raised in the paper "The Profile of an Integrated Maritime English Lecturer – status-quo and nice-to-have" by the same authors.

Key Words
Maritime English instructors, , content and language integrated learning (CLIL), assessment, testing, computer-based testing, CBT software

1- INTRODUCTION

In the six work packages of the PROFS project and its published results (Cole, Pritchard, Trenkner, 2007) the authors

- categorise the profiles of the various types of currently employed Maritime English (ME) instructors, clarifying the usefulness and limitations of each
- identify the linguistic and methodical requirements of a qualified ME instructor and the ways of meeting them (WP 2.1 and WP 2.2)
- identify the horizontal/vertical maritime background knowledge (scope/depth) to be expected of a ME instructor
- identify adequate, appropriate and practicable further qualification measures for ME instructors in the maritime field, and
- propose an appropriate affiliation of the ME teaching staff within the structures of MET institutions in order to guarantee their involvement in the overall MET conception of the latter.

Following the workpackages 2.1 and 2.2 it would be highly desirable to establish the criteria for validating the available means of assessment and testing of seafarers' Maritime English competence. This urges for the possibility of evaluating the existing CBT software and calls for establishing another important 'nice-to-have': competence of the modern Maritime English lecturer/instructor in computer-based testing. This requires the knowledge and skills of the Maritime English lecturer in administering existing CBT testing software, making eclectic choice of available software and adapting it to the needs of thestudents/trainees. It also includes training ME lecturers in designing their own CBT software.

2- ASSESSMENT – FORMATVE AND SUMMATIVE

Learning and teaching Maritime English builds on the objectives and the methodology applied in the learning and teaching process in EGP and, in particular, in ESP.

For the purpose of this paper assesment is defined as:
"the process of gathering and discussing information from multiple and diverse sources in order

to develop a deep understanding of what students know, understand, and can do with their knowledge as a result of their educational experiences; the process culminates when assessment results are used to improve subsequent learning." [1]

From this definition three main conclusions arise: assessment (a) involves a process, (b) results from a number of diverse sources, and (c) shows what the sudent can do with the knowledge received through the process of education and training. The third conclusion is fully in compliance with the IMO STCW Convention requirements on assessment, i.e. its ultimate goal , as far as the efficiency of MET is concerned, is the assesment of STCW-based language competency. Therefore, the IMO STCW convention requires the Maritime English learning and teaching process to be competence-oriented. Competence is achieved through content-based learning (CLIL), while applying the communicative approach as the main methodology, including also blended learning (the use of both classroom teaching and on-line learning in education).

In addition, as an obligatory constituent part of student learning, assessment includes:

- providing data/information on the students' learning
- engaging teachers and other stakeholders in analyzing and using this data/information to confirm and improve teaching and learning
- giving documentary evidence that students have reached the outcomes set in the syllabus
- providing elements for making educational and institutional improvements.

There are two main categories of assessment: formative and summative assessment. Formative assessment is often done at the beginning or during a course or programme of studies. It provides the opportunity for immediate evidence of student learning status in a particular course or at a particular point in a course programme. Classroom assessment is one of the most common formative assessment techniques. Its purpose is to improve quality of student learning, also resulting in syllabus modifications.

Summative assessment is comprehensive in nature. It is normally used to check the level of learning at the end of the programme. Programme (course) goals and objectives often reflect the cummulative nature of the learning that takes place in a programme. Summative assessment conducted at the end of the programme ensures that students have met the programme goals and objectives (i.e. the learning outcomes).[2]

3- ASSESSMENT AND TESTING IN PRACTICE

Contrary to the assessment of student learning, which is a participatory and iterative process, as a part of the assessment process testing is of a more instantaneous nature but can be equally valid and applicable both in formative and summative assessment, although it is mainly used in the latter. It clusters around the concept of ability, i.e. what the student (test taker) can do with the language knowledge and skills achieved by completing a programme of study (course of study). Assessment is often equated with interim exams within a course programme and as instances of final exams for a degree or qualification. In specific purpose testing, e.g. in Maritime English, the test content and test methods are derived from a particular language use context rather than from more general language use situations. However, Alderson and Banejee (2001: 222) maintain that they are not diametrically opposite to general purpose tests. Rather, as these authors claim, "they typically fall along a continuum between general purpose tests and those for highly specialised contexts", i.e. for IELTS (International English Language Testing System) and for occupational (OET) or professional purposes (Test of Maritime English, TME). Therefore, in TME all the best practices of general purpose language testing are applied, especially in terms of testing methodology, test tasks, etc.

Generally speaking, testing is a problem solving tasks (Hughes 2003: 9) which:

- consistently provides accurate measures of precisely the abilities in which we are interested (construct)
- has a beneficial effect on teaching (backwash)
- is economical in terms of time and money.

These criteria are generally measured against a scale consisting of bands or levels. The Common European Framework of References for Languages (CEFR) highlights the need for standardisation of scales across educational systems and sectors in order to arrive at a common set of levels. The Framework points out that the height and the level of the bands depends largely on the purpose for which the scale is established. The number of bands can thus vary from 4 (Canadian Language Benchmarks) through 6 (CEFR) to 9 (IELTS, IATEFL, ICAO, Yardstick for Maritime English STCW assessment purposes[3]).

Finally, the assessment criteria should be in conformity with the outcomes of written communication skills. Thus, an assessor should be aware that upon his or her final speaking test, a senior maritime officer should be able to prove him/herself a "communicatively competent seafarer" (PROFS, WP 2.1). S/he must demonstrate not only competence in general English speaking skills but also, in particular, the ability to master the following during spoken interchanges in English in maritime contexts[4] :

- the specific rules of voiced maritime communications (move, turns, exchanges, conversations, regulations)
- the specific, technically–marked vocabulary (terms related to ships, navigation, seafaring, etc.)
- the Standard Marine Communication Phrases (SMCP).

Very often the stakes in test-taking can be high since the test results can be decisive in a placement or summative exam or e.g. in the process of obtaining an STCW certificate of competency or a job on board[5].

Thus the main requirement for efficient testing, both in EGP and LSP/ESP/TME, is that tests are theme - based exams designed to examine how well a learner can communicate in authentic and realistic situations; this does not only mean how well the test takers remember technical vocabulary and typical structures prevailing in a technical language like Maritime English. For this reason, the tests use real-life scenarios rather than grammatical exercises. In a TME test, the four skills are tested: reading, writing, listening and speaking. These are then measured against the six levels described as descriptors in the Common European Framework of Reference for Languages (CEFR). The knowledge and skill requirements are further measured against the mandatory requirements of the IMO STCW Convention (if applicable, also against the international regulations regarding VHF communication) and further elaborated in the Yardsticks for Maritime English (Cole & Trenkner, 2008). The CEFR framework, IMO Model Course 3.17 and the Yardstick enable the stakeholders, i.e. the Maritime English language learners (BSc degree students, cadets, trainees etc.), teachers, MET institutions, the maritime administrations or potential employers (shipping companies, ship management companies) to compare and relate language qualifications by level.

1 *Teaching Effectiveness Program, University of Oregon (http://medsci.indiana.edu/m620/reserves/def_assess.pdf)*
2 *http://www.provost.cmich.edu/assessment/toolkit/formativesummative.htm).*
3 *Cf. Cole & Trenkner (2008)*
4 *Details of required competences for all levels can be found in the IMO Model Course 3.17 (Part B, Core Section 2: course outline and timetable)*
5 *In aviation it could even affect the possibility of continuing to fly internationally.*

LSP/ESP/TE testing differs from EGP testing in two aspects: (a) authenticity of tasks and (b) interaction between language knowledge and specific content knowledge (cf. Alderson, Clapham, Wall 2005 and Douglas 2000). The latter is crucial because of the relevance of the concept of construct and "background knowledge constitutes an integral part of what is being tested" (Alderson, Banerjee 2001: 222). It is important to note that in an LSP/ESP/TME test the background knowledge and language knowledge typically interact depending on the language proficiency of the test taker. Another major issue is the interpretation of test scores and their real import. Sometimes the scores of language proficiency can be affected by background knowledge.

The concept of construct refers to the "knowledge, skill or ability that's being tested. In a more technical and specific sense, it refers to a hypothesized ability or mental trait which cannot necessarily be directly observed or measured, for example, listening ability"[6]. Language tests attempt to measure the different constructs which underlie language ability. In LSP/ESP, as well as English for Maritime Purposes (EMP) defining the construct is crucial because it is "key to understanding both TLU indigenous assessment and LSP test criteria for correctness" (Douglas 2000:69). Furthermore, in ESP/EMP the construct is an implicit part of the professional or vocational culture and in such test it must be carefully and explicitly stated and derived from an analysis of the features of the language (and communicative skills) in use, in a particular TLU situation (for example, a maritime-related scenario).

In developing an ESP test one normally starts with genre analysis, i.e. an in-depth analysis of the specific language situation (situational features such as topics, lexis, structures, and language functions appropriate to the situation). This is followed by accounting for specific language characteristics of the context and developing typical scenarios.

The background knowledge is a complex concept, with fuzzy boundaries, sometimes resulting in the topic effect compromising the test validity. The same applies to authenticity of test tasks, input and output. Despite all the controversies about the efficiency of EGP vs. ESP testing there is a prevailing view by test designers and theorists that "a field-specific language test is a better predicator of performance than a general-purpose test (Douglas & Selinker 1992).

In recent language testing practice (over the last two decades), computer-based exams or test (within a system referred to as CBT[7]) have gained increasing predominance over all other forms of testing knowledge and skills (e.g. paper-and-pencil tests) and testing Maritime English is no exception. In many ways most CBT tests resemble classical paper-and-pencil tests sharing the advantages and disadvantages of traditional testing. However, there are advantages and disadvantages peculiar to CBT: accessibility and speed of results against the bias against computers. However, research claims that there is no direct relationship between computer familiarity and performance i computerised testing. The following is a detailed list of advantages:

- computers can be used at all stages in the test development and administration process
- computers are used in language testing to deliver tests adaptively, i.e. computers adjusts the items and tasks to the test taker's needs, competence depending on success or failure in previ ous items and tasks
- several exam sessions are available throughout a year (more economic and more adaptable to test requirement modification)
- offer adaptive testing techniques (adaptive to test taker's language ability; test can be stopped or exited at any time and resumed with tasks adapted to the student's level)
- students use the exam technology they are familiar with (this can also turn into a disadvantage, e.g. students not used to or disliking CBT)
- attractive and usefriendly interface (esp. in the case of commercial tests)
- online timer on screen
- access to help functions during the test
- easiness in editing answers during the test
- technical equipment improving quality of tasks (headphones, graphical design of the screen)
- faster access to results on-line
- certificate identical to the one received in paper-based tests and recognised by the examining institution (e.g. bodies issuing STCW cerificates of competency)
- tests can be taken together or in any combination, at any computer, at any time (distance learning)
- tests can be compatible or aligned with the levels in CEFR, STCW, IMO Model Course 3.17; the Yardstick
- can combine oral, writing activities (voice-recognition and recording).

In the Final external evaluation report of the MarTEL Pus Project (Noble & Pritchard 2012) the following advantages of computer-based testing are suggested:

- High levels of accuracy in terms of scoring, whereby measurement errors are reduced to a minimum – certainly true of multiple-choice type questions.
- Immediate feedback
- User-friendliness: test takers can work at their own pace and experience less frustration due to the fact that the test procedure is less overwhelming compared to pen-and-pencil tests.
- Questions and instructions are presented one at a time
- High appeal rating: test takers (especially male test takers who form the majority in the mari time sector) often like using computers and even enjoy the testing process.
- Sustainability: future advantages are likely to include the option to store an extensive bank or database of test material to form a pool of available random questions.

Limitations, on the other hand, may include:

- No or scarce availability of computer equipment.
- A reliable supply of electricity.
- Security issues, for example the "hacking" of test material.
- Relative effort: computer test design demands a considerable investment in time and effort.
- A pilot test to administer the final version of a computer adaptive language test.

The disadvantages mainly amount to the bias amongst test takers against computers and computerised testing. Some test takers may have limited or no computer literacy and many may have negative attitude towards any form of CBT (CBT may not be a part of their learning styles or the teaching/learning culture at the specific institution). Another major drawback of CBT is its overwhelming reliance on selected response (typically applied in multiple-choice testing). As a result, CBT largely relies on stimulus-response relationship tasks rather than on com-

6 http://2lti.com/test-development/
7 CBT is considered here as an element of Content and Language Integrated Learning (CLIL)

municative skills. However, this disadvantage has been resolved recently by communicative methodological improvements, especially in reading tests. Furthermore, on the technical side, CBT has introduced new input devices (speech and handwriting recognition) and software (authoring tools, knowledge databases for language analysis, textual corpora, etc.). As a result a computer-based test may be restricted to "testing linguistic knowledge rather than communicative skills" (Alerton & Banerjee 2001: 225). This drawback has been largely overcome recently by introducing adaptive tasks, especially in reading and listening. Since CBT requires the computer to score responses, human-assisted scoring systems have been devised, thus reducing this drawback. This also includes 'e-raters' which can be used in natural language processing (e.g. in the e-scoring of short-answer questions, essay questions and open-ended essays). Finally, the application of CBT is found to be useful in self-assessment, e.g. in diagnostic tests such as the freely available DIALANG (http://www.dialang.org) which gives immediate feedback in terms of students' test scores and self-rating.

4- SOME ISSUES IN MARITIME ENGLISH TESTING

Bachman and Palmer (2010) discuss the following aspects inherent in all types of testing:

- Validity: Does the task test real-life, spontaneous communicative competence?
- Reliability: How will the task be assessed? How will the scores be reported? Does the task elicit a performance which can be scored?
- Authenticity: What is the degree of match of the tests with the real world situations?
- Fairness: Is the task equally motivating for all test takers?
- Practicality Available vs required resources
- Washback: What effect or impact will the assessment procedure have on teaching and learning?

These aspects at the same time also present the main issues and source of difficulties in successfully applying computer-based testing and assessment.

Validity is the main issue and requirement in any testing, including CBT. It should possibly answer the seemingly straightforward question: "What does our test measure?" or "Does it measure what it is expected to measure?" Of course there is no single answer to these complex questions. This raises the question of the construct validity, which Messick (1989: 33) refers to as "meaningful interpretation of observed behaviour". Within behaviourist psychology this means that test scores are interpreted on the basis of responses to carefully defined stimuli in academic, vocational, maritime or any other setting., According to Bachman and Palmer (1996) this means that the test score is expected to 'recreate' the 'target language use' (TLU), which is the objective of test design and should be included in test specifications. The same authors continue by claiming that "the test designer analyses what future test takers have to do in the real world and seeks to simulate that as closely as possible in their test. They, however, also warn that a test can never be a replica of the real world.

Test validity is complementary to test reliability. The reliability of any test depends on its ability to provide consistent measures across different times, test forms, raters and other characteristics of the measurement context. The creation of individual specifications to each section of a Maritime English test will undoubtedly do much to contribute to the reliability and, not least, the sustainability of the tests. To ensure that reliability is achieved the specifications thus sometimes vary due to the nature of the test in question. It is often claimed that a test needs to be reliable in order to be valid, although not necessarily the other way round. However, the main problem remains: How to measure relaibility?

Authenticity of tests has been a major issue ever since the advent of communicative language testing in the 1970s. The results or scores of an authentic test should show how well a learner can communicate in authentic and realistic situations or: "To what extent is the test similar to the real world situation?". Thus it is a question of degree of similarity. Furthermore, authenticity may be situational (involving e.g. some degree of replication of real life VHF communication) and interactive (extent and type of involvement of test taker's language competence in carrying out a test task; transforming linguistic competence into communicative performance).

The above claims and restrictions on validity, reliability and authenticity must be clearly borne in mind when designing any computer-based test on Maritime English. The authors therefore propose a project examining the validity, reliability and authenticity of existing computer-based tests in Maritime English, no matter whether within summative or formative assessment. The other aspect of the project is the study of three perspectives on designing and administering CBT in Maritime English: (a) the language use perspective (test designer's aspect; i.e. content, context and setting of the test)), the test taker's perspective (attributing the scores to the characterisctics of the test taker), and the interactionalist perspective (interactions between the two perspectives above).

A communicative task-based approach to language testing, i.e. the activities of the purpose of assessment (any of the four skills), should be "meaningful, authentic and require a test taker / learner to construct a response, create a product, or demonstrate applications of language knowledge" (LINC Curriculum, adapted from Canadian Language benchmarks 2000: A Guide to Implementation). There are two ways in which learners can be tested as to whether they successfully meet the above requirements: holistically and/or analytically. The advantages of the holistic and analytic approaches are described in detail in CEFR[8]. Distinguishing the holistic from the analytical when assessing speech may arguably prove more difficult than making a similar distinction when assessing, say, writing. A holistic assessment approach may lead to a fluent, rapid speaker being highly rated overall but an analytical approach, namely careful scrutiny of separate strands of speaking, might reveal flaws in accuracy. CEFR points out that a combination of the two approaches may be encouraged, also noting that analytical assessment encourages the rater to observe closely will require extensive guidance and training in order to make informed, fair and objective
decisions when judging a test taker's speech (Noble 2012). The same author also gives the usual assessment criteria for speaking that includes:

- linguistic competence: mastery of grammatical accuracy, syntax, lexis including range of vo cabulary, pronunciation and intonation
- functional competence: the ability to answer questions completely and logically;
- strategic competence: the ability to use repair strategies when conversation breaks down
- sociolinguistic competence: the ability to use language appropriate to a particular situation and to decide when, why and in which way to produce language in relation to context and interlocutor.

The objectives and nature of an overall test, and every test section, must be clearly specified. Test specifications are, in general terms, a set of instructions for creating and developing a test. They are written as if they are to be followed by someone other than the test developer and act as a blueprint for test construction. They describe what

8 CEFR section 9.3.11 p. 190

is to be tested and include information about the length and structure of each part of the test, the type of materials with which the test taker has to engage, the source of such materials, the extent to which authentic materials may be altered, the response format, the test rubric and test rating or scoring. The specifications (McNamara 2000) normally address the wide range of aspects inherent in each section of a test, such as:

- aim of the test
- language knowledge traits and communicative skills to be assessed
- structure of the test and/or section within a test
- description of test items
- requirements for the test items
- expected performance
- marking scheme
- sample items.

The test techniques should be explained, preferably using samples of test items/tasks. Therefore, determining the number and type of tasks or items and rating or scoring is another major issue in testing Maritime English. This calls for clear and straightforward instructions and rubric details. Rubric - instructions to a test-taker at the head of the examination paper – deals with such test elements as: instructions/directions, time and length, establishing a context and communicative purpose; descriptors, levels of performance, choice of topics .It should clearly state the scoring scale used to assess student performance along a task-specific set of criteria (http://jfmueller.faculty.noctrl.edu/toolbox.htm). They include rating scales; reporting scores and setting pass marks (Richards, J. 2003).

Rating scales represent a range of intuitive, qualitative and quantitative methods in test assessment and are described as "…a set of negotiated principles that the raters use as a basis for reliable action, rather than a valid description of language performance" (Lumley, 2002: 286). The scoring scale used to assess the test taker's performance along a task-specific set of criteria[9] should take into account such elements of testing communicative skills as:

- validation: criteria, levels and scale wording need to be validated for their specific context
- level-specifc approach
- the number of bands
- weighting issues.

5 COMMON TESTING TECHNIQUES

Many language tests combine so-called direct testing with indirect testing. The fomer requires the candidate to perform precisely the skills to be measured while the latter attempts to measure the abilities which underlie the skills being assessed. Thus in order to assess, for example, how well candidates write a letter they are required to write a letter (direct testing); in order to ascertain the ability to use specific components of English, such as grammar or vocabulary (SMCP), multiple-choice test types (indirect testing) are used.

9 *(cf. Authentic Assessment Tool http://jfmueller.faculty.noctrl.edu/toolbox.htm)*

The most common techniques for testing, including Maritime English tests (e.g. Marlins, MarTEL, TOME, TOMEC, etc.), are:

- Multiple-choice
- short answers based on short items or short texts, on informative longer texts, on orally narrated conversations or lectures (these are applied most widely in testing both language knowledge and the four communicative skills)
- YES/NO and FREE/FALSE items
- short-answer items (often used in reading and listening tests)
- gap filling items (often applied in vocabulary and skills tests)
- essay and guided writing (e.g. a letter, a report, a narrative recounting an event)
- use of pictures, video or audio clips for oral description, summary of content of a text, explanation of concepts contained in a text, expression of opinions contained in a text (applied frequently in speaking tests)
- combinations of the above (listening-multiple choice, listening-speaking, reading-multiple choice, reading-speaking, listening-writing)

While the usefulness of multiple-choice tests (MCT) is often overemphasised, the difficulties may downgrade their efficiency (cf. Hughes 2005:76-78):

- this technique only tests recognition knowledge
- there may be a great deal of guessing, which may have a detrimental effect on test scores
- distractors may severely restrict what is tested or they may be difficult to find
- backwash may have a harmful effect on learning and teaching.

Similar views of MCT in maritime education and training in Canada have been discussed in the research works by Dennis Drown and Cos[10]. General speaking tasks involve activities such as those set out in the CEFR (4.4.1.1) whereby the language user produces an oral text. Examples of speaking may include, amongst others:

- reading a written text aloud;
- speaking from notes, or from a written text or visual aids (elicitation techniques include diagrams, pictures, charts, etc.);
- acting out a rehearsed role;
- speaking spontaneously;
- summarising (reading or listening stimulus/spoken response)
- oral completion of a matrix;
- question & answer (reading or listening stimulus/spoken response);
- sustained monologue (describing experience/putting a case in debate);
- delivering (public) announcements;
- addressing audiences.

10 *See Dennis Drown's papers published in recent IMEC and IMLA conference proceedings.*

The development of some common Maritime English speaking tasks can be derived from cross-reference to IMO Model Course 3.17. These tasks may be applied to the testing of speaking skills in Maritime English and might include the following (Noble 2012):

- discussion (improving communication (English) at sea; language-learning; possible outcomes of a solution; onboard systems/accident procedures);
- describing steps in a procedure (cargo handling/emergencies)
- decribing physical appearances
- exchanging opinions (changes in shipping);
- guided VHF conversation (ship-to-shore/ship-to-ship)
- information exchange (routine activities/incident on board/weather/types of vessels/problem solving / work-related equipment)
- giving a presentation or briefing
- troubleshooting, brainstorming and decision making
- the SMCP.[11]

In as far as possible tasks should aim to be authentic and to match the mode of discourse appropriate to the students' needs in their future career. Writing tasks, for example, may involve such issues as elicitation techniques, item writer teams, mini trials, task revision, piloting, benchmark sessions, etc. Below is a list of common writing tasks found in EGP and ESP tests, which also largely applies to the testing of writing skills in Maritime English, and which the assessor of such tests should be aware of:

a. gap filling - one of the most controlled ways of testing usually combined with reading, especially suitable for lower level test takers (highly practicable in Maritime English)
b. form completion - test takers fill out forms in a controlled test situation (e.g. application letter); typically used in Maritime English (company forms, forms required by pilot stations, port authorities, canal authorities, coast guards, customs; company appraisal forms; letters of recommendation for seafarers)
c. making corrections – piece of writing with deliberate grammatical or mechanics errors to be corrected by the test taker – objective but offers little in terms of a writing task
d. letter writing – common in testing writing. Can derive from a situation explained or presented in reading or listening, picture or drawings – test takers are then expected to respond or summarise. A good writing task if the test taker understands how or whether to respond; These tasks are frequently applicable and expected in real-life situations in shipping and on board (cover letters, letter of application for a job, other application letters, letters of protest, notes of sea protest, etc.)
e. resume/curriculum vitae
f. informal notes and messages
g. report writing - such tasks are suitable for all levels of competency, though preferably in higher level tests (MarTEL Phase 2 and 3). Most frequently they include accident reports, damage reports, pollution reports, voyage reports, etc
h. instruction sheet, narrative, personal story, describe a view, describe someone, describe people, answer a letter, job application, propose change, describe a process, stories;. Such tasks are suitable for all levels of competency, though preferable with higher level tests (MarTEL Plus Phase 2 and 3).
i. e-mail writing (increasingly frequent today in ship's business and in e-shipping).

11 The list has been adapted from the content of Marlins English for Seafarers, Study Packs 1 & 2

Technical considerations (IT, on-line facilities, user-friendliness, etc.) should also not be neglected. From the technical point of view the tests should be user-friendly and ensure ease of use. The technical requirements on the test-takers should be relatively low and enable them to concentrate on the contents of the tasks rather than on the test techniques. Technical improvements have occurred in Maritime English testing with the advances of IT and with the introduction of more modern techniques in selecting or marking answers, e.g. applying the Moodle platform (e.g. drag and drop etc.), the techniques found in the tests offered commercially (e.g. Clarity's Author Plus programme (http://clarityenglish.com/), and the techniques uses in IELTS etc.

Finally, like in most LSP testing systems, in Maritime English testing the main issue, and an area of increasing concern, is the problem of establishing standards in language testing, i.e. standardising the test objectives, test elements and results. The International Language Testing Association[12] (ILTA) considers standards as "procedures for ensuring quality, standards to be upheld or adhered to, as in 'codes of practice'". Standards also refer to the 'levels of proficiency' - 'what standard have you reached?' A 'standardised test' is a testwhose difficulty level is known, which has been adequately piloted and analysed, the results of which can be compared with those of a norming population: standardised tests are typically normreferenced tests.[13] The intention behind standardisation is that examinations should have international recognition and comparability. Therefore, in testing Maritime English there appears to be a need to embrace the application of standards for EGP (CEFR), ESP (e.g. ICAO) and all those standards??? specifically applying to Maritime English (Model Course 3.17, and the Yardstick) . These, nonetheless, do not rule out national examinations held under national standards. In terms of Maritime English, this issue has been studied comprehensively in the paper "Maritime testing of English language – a search for a supranational standard" by T. Ülküatam and S. Sernikli (2010). A major step forward in this respect has been achieved in the MarTEL Plus project, in Marlins tests, and in TOME.

6- EXAMPLES OF COMPUTER-BASED PROJECTS AND SOFTWARE IN TESTING MARITIME ENGLISH

Effective testing knowledge and communicative skills is the key issue in modern teaching of Maritime English. It is of equal importance to all the stakeholders: the test-taker (seafarers qualifying for a STCW certificate of competence or future seafarer), maritime administration, shipping industry (shipping companies, ship managers and crewing agents) and MET institutions.

Instances of assessment and testing can be found in almost any Maritime English teaching material, cf.:

- Maritime English textbooks, mostly accompanied by CD-ROMs (cf. Maritime Englsih courses by B. Katarzynska, E. Plucynska, Uribe-Echevarria, J R. Sanchez, V. Petkova & S. Toncheva, Wu D., H., A. Spinčić & J. Luzer, B. Pritchard, M. J. Carrasco Cabrera; PvKluijven; N. Ivasyuk, T. Grice, and many more),
- Maritime English courses specially designed for the three different IMO STCW levels (practically endless number of courses for both international and national use, authored by experienced Maritime English teachers and increasingly offered online)
- CD-ROMs or software applications containing assessment sections, assessment and testing tasks in Maritime English courses (also online) conducted as a part of the BSc/HND programmes for deck officers and marine engineers (e.g. MarEng, MarEng Plus, Seagull's On-Board Library, SECMA, etc.)
- dedicated computer-based tests on Maritime English (Marlins' TOSE, TOMEC, TOME, MarTEL, Safe Sailing, SECMA, IMETS, etc.).

12 http://www.iltaonline.com/
13 http://www.surrey.ac.uk/ELI/ilta/tfts_report.pdf

These tests are mainly created by individual Maritime English lecturers but recently they have been increasingly produced on a commercial basis.[14]

All these tests reveal dependence on the test packages applied in ELT, EFL, ESL (IELTS, TOEFL, Clarity), ESP (e.g. ICAO, Business English). Maritime English tests invariably result from a carefully performed needs analysis of a specific target groups to be tested and show the individual Maritime English teacher's approach to testing.
The number and availability (commercial or free) of such tests, especially computer-based ones, is still scarce (cf. the incidence of tests in the Maritime English Resources Databank – MER - on the IMLA-IMEC website). Therefore, tests such as the Marlins test packages, TOMEC, TOME, Safe Sailing, and those announced in MarTEL Plus Project, may be regarded as useful assessment tools filling the gap, once they are well piloted and tried by the stakeholders (with their respective feedback). However, in order to make a true critical appraisal, there is still room for research in the field of recent developments in CBT in Maritime English.

Despite the scarcity of CBT resources, it is necessary here to make reference to the existing tools of similar characteristics. The following survey is just a brief attempt at showing a modest account of the state-of-the-art in computer-based testing of Maritime English (ordered according to the launch year). The survey contains edited extracts from the specifications of each CBT tool as introduced by their authors, designers and publishers:

- **Marlins** Marlins English Language Tests (http://www.marlins.co.uk/isf_test.htm)
  - This Marlins English Language Tests have been developed by both testing experts and subject matter experts and has been piloted world-wide.
  - The tests are suitable for all ranks, positions and nationalities and the questions are set within the context of their industry sector. There are hundreds of questions contained within the database which are randomly selected. This ensures no two tests are the same.
  - During the test the test taker may return to any question at any point to change your answer.
  - the license code will expire after 36 hours after the test has started if it has not been completed in this time.
- ISF Marlins English Language Test for Seafarers

  Each test consists of a total of 85 questions which are broken down into the following categories:
  - Listening comprehension (25 questions)
  - Grammar (30 questions)
  - Vocabulary (15 questions)
  - Different sounds and pronunciation (9 questions)
  - Reading (1 questions)
  - Time and numbers (5 questions)

  The final score is calculated as an overall percentage.There is no time limit for taking the test but the recommended maximum time is 60 minutes.

- Other Marlins tests: (Marlins English Language Test for Cruise Ship Staff; Marlins English Language Test for Offshore Workers)

- **Seagull On-Board Library - On-line test centre** www.cbt.seagull.no/cbt/index.aspx
  - Seagull Training System (STS) is a either laptop or desktop computer on which the Seagull Training Administrator and the entire Onboard Library of Computer Based Training (CBT) modules are pre-installed
  - The Seagull Training Administrator will deal with all of the administration requirements relating to Personnel Evaluation, Training and Career Planning for your Officers and Crew.
  - It specifies a training profile for every position and crew member onboard. Training frequency and minimum required marks can be set individually for all training sessions.
  - Seagull's Onboard Library consists of a large collection of Computer Based Training (CBT) modules and selected DVD films.
  - Each CBT module is a dedicated multimedia program consisting of a number of chapters of learning material followed by an assessment section. The final assessment chapter contains a database of multi-choice questions from which final assessment tests can be randomly generated.
  - Lessons are delivered with a sequential text and normally include a mixture of illustrations, an mations and video clips as appropriate to the text. A training session can be interrupted at any time and continued at a later date; however the final assessment can only be performed once.

- **MarineSoft TOME (Test of Maritime English)** www.marinesoft.de; http://212.204.62.68:2424/moodle/login/index.ph
  - MarineSoft offers CBT and WBT solutions which are especially dedicated to train marine language abilities and safety issues. Therefore solutions are available for traditional classroom training as well as for e-learning.
  - TOME - Test of Maritime English has been certified by 'Germanischer Lloyd'

  The objectives of TOME are:
  - to improve listening and reading comprehension of officers and crew
  - to assist in mastering the SMCP (for all the thre STCW levels and the levels of proficiency)
  - to teach basic maritime English, as recommended by IMO Model Course 3.17 'Maritime English', Core Section 1
  - to prepare officers and crew for developing the full knowledge, understanding and proficiency in English required by the IMO STCW Convention,

  Test of Maritime English has been developed in order to assess the language skills of Mariners, including
  - Reading, Comprehension, Mastering of SMCP (Standard Marine Communication Phrases)
  - The time for the completion each of the three full sections ranges from 45 minutes to 95 minutes
  - Every officer and crew member who has passed through TOME will get a certificate
  - This certifcate will show the achieved score/evaluation of each section
  - Section 3 "Mastering of SMCP" consists of 3 Parts with rising degree of difficulty
  - Part 1 and 2 consist of „Multiple Choice" questions, in part 3 the trainee/user has to deal with„ Fill in" tasks

- **TOMEC (Test of Maritime English Competence)- TUMSAT Maritime English Initiative** http://www2.kaiyodai.ac.jp/~takagi/mei/english/tomec/tomec.html
  - The test is the result of a joint project between the Tokyo University of Marine Science and Technology (TUMSAT) and the California Maritime Academy
  - it was originally intended to be an achievement test assessing learners' improvement but turned out to be a tool for both screening and measuring Maritime English competence as well (Ulkïatam, T & Sernikli, S. 2010)
  - The test consists of listening comprehension (Parts 1, 2, and 3) basic grammar and vocabulary (Part 4), and reading comprehension (Part 5) and takes about 1.5 hours to administer.

14 *See the Maritime Resources Databank (http://www.imla.co/imec/).*

- In terms of administration it is an audio tape/CD based, paper and pencil, multiple choice type of test which is also easy to score
- Since TOMEC has been designed to assess the knowledge of ME as required by the STCW 95, and nautical publications for the deck department, whereas the questions pertaining to the engineering department have focused on engineer's ability to perform engineering duties and understand engineering publications.
- There are four versions (A-B-C-D) of the test, for Deck & Engine

• **SECMA Tool (Sistema para el Estudio de las Comunicaciones Maritimas) - tool for learning SMCP,** (ESM, centro Jovellanos, Simulare, Univesidade de Coruna)

- An SMCP learning tool for the study, practising and performing SMCP phrases
- Module 1 (Communications), Module 2 (General rules), Module 3 (SMCP Phrases), Module 4 (Scenes)
- Contains a great deal of practising tasks though no scoring

• **S. Murrell. & P. Nagliati, Safe Sailing CD-ROM - SMCP Training for Seafarers** Cambridge UP http://www.cambridge.org/other_files/Flash_apps/safesailing/safesailingv6.htm

- Safe Sailing 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. Test tool for practicing SMCP, test numbers correspond to numbers in SMCP

• **MarTEL** http://tests.maritime-tests.org/; http://www.martel.pro

- a set of tests and standards transferring innovation from existing English language standards, the IMO Maritime English 3.17 model course and IMO SMCP; in-line with the latest STCW convention requirements
- tests and standards equivalent to those held by TOEFL and IELTS, specific to the maritime industry; a wide range of tests for deck and engineering ratings, cadets, and junior and senior officers, which can be taken online or are examiner-led
- MarTEL includes a range of products (including 9 tests, comprehensive study guidelines and teacher's guidelines, a test centre handbook and a mobile application to aid self-study)
    - The MarTEL Phase 1 Test aims to assess the English language proficiency level of cadets entering a maritime training institution. This test handles the testing of the English language in maritime contexts with the aim of making the seas safer.
    - The MarTEL Phase 2 Tests for Deck officers aims to assess the English language proficiency of Deck officers who have recently graduated from a maritime academy or are already serving on board a ship and holding a Officer position. It is designed to test English language usage in mar time contexts and profesional discourse. As the test is designed to measure the English language proficiency of sea-going Deck officers in a realistic and vocation specific context with specific maritime vocabulary directly, such as SMCP. The test is directly related to their field of work and the English Language skills needed for their roles and duties.
    - The MarTEL Phase 2 Tests for Engineering officers aims to assess the English language proficiency of Engineer officers who have recently graduated from a maritime academy or are already serving on board a ship and holding a Officer position.
    - The MarTEL Phase 3 Test for Engineering officers aims to assess the English language proficiency of senior Engineering officers, who are already serving on board a ship and holding a senior position
    - The MarTEL Phase R Test for Ratings aims to assess the English language proficiency of Deck/ Engineering Ratings who are personnel who assist officers in all departments on board a ship.
    - The MarTEL Phase R Test for Ratings aims to assess the English language proficiency of Deck/ Engineering Ratings who are personnel who assist officers in all departments on board a ship.
    - The MarTEL Enhanced Oral Test is a multi-level test which is designed to be used in the maritime context by those companies, organizations and institutions which need a reliable way of assessing the language proficiency of their employees or trainees in job selection procedures.
    - MarTEL System Checker is expected to enable system administrators to check if a computer fulfils the system requirements to run MarTEL tests.

• **IMETS (International ME Testing System)** http://www.maycoll.co.uk/imets/imets-developers.htm

- The Manila amendments to the STCW came into force in January 2012. These amendments require reliable and transparent evidence of the Maritime English communicative competency level of all seafarers. Ship owners are currently under great pressure to ensure that "...at all times on board ships there shall be effective oral communication" and also that their crews hold appropriate certificates demonstrating their competencies. Built on a successful test of Aviation English and developed with Plymouth University, IMETS is a Maritime English proficiency testing and certification solution
- The International Maritime English Testing System (IMETS) is designed to assess a candidate's overall oral communicative efficiency. IMETS is conducted in the form of a one to one interview between the candidate and the examiner under secure test conditions. The test comprises 4 sections lasting about 25 minutes. An Overall Proficiency Score of 1 - 9 is awarded based on Pronunciation, Coherence, Resource, Task Response and Flow.
    - IMETS is a test of plain English in a maritime context – it is not a test of SMCP.
    - IMETS is a test of oral communication (speaking and list ening) – reading and writing are not tested.
    - IMETS is a face-to-face interview with one examiner last ing about 20 minutes and consisting of 4 sections:
    - Section 1: Intervju; Section 2: Presentation; Section 3: Maritime Communications (listening to short and, subsequently, longer recordings and practising speaking skills); Section 4: Picture Description and Discussion

Most of these tests are designed as communicative language tests where communicative competence of the test-taker is supposed to be assessed "in an extended act of communication, either or productive, or both" and where the social roles of the test-takers are, supposedly, conducted "in real world settings" (MacNamara 2000: 17-7). They ensure a great deal of interactivity. The above tests (both commercial and free ones) may prove to be suitable, provided a careful needs analysis in terms of testing requirements is conducted first.

The CEFR and IMO Model Course 3.17 (Maritime English) have in general been refered to when designing the assessment criteria for pronunciation, lexical control, grammar control, coherence, fluency, interaction, especially in developing the rating scale for speaking skills in most of the tests listed above. The level descriptors in the

examiner's guide are mainly compatible with the descriptors for the corresponding levels in the CEFR and appear generally to correspond with the same in IMO Model Course3.17 (Maritime English). However, further research is required in the light of the present and future demands on testing models for ME.

Also, the above tests bear much benefit from the study of the computer-based general English tests (IELTS, TOEFL, etc.) and ESP tests (ICAO, Business English, etc.). In this respect ICAO's Language Proficiency Rating Scales and the Yardstick (Cole & Trenker 2008) are the most valuable test resource to be compared with, especially with reference to testing speaking skills.

Though testing SMCP is present in all the above tests. The S. Murrell. & P. Nagliati's Safe Sailing CD-ROM - SMCP Training for Seafarers and MS TOME seem to be the most comprehensive tests in terms of content, whereas MarTEL, Marlins tests and TOMEC exhibit the highest degree in testing communicative skills.

7- CONCLUSION

There is an urgent need to systematically educate and train Maritime English lecturers/instructors in order to develop their competence and skills in computer-based testing in the role of evaluators, assessors, testers and designers of CBT tests.

This will be possible if pilot projects were conducted within the Maritime English lecturers' community (IMLA-IMEC, IMEC members of IAMU) on validating and selecting existing CBT tests in Maritime English, along with the features listed and discussed in this paper.

Finally, recognizing the rapid development in IT, the different levels and quality of hardware/software available at MET institutions, considering the differing qualification of Maritime English instructors in this field and many more restrictions currently met at colleges and universities, it is highly desirable if not even necessary to establish qualification courses in computer-based assessment and testing for Maritime English lecturers under whose umbrella or supervision ever.

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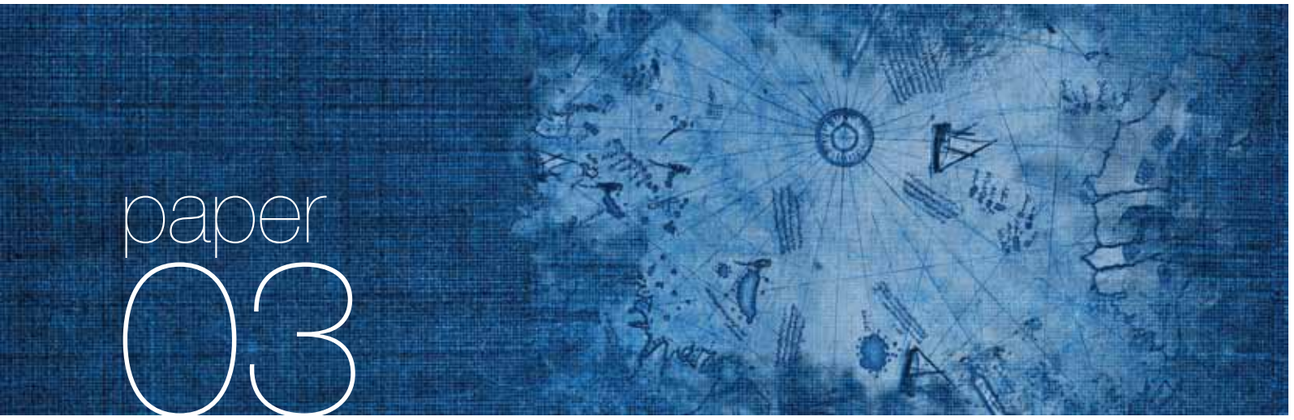

paper
03

DEVELOPING TEACHING/LEARNIG RESOURCES FOR ESP MARITIME ENGLISH

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Abstract

Our paper would fall under the Sharing ideas and materials in teaching Maritime English topic. It is meant to be a response to Prof. Dr. Boris Pritchard's invitation for contributions to the databank of ME resources.

First, there will be a brief introduction into the realm of ESP, which includes ME as well, with special emphasis on the way in which this form of language teaching differs from other forms of ELT. Then, the need for a common maritime language at sea will be brought under discussion detailing the causes and arguing for the imposition of a standardised form of communication (SMCP) on board ships. Related to the common language at sea issue, provisions of the STCW95 Convention concerning the seafarers' linguistic competences will be mentioned and analysed from the ME teacher's perspective, i.e. the tailoring of the course syllabus to meet the stipulated requirements. After these general considerations, we will narrow down the field by addressing the subject of the ME programme in progress within the Mircea cel Batran Naval Academy. Finally, after conclusions, there will be a presentation of some ME materials designed by the MBNA Foreign Languages Department teaching staff, which might be included in the above mentioned databank, provided our peer ME teachers consider they are meaningful and worth sharing.

Key words: ESP Maritime English, needs analysis, STCW95 requirements, ME resources

2- INTRODUCTION

The first section referring to Maritime English as a branch of the ESP form of language teaching will be a literature review on the topic with special emphasis on the practical teaching aspects a ME teacher/instructor/practitioner may draw upon. The second section will largely debate the need of a common language at sea to ensure an efficient on board and external communication and to minimise accidents at sea due to misunderstandings and language barrier. The third section will present the STCW95 requirements regarding the seafarers' English language competence with special emphasis on the way the Maritime English materials should be designed to meet these requirements. Finally, the fourth section will deal with the ANMB Maritime English programme including the description of some of the in-house materials designed by the Foreign Languages Department teaching staff. After the paper conclusions, there will be a demonstration on the way we use modern technology in teaching and assessment of Maritime English. The material that will be presented is part of the first year deck students course book.

3- ESP VERSUS OTHER FORMS OF ELT

We have chosen Hutchinson and Waters'(1987) definition of ESP because, in our opinion, it gives the best description of this concept. After stating what ESP is not, the authors' answer to the question "What is ESP? and "How does ESP differ from other forms of ELT?" is that ESP must be seen as an "approach" not as a "product"." Understood properly, it is an approach to language learning, which is based on learner needs" and "it is also an approach to language teaching in which all decisions as to content and method are based on the learner's reason for learning." In other words, ESP addresses a particular group of learners with specialized needs required by their field of activity. This implies the tailoring of the language instruction to meet the learners' needs and expectations in specific contexts. In order to define the learners' needs, a needs analysis should be carried out. Dudley Evans and

St. John (1998) provide a comprehensive needs analysis framework by developing Munby's (1978) approaches to this matter in his Communicative Syllabus Design. They propose an explicit needs analysis framework which include all the analysis types suggested by Munby. So what information do we need in order to design an ESP course syllabus?

First of all, we need some professional information about learners-the tasks and activities learners will be using English for. This will be the target situation and objective needs analysis. Then, some personal information about the learners: their preferred learning strategies, factors that may affect the way they learn, what sort of learners they are, why should they learn Maritime English? etc. This will be the pedagogic and subjective needs analysis. Since ESP courses are mainly designed for young adults (students) or adults, the level of language knowledge should be B2 or C1. So, the ESP teacher should carry out a present situation analysis by administering placement tests at the beginning of the course. In order to have a reliable and valid analysis, more than one data source or method should be used e.g. surveys, interviews, questionnaires, focus groups, etc.

This is how we carry out the needs analysis for the Maritime English courses:

- for the target situation and objective needs we resort to different maritime organisations requirements i.e. ANR (Romanian Naval Authority), crewing agencies, shipping companies, etc. The graduates' feed-back is also very useful for changing or updating the course syllabus content;
- for the pedagogic and subjective needs we use the charts available in Ellis and Sinclair's (1989 Learning to Learn English. Learner's Book. The "What sort of language learner are you?" chart helps to make the learners aware of the learning strategies which best suit them in accordance with the learner type they discover to be. Then, we use the Needs Analysis chart to determine together the situations/contexts where Maritime English will be needed and the skills involved, e.g. speaking and listening for on board and VHF communications, reading for maritime publications, instructions or maintenance manuals, writing for drawing up reports or completing the log book. The record of priorities follows the Needs analysis chart, which help the students to prioritise the skills they should focus on in accordance with the target situation. There is also a self-assessment scale chart which students enjoy filling in because it makes them reflect on their knowledge of English and language areas that should be improved;
- for the present situation analysis, we administer a multi-level placement test to establish the students' language level. The students, who fail the B2 level, are enrolled in a remedial pr gramme carried out by the Maritime Teacher in charge with the respective class.

In this section we defined the term ESP pointing out the specificity of this learning/teaching approach: specialised language used in particular situations and the needs analysis framework carried out in order to tailor the course syllabus content to the learners' needs. Then, we presented the way in which we carry out the analysis.

4. THE NEED FOR A COMMON LANGUAGE AT SEA.

Although Maritime English was not included in Hutchinson and Waters's (1987) ELT tree, which means it did not acquired the ESP status at the time, discussions regarding the problems of language difficulties arising on board ship at sea, crewed by multi-national seafarers started as early as the 1970s during meetings of IMCO's Maritime Safety Committee. By 1973 it had been agreed that a common language should be used for navigational purposes and that language should be English. This led to the development of the Standard Marine Navigational Vocabulary (SMNV), which was adopted in 1977 and amended in 1985. Also in 1984 a well-researched linguistic approach to the subject was published under the title SEASPEAK. In 1992, the Maritime Safety Committee was instructed to develop a more comprehensive standardised language to cover all major safety-related verbal communications. After many years of sustained research, the Standard Marine Communication Phrases (SMCP) came into being in 1997 when the MSC (Maritime Safety Committee) adopted the draft. With the advent of the International Convention on Standards of Training, Certification and Watchkeeping for Seafarers (STCW 78/95), the usage of the SMCP became mandatory for officers and ratings on board ships.

Nowadays, due to the ever growing mixed-nationality crews employed on board ships (for commercial reasons), another problem has arisen besides poor Maritime English knowledge, namely, the cultural awareness and the lack of training in this respect, which may lead to further threats to the safety of the ship and crew. Jan Horck (2008) advocates the need for cultural awareness education to bridge diversity gaps for the benefit of the shipping industry. He states that "People working in shipping industry cannot afford to make mistakes and take wrong decisions because of miss-communication. If the crew cannot communicate it can be fatal. Miscommunication is costly and it can destroy ones reputation as a quality operator. If people do not understand the meaning of what is said due to weak English and cultural differences prejudice, power distance and stereotyping, the entire industry will continue to have a bad reputation. " Therefore, proper courses on communication and cultural awareness should be included in MET institutions curricula to minimise and ultimately to avoid such risk factors as alienation, loneliness, anxiety and to promote, at the same time, cultural sensitivity and ethnic tolerance.

In "Getting the best from multi-cultural manning" (2005) the same author states some possible advantages of a multi-cultural crew for the shipping industry business such as: a larger pool of crewmembers, meaning the possibility, for the shipowners, to recruit the best staff; cultural differences which may have a beneficial impact on the crew complement behaviour on board ship, e.g.alcohol consumption; recruiting seafarers from developing countries leads to the development of maritime training in those countries, which in turn improves the pool of candidates from which shipowners may recruit; different cultural perceptions providing a diverse range of responses and output may help the business thrive.

Along the same line of discussion, Progoulaki, M. and M.Roe (2011) examine ways of dealing with cultural issues by adding a social responsibility component. A two-week survey was conducted on board an LNG carrier managed by a Greek shipping company, manned with three different nationalities: Greek, Filipinos and Spanish. The qualitative data on board was collected with three types of research tools, i.e. participant observation, group discussions and personal interviews. From the Discussion section of the paper we retained some relevant quotes from the interviews carried out on board ship related to mixed-nationality complements and intercultural awareness. The researchers remarked that two interconnected issues were raised by the seafarers of all nationalities: the length of contracts and the stability of the crew syntheses. Here is the opinion of a Greek officer: " I like being (on board) with people I know, whether they are friends or not,[…] either foreign or Greek. Nationalities do not matter;[…] I will do my job one way or another. But time passes easier when you are with people you know. I always check the crew list before getting on board". In other words, the Greek officer was not worried by the crew ethnic mixture but by meeting new people, fact that breeds uncertainty and afflicts many seafarers.

Cultural diversity in a restricted environment is a sensitive matter, which requires pre-planned training. In relation to this, another Greek officer commented: "Definitely there should be a course on the subject of multiculturalism.

It could be organised by the shipping company, or even better, by the State. It should be applied not only to the bridge officers, but also to the deck and engine officers. This would be very helpful, but requires work and cooperation between the shipping companies, the government and marine academies". We think the Greek officer's comment underlines once again the importance of sustained training on cultural-related issues to solve the cross-cultural problems on board ships more easily.

In this section we underlined the need of a common language at sea by reviewing the statutory documents that regulate the use of standardised Maritime English in maritime context and by quoting some researchers in the domain who advocate the imperative need for more Maritime English and cultural awareness courses in MET Institutions.

5-STCW95 REQUIREMENTS FOR THE SEAFARERS' MARITIME ENGLISH LINGUISTIC COMPETENCE

The reason we dedicate a distinctive section to the STCW95 convention provisions is on the one hand, because it is a regulatory international document, which has to be observed by each country's marine administration, and on the other hand because it describes the required Maritime English linguistic competence for seafarers the ME teachers have to consider when designing the teaching materials. Although the competencies description-Table A-111/11-is quite vague and imprecise, using words such as 'appropriate', 'adequate', 'acceptable'(which cannot be measured or assessed), the provisions must be retained as guidelines for course design or material development in point of topics and skills. Therefore, the use of IMO Standard Marine Communication Phrases translates into extensive vocabulary practice; whereas, "to enable the officer to understand meteorological information and messages concerning ship's safety and operation, to communicate with other ships and coast stations and to perform the officer's duties also with a multilingual crew" will involve skills like listening and speaking and topics like VHF communication procedures and intercultural awareness. Reading and writing skills are also contained in the code: "Adequate knowledge of English language to enable the officer to use charts and other nautical publications" or to correctly "interpret" or "draft" messages relevant to the safety of the ship.

The IMO's current review of the STCW Convention and the focus on global assessment goals for non-English speakers was a key topic of debate at the IMEC conference held in Rotterdam in 2007. The topic was of utmost concern considering the growing shortage of qualified mariners combined with the unusually high incident rate in the recent years. The outcome of the debates was the compilation of a Yardstick "against which student performance can be measured while at the same time providing goals for the tasks and requirements of the seaboard ranks". The Yardstick authors, Clive Cole of World Maritime University and Peter Trenkner of Wismar University, restricted themselves to the personnel covered by the STCW95 Operational and Management Level educated and trained at higher MET institutions. An appendix would need to be developed regarding the shipboard ratings evaluation at the request of the shipping companies.

We find the proposed Yardstick a very useful evaluation tool against which we can measure/assess our students' performance. It also helps us to set goals for the tasks to be evaluated. The Yardstick of Maritime English Competency for Ships Officers is a 9 band assessment tool including the definition of the band and the corresponding competence description. Bands 9 and 8 (Expert User and Very Good User) address the Senior Navigation Officers/ Senior Engineer Officers and Masters. Band 7 (Good User) addresses Junior Navigation Officers/Junior Engineer Officers and it is the minimum required level for certification as Chief Officer. Band 6 (Competent User) addresses Junior Navigation Officers/Junior Engineer Officers and it is the minimum required level for certification as OOW/ EWO. Band 5(Effective User) addresses the Assistant Navigation Officers/Assistant Engineer Officers. There are also Band 4 (Modest User), Band 3(Limited User), band 2 (Intermittent User) and Band 1 (Non User).

For illustration, we chose band 9, which is the ultimate training goal, and band 6, which should address our undergraduates.

Band 9-Expert User which means that the person, who proves to be at this level, *"has a full command of Maritime English as to safe navigation, technical ship operation, emergency management, cargo handling and administration; meets fully all the Maritime English requirements as laid down in STCW95. Communicates fluently on radio complying with the Radio Regulations, is fully conversant with the IMO-SMCP and uses them flexibly when the addressee gives reason to apply them. Expert in the use of glossaries/dictionaries, and seldom needs aids when reading other documents or handling professional correspondence. Unhindered when leading meeting, even controversial ones, with other officers, crew, authorities, services and outsiders. Able to develop personal skills to include the instructions of others in the use of the English language on board."*

Band 6-Competent user-which means that the person who proves to be at this level: *uses Maritime English with confidence in moderately difficult situations; meets basically the Maritime English requirements as laid down in STCW95. Noticeable lapses in accuracy, fluency, appropriateness and discourse that may lead to difficulties in complex situations. Communication is effective on most occasions. Can communicate on radio under the supervision of senior officers applying selected standard phrases and occasionally using manuals in order to comply with the Radio Regulations. Speaks, reads and writes Maritime English sufficiently well for ship operations. Is familiar with the IMO-SMCP. Competent use of language in giving and executing orders. Able to respond competently in emergencies. Able to comprehend nautical/engineering publications. Able to write up logbook without causing misunderstandings.*

In this section we reviewed the requirements laid down by the STCW95 convention regarding the Maritime English linguistic competences and underlined to what extent we can use these guidelines in designing our Maritime English course syllabuses and materials. Then, we presented a very important and useful document, i.e. the Yardstick assessment tool, which will help us to set the goals and design the appropriate evaluation tests to reflect the desired band level description.

6- THE "MIRCEA CEL BATRAN" NAVAL ACADEMY MARITIME ENGLISH PROGRAMME.

The MBNA in Constanta trains navy and merchant marine naval and marine engineers, at Bachelor and Master level for the Navy Staff and the shipping industry. The study programmes offered within the Academy are: Navigation, and Maritime and River Transport, Marine Engineering, Marine Electrical Engineering and Port Operations.

In 2008 the Academy adhered to the Bologna treaty. As a result, the duration of the studies was reduced from five years to four years. Under these circumstances the curricula had to be changed and the discipline contents had to be restructured.

The Maritime English programme has been in progress since 2003, when the Academy Rector of that time decided that specialty topics should be included in the foreign languages syllabuses. That was the moment when we decided to produce our own ESP materials, since, apart from T.N. Blackey's English for Maritime Studies and some rather obsolete manuals designed by our former colleagues, we had no other specialty material. It had been a hard work to collect authentic materials, to adapt the existing materials to the date requirements, to edit the manuals, to train the junior teaching staff how to use the materials.

In the developing materials process, the first step was to consult the specialist discipline teacher on the appropriate topics to be approached for the respective year of study and specialisation. The next step was to upgrade the existing materials to STCW95 requirements. The final step was to design our own courses and teaching/learning materials following the stages and requirements mentioned in section 3 (needs analysis), 4 (the need for a common language and intercultural awareness) and 5 (the STCW95 Convention provisions).

Later, the department benefited from printed materials and software acquisitions as well as from the setting up of a modern Resource Learning Centre which adds to the two multimedia laboratories, 10 positions each, and to the audio-video laboratory which can take up to 20 students.

At the moment, the MBNA Foreign Languages Department takes pride in the possession of the following categories of Maritime English resources:

- printed materials	Peter van Kluijven - **IMLP course book** Logie, Vivers Nisbet - **Marlins Study Pack** T.N.Blakey - **English for Maritime Studies**
- software	Seagull Marlins Tests
- DVDs	**Videotel:** Shipboard Familiarization; Understanding English on Board Ship; Basic Firefighting; Personal Safety on Deck; Ship's Electrical Systems; Working Together-Racial &Sexual Discrimination on Board; Watchkeeping in Port; Personal Survival Series; Search and Rescue Co-ordination; Ship Handling; Security at Sea
-in-house resources printed at the Naval Academy Printing house	-four manuals for the marine engineering (one for each year of study) -three manuals for the marine electrical engineering (one for each year of study; the fourth is in progress) -two manuals for the 1st and 2nd year Deck students -two manuals for the 1st and 2nd year Port Operation students

Other types of materials we produce and use are: self-tests (to be used after each course unit to consolidate knowledge), final tests (for end of term evaluation), activities for the Videotel DVDs, which do not have tasks included in the accompanying booklets, activities for the Maritime Focus section contained in the Maritime English IMO Module Course 3.17. We also use materials developed by the Maritime Training Centre for Seafarers in Constanta, e.g. internal and external communications on board ship, human relations in mixed-nationality crews, major communication subjects. MARS (Maritme Accidents Reporting Scheme) and MAIB (Maritime Accident Investigation Branch) are also frequently used resources especially for speaking activities.

The sample material, which will be presented in the demo session, is part of the first year deck students course book. The original printed textbook has been converted into an e-learning format. Our intention is to pilot it during this academic year. After analysing the students and the teachers' feed-back and comments, we will reconsider the format and make the necessary changes. We would be glad to have a feed-back from you as well.

CONCLUSIONS

The purpose of this paper was to emphasis once again the need for a common language at sea for effective communication on board multicultural crews ships and the important role of MET institutions in achieving the requirements of the statutory organisations regarding the Maritime English competences. Hence, the need for more Maritime English published resources.

We tried to relate the theoretical concepts to the their practical implementation in the teaching/learning process and material development i.e. needs analysis, stages in designing
the course syllabus and material evaluation.

Our intention for future research is to design an intercultural awareness course, with an intercomprehension component, based mainly on the outcomes of surveys carried out on board multinational crews ships. We know this is a very daring and challenging project but we hope we will find the necessary support from national and international shipping and crewing organisations.

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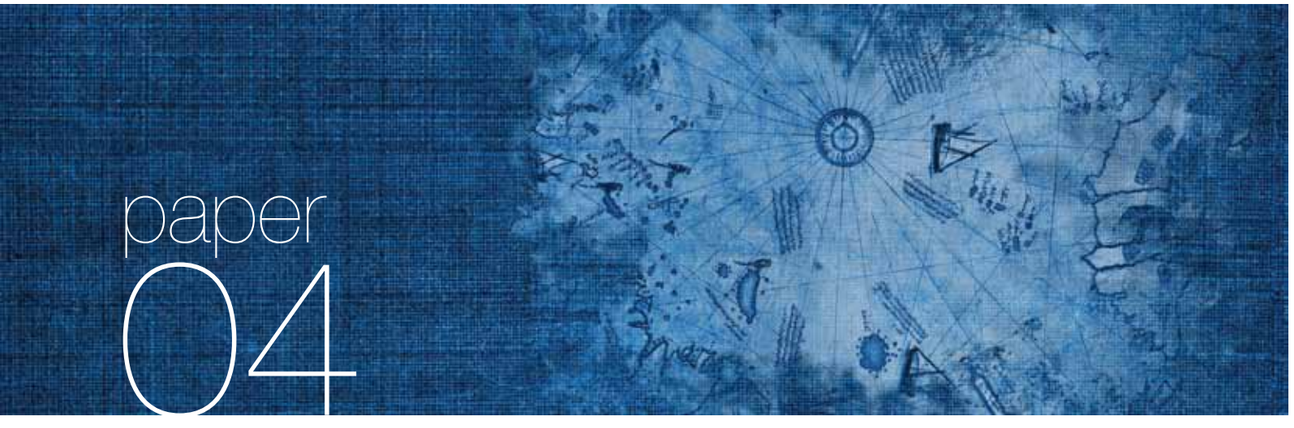

paper
04

THE STCW MANILA AMENDMENTS FOR TRAINING IN LEADERSHIP AND TEAMWORK - IMPACT TO MET INSTITUTIONS

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Abstract

Team working is not identified within the revisions to STCW as a specific competence: rather it is referred to in terms of 'necessary team member(s)…' and '…consideration of team experiences.' As a maritime higher education institution, our aim is to provide workplace leaders with the theoretical and practical skills required to lead teams towards a culture of safety, to create positive behavioral changes and to ensure workplace outcomes are predictable, consistent and safe. It is these specific training issues – referred to as human factors training, soft skills training or non-technical training – that I will address in this paper. With the introduction of new training concepts and training terms, such as human factors, resource management and leadership & teamwork we need to define and explain what is meant by those terms. Keeping knowledge simple will be of utmost importance to achieve the training objectives and avoid making trainees, and possibly also trainers, afraid of the new subjects.

Key words: human factors, leadership, teamwork, competence, skills, training.

"Shipping is perhaps the most international of all the world's great industries and one of the most dangerous."
(International Maritime Organization [IMO], 2002a)

1- INTRODUCTION

Qualified personnel are important in every industry, but in the maritime sector you are to a greater extent dependent on the competence of the persons serving on board. In a historical aspect the level of competence has been handled by the seafarers themselves or on a regional or national basis, which has meant that the level of training and competence of the seafarers could vary greatly.

Each competence is connected with a degree of requisite knowledge, understanding and proficiency. These denominations correlate well with those used in the taxonomy for educational objectives (Anderson, Krathwohl, Airasian, & Cruikshank, 2001). Some competencies are easy to assess, whereas others call for extensive planning.

Education is an ever developing process. This paper will prove that the training in leadership and teamwork' education at Constanta Maritime University is in accordance with the latest international requirements, and what is more important, that the efforts of incorporate new topics will prove fruitful in terms of learning outcome for the students.

2- TAXONOMY OF EDUCATIONAL OBJECTIVES

There is a well spread and well accepted taxonomy of educational objectives created in the 1950's by the educational psychologist Benjamin Bloom. The taxonomy, usually referred to as Bloom's taxonomy, categorizes skills and objectives for students. Educational objectives are divided into three major domains: the cognitive, the psychomotor and affective domain. When it comes to educational objectives within the mariner's area, the cognitive area is the most relevant. The cognitive area constitutes, among other things, skill objectives of knowledge, comprehension and application. These objectives correlate very closely to those of the STCW Code: knowledge, understanding and proficiency. (Anderson, Krathwohl, Airasian, & Cruikshank, 2001).

• Knowledge
When it comes to cognitive levels, knowledge is considered to be the lowest. In this sense knowledge only requires that the student can recall previously learned material like facts, basic concepts and terminology. For Leadership & Teamwork course module this can be knowledge of the standard representational symbols used by different cultures. Test of such knowledge can easily be achieved through written exams.

• Understanding
The level of understanding or comprehension requires a deeper understanding of facts and ideas, which can be shown by interpretation and description. For Leadership & Teamwork course module, a trainee might be shown a picture for situation awareness and be asked to describe how the cultural differences operate: Group-Individual, Power Distance, Uncertainty Avoidance, Feminine-Masculine, and Short-Long term. Testing of comprehension can also be achieved in written format but would require more elaborate answers than just short ones.

• Proficiency
Proficiency is the highest of the skill objectives in the STCW Code. To demonstrate proficiency you have to apply acquired knowledge. To do this for example for Leadership & Teamwork course module a student can be asked, to describe the importance of "closed loop communication" and how you achieve a good communication climate. The best way to assess application of acquired knowledge would be to demonstrate proficiency through practical examination.

3- MET INSTITUTIONS: New Demands. Best Practices of Providing a High Standard of Maritime Education and Training

Any organization, public or private, and certainly also faculties and Universities depend on the knowledge, skills, expertise and motivation of its human resources. Development needs of teachers in these areas should therefore be amongst an organization's major and long-term goals. These developmental goals can be achieved by:

- providing teachers with training opportunities to achieve maximum effectiveness;
- ensuring that employees develop their skills and capabilities to be able to work efficiently and respond rapidly to changes within their organisations;
- improving performance of their present duties;
- ensuring that the best use is made of the natural abilities and individual skills of all employees for the benefit of the organisation and their career.

Development and training is a continuous and systematic process. The process of training should necessarily be directed to give every teacher a sense of professionalism, excellence, motivation and customer satisfaction.

3.1.ENGLISH IS WORLD'S LINGUA FRANCA. COMMUNICATION SKILLS REQUIREMENTS

The world is a village and English is the lingua franca; institutes of higher education have come to recognise this. Most part of the maritime institutions have been offering courses in English for several years. Their reasoning: "The lingua franca of the sea is English and you need to know it. Our students are very active on the international market and demand an international environment." The aim is to give students "important tools to do work in a globalised world." A command of English is a prerequisite for employment in a globalised world.

English is now the acknowledged lingua franca of higher education. What started as a gradual process in the sciences has spread to higher education in general. With the internationalisation of higher education, it was only a matter of time before one language emerged as the dominant language of research and instruction. The teaching of English as a second language is now universal. In an age of globalisation and internationalisation of higher education, the only way to attract overseas students from the emerging economies and fund ongoing research, is to have courses in English. As Constanta Maritime University also put it, there is "no other choice". We strongly believe our classes should be international classes – and the only way to have international classes is to use the English language.

At the end of the day, the market place dictates. English is the lingua franca of commerce; a number of non-English companies adopt English as their company language; transnational companies and companies with international brands do likewise.

That is why Internationalization of the campus and the curricula should not be an add-on, but rather an integral part of course content and "infused" into disciplinary programming, co-curricular and extra-curricular activities, research and service. Equally important, educational strategy only gets executed when the institution "pays attention" and links organizational structure to support of operations.

3.2. DIVERSITY CHALLENGES

The Bologna Process aims to enhance the world-wide attractiveness and competitiveness of European Higher Education as well as to promote mobility among students and academic staff. At many institutes of higher education, a key method of implementing this internationalization strategy is to raise the number of English course offerings, given English's current status as the lingua franca of business and academia.

Predominantly non-English-using universities in the competitive European zone of research and higher education tend to equate 'world class' with an increase in the use of English in key areas. However, little is known about whether there is in fact a correlation between the extent to which such universities use English and their place on world university ranking lists.

Courses taught entirely in English are becoming increasingly numerous – and popular – at universities across the world and Constanta Maritime University is no exception. With a different number of Romanian and English bachelor/master's programmes, the role of English at Constanta Maritime University is becoming more and more prominent. However, students and lecturers alike are assumed to have adequate language skills for an English programme.

Consequently, although all English courses at Constanta Maritime University do stipulate a certain level of English as part of their admission criteria, the question remains as to whether this is enough. English is often used in parallel with the mother language at Romanian universities.

3.3. A KEY WORD: INTERNATIONALIZATION

Internationalization is now a key word in university policy, emphasizing the importance of aninternational profile as an essential component of the quality of an institution. As a consequence, all the initiatives aiming to promote a wider use of the international language par excellence, i.e. English, are fostered by the University governance. Advocates of the expansion of English highlight financial aspects (linked to the possibility of attracting students from abroad), but also focus on the advantages for exchange programmes and on the opportunities for Romanian students, who can develop top-level competence in the use of English in professional contexts. On the other hand, there is the resistance of a large part of the teaching staff, who are reluctant to abandon their consolidated practice and realise that changing the language of teaching is not a mere problem of translation. The "cultural" aspect, with its consequences on the status of the Romanian language, is emphasised mainly in the area of the Humanities, and is also debated outside the Academia.

4- COMMUNICATIONS DIRECTIVES IN STCW

If the idea of sailors consulting a guide to etiquette is funny to you then you are not alone. This point of focus has the potential to be one of the richest sources of maritime humour in recent times. There are many serious consequences when communication is vague or indecipherable. In many accident reports communication is cited as one of the main contributors in serious incidents. Everyone involved knows the dangers of work at sea so it is reasonable to expect a crew to show some respect towards the possibly deadly situation.

Some of the serious consequences take place over a longer span of time. Ongoing, consistently poor communication will whittle away at crew morale since it is difficult to do a job that is poorly defined. The same is true of crew members who cannot express concerns or improvements to a situation. These are mostly face to face interactions we are talking about but it also includes written communications. These directives will impact everyone on crew from the Master, who must now refine communications in the mountain of paperwork to the deckhand who is now expected to have training to resolve differences in fair and equitable manner. There are some more realistic and productive parts of STCW Communications. The mentoring of crew by officers is likely to really tighten up working relationships and improve the workplace overall. This is closely tied to potions of the STCW Manila Amendments that require significantly more training and frequent re-certification.

5- NON-TECHNICAL SKILLS. LEADERSHIP & TEAMWORK

During everyday operation onboard a ship, technical and non-technical skills are integrated into each other and both skills need to perform tasks as safely and efficiently as possible. But there are important differences between them. The technical skills are related to a specific department, function or rank while non-technical skills are applicable to all. Most technical training has to be carried out with groups kept apart, divided into, for example, deck and engine. The non-technical training may be carried out with no separation of people at all.

The assessment of technical and non-technical training also differs. Technical training can most often be assessed by means of a test. The assessment of non-technical training requires different methods. Students can learn about leadership and teamwork theory. Trainees may even demonstrate specific behavioral objectives of the training in a simulator in connection with the course. The challenge is to make safe and sound leadership and teamwork principles become part of a permanent behavior onboard after training. The trainees must understand the importance of the training. To succeed trainers need encouragement and support for the desired behavior from the companies they work for. If the willingness to apply the theories would be related to the attitudes of people, the company support would be related to the culture of the company. The attitudes of people and the culture of the company are two important issues for the training to be effective and show intended results.

That is why at Constanta Maritime University the training programs are organized in such a way that the non-technical training according to the new STCW requirements is carried out as a separate training course (such as the Communication, Leadership and Teamwork course module) without mixing it with the technical issues. The major benefit is that all disciplines and ranks are able to come together in the same training class, receiving the same course contents, terminology and training objectives. As we previously mentioned, assessment of trainees in connection with the course is difficult and will not provide long-term evidence that the training has been effective. Trainers should stress that the initial training is just an introduction for the "real training" that starts onboard.

6- CONCLUSIONS

Combining the STCW requirements related to leadership and teamwork in a syllabus is most suitable for a stand-alone course. While strongly supporting the introduction of non-technical skills in the STCW as such, there are still things that could be improved. We believe that it is a draw back to have the non-technical contents split up in different tables keeping departments and ranks apart. The different labels Bridge Resource Management and Engine-Room Management to the same content add to the confusion. During our meetings with our students that had been on board vessel for training, we often hear about the feeling of „us and them"- between ranks, between departments, and between ship and shore. To improve safety and open up to efficient communication and teamwork, such barriers must be brought down. We do not agree the non-technical training where target groups are kept apart. At Constanta Maritime University we develop the same course for all target groups with the purpose of establishing a shared view on how things should be done.

English has a bigger role in today's society and the ability to speak the language is already a necessity because it is the language of the global village; the language used in business, technology, media and education; the language that bridges cultural and linguistic gaps and the language that narrows cultural diversity and expands cultural divergence. A person may learn and progress faster if he or she can understand and communicate in English well because most information is available in the English language. In short, to be globally competitive every individual must be able to communicate in English effectively.

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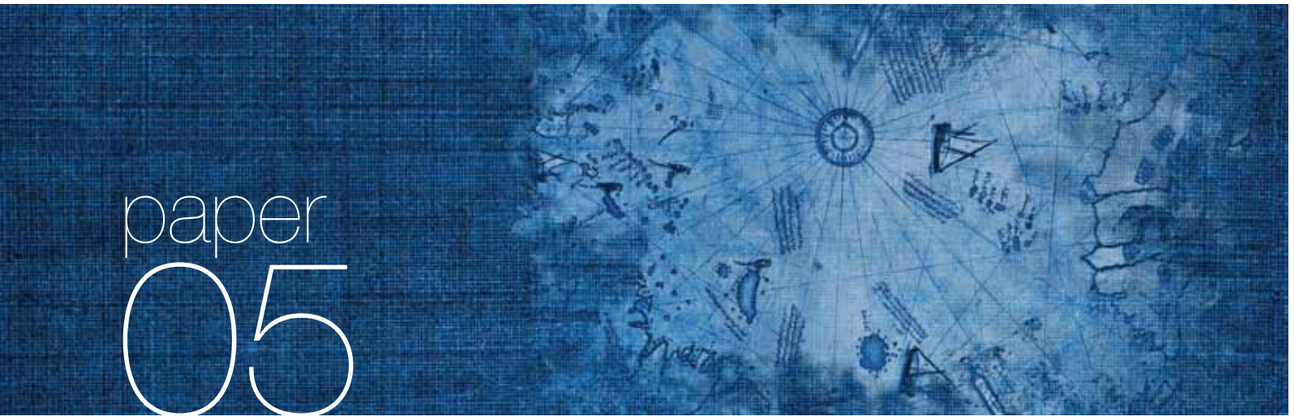

paper
05

SURVEY ABOUT LANGUAGE LEARNING BELIEFS AMONG MARITIME INSTRUCTORS

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Abstract

Using Horwitz's Beliefs about Language Learning Inventory (BALLI), this paper explored the common beliefs held by maritime instructors from Vietnam, Japan, Thailand, Myanmar, and Indonesia on learning the English language. It also sought to compare common beliefs between genders and among nationalities. Results revealed that maritime instructors held positive beliefs about language learning on four major aspects, namely, foreign language aptitude, difficulty of language learning, nature of language learning, and learning and communication strategies, and indicated very strong positive beliefs on motivations and expectations about language learning. The findings also noted significant differences in foreign language aptitude and difficulty of language learning between genders. Finally, the research noted a significant difference in motivation and expectations towards language learning among nationalities. The study recommends an identification of maritime instructors' beliefs on a greater scale in order to provide guidelines on teaching the English language that matches learners' expectations. Finally, this study suggests promotion of awareness of learners' beliefs about language learning among maritime instructors to reconcile learners' and teachers' beliefs.

Keywords: motivation, learner beliefs, language learning, BALLI, maritime instructors

1. INTRODUCTION

The International Maritime Organization (IMO) has pronounced English as the major language of the maritime world. Accordingly, the learning of the English language in the maritime industry has become obligatory. More specifically, Maritime English classes have become mandatory for many countries whose first language is other than English. Such initiatives respond to the growing recognition of English as the only language of the maritime world.

As the global economy continues to develop, so does the need for the maritime industry to keep pace with development. One factor that seems to play a significant role in how well the shipping world can continue to flourish is the ability of its population to learn the English language which is necessary for efficient communication in shipping affairs and avoidance of maritime accidents. Along this line, this study was initiated in response to concerns about enhancing the English training of maritime professionals especially on strategies that help facilitate general English language learning. Thus, maritime professionals are strongly encouraged to acquire standard competence in the use of the English language onboard, especially in the broadcast and exchange of both ship-to-ship and ship-to-port communications. However, owing to the prevalence of multinational crew in merchant vessels, there remains a strong need to improve general English communication skills as well as promote the use of Standard Maritime Communication Phrases (SMCP) for safe navigational operations. Such objective may be achieved by facilitating the English language enhancement training among maritime professionals.

One program that earmarks the improvement of language proficiency of seafarers is the conduct of English Language Training for maritime instructors. In September 2012, the Maritime Academy of Asia and the Pacific (MAAP) in Bataan, Philippines was commissioned by the Ocean Policy Research Foundation (OPRF) and the Ministry of Land, Infrastructure and Transportation (MLIT) of Japan to conduct the English training seminar for maritime professionals in the region. This seminar was attended by selected participants from Japan, Indonesia, Myanmar, and Thailand. Considering the fact the in these countries, English is considered either as a foreign or second language, greater efforts are geared towards enhancing the participants' English language learning experience. Thus, the main concern addressed in both the design and conduct of the English language training is how best to help the participants learn the language efficiently.

In the field of applied linguistics, several studies have highlighted the importance of understanding learner variables that influence language learning. One variable which has consistently received significant attention in the language learning process is beliefs about language learning which Horwitz (2007) considers as central constructs in every discipline dealing with human behavior. Bernat and Gvozdenko (2005) posited that beliefs and expectations of learners are valuable inputs for teaching practice and syllabus design.

Learners' beliefs about foreign languages have been the focus of educational research among EFL and ESL students in the US (Horwitz, 1988; Kern 1995; Kuntz, 1996 cited in Bernat, 2004) and in other contexts because they are regarded as fundamental to learners' progress (Altan, 2012). Major findings from BALLI studies in the US produced similar results with few differences such as: learners underestimated language difficulty; they had misconceptions about foreign language learning; and they gave more value to accent than teachers did (Bernat, 2004). Studies conducted in Asian countries like China (Zhang and Cui, 2010 cited in Jafari, 2012), Hong Kong (Peacock, 2001 cited in Wu Man Fat, 2008), Korea (Park, 1995 cited in Jafari, 2012), Malaysia (Nikitina & Fukuoka, 2006), Thailand (Fujiwara, 2011), Indonesia (Erlenawati, 2002), Vietnam (Bernat, 2004) and Japan (Sakui & Gaies, 1999) also reported variations in beliefs and indicated the important role of culture and context in examining learners' beliefs. Horwitz (1999) had earlier suggested no significant differences in beliefs based on cultural differences. However, a recent study of Siebert (2003) indicated that nationality influenced learners' beliefs. As regard context, Siebert (2003) found significant differences in learners' beliefs pertaining to foreign aptitude and difficulty of language learning in a study among students of English for Academic Purposes (EAP). Aside from context, other studies have attempted to relate learners' beliefs and other variables such as gender (Tercanlioglu, 2003; Bernat & Lloyd, 2007). Results of these studies revealed similar beliefs between genders and noted items significantly different between genders (Bernat & Lloyd, 2007; Yaman, 2012, Daif-Allah, 2012). The implication of the above studies is that students have varied beliefs about language learning and language teachers play a great role in enhancing positive beliefs that promote language learning.

Although numerous studies have investigated learners' beliefs about foreign language learning in different countries and between genders, little is known about learners' beliefs about learning English as a foreign language in the maritime context. This present study seeks to fill the gap in context-specific research by answering the following questions:

1. What beliefs do maritime instructors have about learning English as a foreign language?
2. Does gender affect learners' beliefs about English language learning?
3. Is there a difference in the beliefs about language learning among learners of different nationalities?

This study hopes to make a positive contribution to the growing number of studies on learner beliefs. The results of this study serve as a primary consideration for the design and implementation of the English language training program.

This paper reports on the survey conducted to determine the learning beliefs of maritime instructors, the effects of gender on beliefs, and the differences of beliefs among learners of different countries.

2. METHOD

2.1 PARTICIPANTS

Maritime instructors undergoing the English Language Training were invited to participate in the study. The group was composed of international maritime instructors. The participants were given a brief, informative oral overview of the nature and purposes of the study before implementing the questionnaire. A total of 13 maritime instructors participated in the survey. Of these, seven (7) were males (58%) and five were females (42%). The participants' average experience in studying English is six years. The participants included in the study are all affiliated with maritime training and educational institutions in their native countries and they are all non-native English speakers.

2.2 RESEARCH INSTRUMENT

The instrument used in this normative study is called the Beliefs about Language Learning Inventory (BALLI) which was created by Horwitz to survey the beliefs of adult learners about languages. The BALLI consists of 34-items which addressed five areas: foreign language aptitude; the difficult of language learning; the nature of language learning; learning and communication strategies; and motivation and expectations. The questionnaire was designed using a five-point Likert scale which measures respondents' interest to 32 statements according to their level of agreement or disagreement from 5(strongly disagree) to 1(strongly disagree). Two items on beliefs about the difficulty of language learning used a different scale that measures the difficulty of the English language and the time needed to learn the language.

2.3 DATA COLLECTION AND ANALYSIS

Data were obtained by distributing the questionnaire to 12 male/female maritime instructors attending the English Language Training seminar. The forms were completed anonymously during one of the sessions. Data were analyzed using Statistical Package for Social Sciences (SPSS) 20.0 version. Descriptive statistics i.e. frequencies, percentages, means, and standard deviation were used to analyze and compare single BALLI statements. In the data analysis, responses "strongly agree" and "agree" were grouped as agreement, while "strongly disagree" and "disagree" were interpreted as disagreement. The differences in beliefs between male and female maritime instructors were determined using means and the Wilcoxon-Whitney-Mann U statistical tool. Finally, the differences among nationalities were analyzed using means and the Kruskal Wallis test. Significant levels were set as $p<0.05$.

3. RESULTS AND DISCUSSION

The purpose of the present study is threefold. It aims to explore the overall beliefs of maritime instructors about English language learning. It also aspires to gain a better understanding of the influence of gender and culture on those beliefs. The results are presented and discussed according to the order of the research questions as follows:

3.1 RESEARCH QUESTION 1: "WHAT BELIEFS DO MARITIME INSTRUCTORS HAVE ABOUT LEARNING ENGLISH AS A FOREIGN LANGUAGE?"

Categories suggested by Horwitz (1988) were used for data categorization and in each category, the beliefs of learners are presented in percentages and mean scores, and the standard deviation is given. The researcher analyzed the percentages, means, and standard deviations. The results are presented in areas as categorized in Table 1.

Table 1. Mean Beliefs about Language Learning

Categories of BALLI	Mean	SD
Foreign Language Aptitude	3.35	0.239
Difficulty of Language Learning	3.05	0.497
Nature of Language Learning	3.70	0.297
Learning and Communication Strategies	3.50	0.325
Motivations and Expectations	4.05	0.462

Based on the result of descriptive statistics, present study indicated that participants held various beliefs about language learning. Among the five categories of BALLI, the beliefs in "Motivation and Expectations" (M= 4.05, SD=0.462) were the strongest belief followed by "Nature of the language learning" (M=3.70, SD=0.297), "Learning and Communication Strategies" (M=3.50, SD=0.48), "Foreign Language Aptitude" (M=3.35, SD=0.46), and "Difficulty of Language Learning" (M=3.05, SD=0.497). The results indicated that participants in the present study generally believe that motivation is the strongest factor influencing the success of their English language learning. On the other hand, foreign language aptitude and difficulty of language learning are the weakest factors.

The first category of the BALLI, "Foreign Language Aptitude" concerns the general existence of special ability for language learning and beliefs about characteristics of successful language learners. In the present study, all the participants agreed that children were more adept language learners than adults. More than half (56%) agreed that some people have a special ability to learn a foreign language and that it is easier for people who already speak a foreign language to learn another. Majority (58%) believed that people who speak more than one language are intelligent. However, 42% of the participants are undecided about their own foreign language aptitude. More than half of the participants (58%) believed that that people from their country are good at learning languages although 42% disagreed that they have a special ability to learn a foreign language. This result is in line with previous researches (Shen, 2006) showing that foreign language aptitude is one of the weakest factors in language learning. The results also indicated that participants have negative evaluations about their own learning abilities. Peacock (2007) referred to same findings as "students having low opinions of their own abilities" which may affect their language learning experience.

The second category, "Difficulty of language Learning" concerns the general difficulty of learning a foreign language. In the present study, 58% of the participants agreed or strongly agreed that there was a hierarchy of language difficulty while 25% of the participants stayed neutral and only 17% of participants disagreed or strongly disagreed on the concept. Half of the participants agreed that it is easier to read and write in English than to speak and understand it, while 33% disagreed. Moreover, half of the participants believed that English is an easy language and about one-third (34%) the participants indicated that English is a language of medium difficulty. The average number of years needed to learn the language according to the participants is 5-10 years. These findings are in accordance with previous studies (Nikitina & Fukuoka, 2006) that EFL learners generally accept the concept of language difficulty hierarchy.

The third category "Nature of Language Learning" concerns relevant issues related to the nature of language learning process. The result indicated that a big majority (83%) believed that it is best to learn English in an English-speaking country and that learning about English culture is important. The participants believed that learning vocabulary words is an important aspect of language learning (83%) as well as learning the grammatical aspects of the language (58%). The current study revealed that maritime instructors held various opinions about the nature of language learners which were consistent with other groups of learners.

The fourth category, "Learning and Communication Strategies" refers to various strategies learners use to master a second or foreign language. The result showed that a big majority (82%) of the participants believed that is important to repeat and practice a lot, to practice with cassettes or tapes (83%) and to practice by speaking with native speakers (82%), and use correct pronunciation (67%). However, the result showed that participants were timid to speak with other people (57%). Again, this finding was generally consistent with previous studies (Nikitina & Fukuoka, 2006), which showed that learners possessed various thoughts about strategies to learn English.

The last category, "Motivation and Expectations" concerns the desire and expectations for language learning opportunities. The result indicated that this is the strongest belief factor. All of the participants expressed strong motivation for learning English for personal purposes and for better job opportunities. Generally, this finding is consistent with previous studies among Malaysians (Nikitina & Fukuoka, 2006), among Taiwanese students (Shen, 2006 and Lan, 2010 in Jafari & Shokrpour, 2012), among Vietnamese (Bernat, 2004) and other learners (Tercanlioglio, 2003).

Overall, the results of the present study were generally consistent with previous research efforts. However, as prior studies have suggested, possible conflicts may exist in learners' beliefs which could possible weaken or strengthen their influence in language learning. For example, majority of the participants in this study believed that everyone can learn a foreign language although they do not believe they have foreign language aptitude. Similarly, the participants believed that it is important to speak and practice a lot with excellent pronunciation; however, they feel that they are timid to speak with other people. Thus, teachers and facilitators should help the students clarify such conflicts in their beliefs by encouraging a healthy learning attitude.

3.2 RESEARCH QUESTION 2: DOES GENDER AFFECT THE LANGUAGE LEARNING BELIEFS OF THE PARTICIPANTS?

Based on the result of descriptive statistics, the present study found that male learners had higher means than female learners in most categories of the BALLI as shown in Table 2. In other words, male learners had stronger overall beliefs. However, no significant difference between male and female learners was found in overall beliefs. This finding is similar to previous studies such as Bernat & Lloyd (2007) and Tercanlioglu (2005).

Table 2. Mean Beliefs between Genders

Categories of BALLI	Male	Female
Foreign Language Aptitude	3.290	3.267
Difficulty of Language Learning	3.171	2.640
Nature of Language Learning	3.690	3.767
Learning and Communication Strategies	3.589	3.500
Motivations and Expectations	4.000	4.333

Based on the result of the Wilcoxon Mann Whitney U test, significant differences were found in two statements, namely, "I have a special ability for learning foreign languages" (Wilcoxon-Mann Whitney U=29.500, p=0.390) and "It is easier to speak than understand a foreign language" (Wilconxon-Mann Whitney U=30.000, p=0.370). Males had a higher mean rank (8.21) than females (mean rank=4.10) in assessing their foreign language aptitude. This result indicates that males have more positive assessment of their language learning abilities. Males had a higher mean rank (8.29) than females (mean rank=4.00) in claiming difficulty of understanding than in speaking a foreign language. This result indicated there is a gender effect on foreign language aptitude and difficulty of language learning. Daif-Allah (2012) had reported similar significant differences in aptitude, learning and communication strategies, and motivations and expectations, but noted similar beliefs in difficulty of language learning and the nature of language learning. Siebert (2003) also found significant differences between genders in relation to language learning strategies. Despite these studies, Bernat and Lloyd (2007) claimed that the gender effect on language learning seems inconclusive as there is still paucity in literature on the relationship between beliefs and gender.

3.3 RESEARCH QUESTION 3: IS THERE A DIFFERENCE IN THE BELIEFS ABOUT LANGUAGE LEARNING AMONG LEARNERS OF DIFFERENT NATIONALITIES?

Based on the result of Kruskal Wallis test, the current study displays no significant difference in the overall beliefs of the learners among learners of different nationalities as reflected in Table 3. Indonesian participants had the strongest beliefs about language learning (M=4.05) followed by Thailand (M=3.70), Myanmar (M=3.50), Vietnam (M=3.35), and Japan (M=3.05). When each subcategory of the BALLI was examined, both Vietnam and Myanmar had the strongest beliefs in foreign language aptitude (M=3.61). In terms of difficulty of language learning, Vietnam registered the highest mean (M=3.70). For nature of language learning, Thailand had the highest mean (M=4.08). In learning and communication strategies, Myanmar had the highest mean (M=3.88). Finally, in terms of motivation and expectations, Japan had the strongest belief (M=4.58).

Table 3. Mean Beliefs among learners of different nationalities

Country of origin	Aptitude	Difficulty	Nature	Strategies	Motivation	Mean
Vietnam	3.61	3.70	3.75	3.25	3.33	3.35
Japan	3.14	2.45	3.32	3.78	4.58	3.05
Thailand	3.22	2.80	4.08	3.13	4.00	3.70
Myanmar	3.61	2.90	4.00	3.88	3.92	3.50
Indonesia	3.17	3.40	3.75	3.50	4.25	4.05

From the analysis of individual items for each category of the BALLI, results indicated only one significant difference among learners from different nations. Data reported a significant difference in the motivation and expectations, particularly on the statement "I would like to have friends who are native speakers of English." All the Japanese instructors strongly believed on the importance of meeting native speakers (M=5.00). Thailand, Myanmar and Indonesian participants agreed on the concept (M=4.00), while the Thailand participants were undecided (M=3.50). Interestingly, while majority of the participants believed that it is important to have friends who are native speakers, majority of them (58%) were timid to talk to native speakers of English. In summary, whereas the motivations and expectations of maritime instructors were generally high, there is a significant variation among learners of different countries over the importance of associating with native speakers of English.

4. CONCLUSION

This study sought to determine the language learning beliefs of maritime instructors and the effects of gender and culture on beliefs. Results of the study indicated that maritime instructors hold positive beliefs about language learning in general. Particularly, this study reported that participants believe that motivation and expectations are the strongest motivation to learn the language.

Results of the analysis also revealed a significant difference between genders on difficulty of language learning and foreign language aptitude.

Data also reported variations in beliefs in the five areas. However, results indicated no significant difference in the language learning beliefs of learners from different countries.

Pedagogical Implications

According to the results of the present study, three pedagogical implications may be gleaned. Firstly, with better understanding of the beliefs about language learning held by participants, teachers and facilitators can better understand the situation of the learners. Teachers and facilitators can tailor their teaching strategies and methods to avoid mismatches between teachers' and learners' beliefs. Moreover, the materials and instructions used in training should consider gender, cultural, cognitive and affective factors.

Secondly, in order to understand learners' beliefs about language learning, some materials and methods can be used in the training program. For example, teachers can employ authentic materials that gauge the learning strategies as well as difficulties of learners. Moreover, methods like classroom observations, diary keeping, and questionnaires, group discussions may be used to understand learners' beliefs systematically.

Finally, the present study found significant difference in the difficulty of language learning and foreign language aptitude. Teachers and facilitators should try to help students cultivate positive beliefs that lead to better language learning and minimize negative beliefs that might hinder learning. For example, teachers and facilitators can remove learners' misconceptions by providing knowledge or illustrations concerning the nature and process of language acquisition. More opportunities for language practice may be provided in the training program to illustrate ease of learning through language practice.

This study has some limitations. Primarily, this study involved a limited number of participants. The normative approach of gathering data may still be improved by using other methods of data gathering such as the interview, classroom observations, and similar methods. It is recommended that other studies should be done on a wider scale involving learners from different cultural backgrounds, age groups, and contexts to make reliable generalizations.

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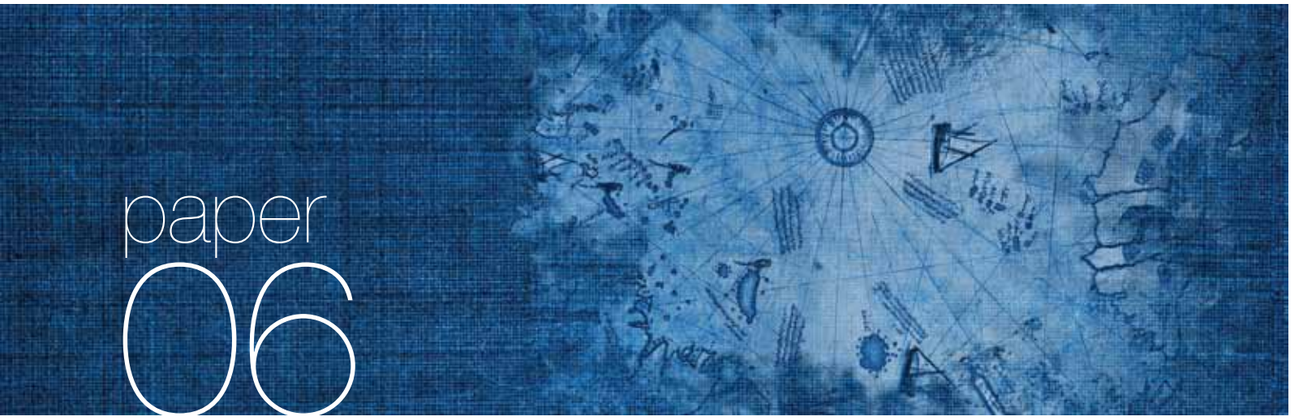

paper
06

SIMULATION AND ROLE-PLAYING - AN INTERFACE BETWEEN MARITIME ENGLISH CLASSROOM AND SEAFARER'S REAL LIFE

Elisa Bandeira
Escola Náutica Infante D. Henrique

Abstract

Maritime English learning cannot only focus on linguistic knowledge (Xue-qing You, IMEC, 2012) but should foster the student's communicative competence.

The present paper aims to present Maritime English teaching materials resulting from research work carried out on board vessels and in port terminals both related to shipping and seafaring. Following guidelines from STCW 95, IMO Model Course 3.17 and SMCP, considering true relationship between seafarers' communication skills and Safety at Sea, the author has developed a teaching approach relying on simulation of realistic situations on board. Having been tested for 2 years it proved to be satisfactory relying on students' feedback.

In Portugal, there has been a predominance of traditional teaching in Maritime English classes, mostly based on learning technical/marine terminology and grammar, with no definition of language levels. Presently, the 4 modules of Maritime English range from levels A2 to C1, according to EFRL.

The higher levels (B2 to C1) of Maritime English, are a cross-reference of language skills consolidation and specific subjects such as Navigation and Seamanship. Role-playing is then the backbone of the ME lessons. The author agrees that learning takes place when activities are engaging and memorable (Ladousse, 1987). Simulation and role-playing in ESP learning presents significant advantages namely motivation, integrated learning, use of the language and rehearsal oportunities whereas the teacher's role can be of a Facilitator, a Spectator and a Participant

In addition, Error Correction (self-correction / peer correction) by watching video recording of role-playing sessions is highly instructive for students.

Keywords: simulation; role-playing; communicative competence; teaching approach; realistic situations; safety; training.

1- INTRODUCTION

The permanent challenge of the author, as a Maritime English teacher, is by all means to succeed in preparing future merchant marine officers in order to be able to communicate in all possible situations they may encounter in their duties.

Maritime English learning cannot only focus on linguistic knowledge (Xue-qing You, IMEC, 2012) as it is of great importance to foster the student's communicative competence. Based on the skill "Communicative Competence" and the guidelines from STCW 95 as well as the IMO Model Course 3.17 and SMCP, the author has tried to develop a teaching approach towards realistic situations experienced by merchant marine officers.

The present syllabus of Maritime English for Deck Officers comprises 190 hours in 4 different levels (English, Maritime English I, II and III) ranging approximately from A2 to C1.

In the case of the future Deck Officers, Maritime English II and III are the consolidation of the language skills learnt during the 1st year in English and Maritime English I but also a cross-reference of other specific subjects such as Navigation and Seamanship. It is then possible to make use of Role-playing as the backbone of the lessons of Maritime English II and

III. The author agrees that learning takes place when activities are engaging and memorable (Ladousse, 1987). For ESP classes, simulation and role-playing presents relevant advantages such as:

- Can be fun and motivating;
- Quieter students get the chance to express themselves;
- The world in the classroom can be more realistic;
- Offers a much wider range of language opportunities;
- Students get the chance to rehearse their English;
- Can spend time beforehand drilling the structures to be used.

And, more importantly for all communication related to Safety of Life At Sea, the more training and simulation the better!

As for the teacher's role, he/she can be:

- A facilitator – feeding specific language and terminology according to the context;
- A Spectator – evaluating the performance of students, not only in terms of language skills but also in performing the real situation – this is also carried out through video recording;
- A Participant – sometimes it is necessary and appropriate to take part and play the role of supervisor (master, chief mate, pilot, etc.)

Furthermore, there is also a significant advantage in Error Correction, mostly by self-correction and peer correction, when watching the video after the role-playing session.

This newly developed ME material has been tested for 2 years in Maritime English II and III (levels B2 and C1) with 2nd year students from Nautical Sciences and Technologies (Deck Officers). The result has been quite satisfactory according to student feedback and interest shown during lessons.

2- ROLE PLAY VS REAL PLAY

A powerful variation on role play is real play. The real play technique allows students to practice the language they need in their own life (Scrivener, 2011). Typically, the recreation of real situations in class within a certain context would have to be explained by someone who experienced that situation.

In what regards Maritime English the context is known – a ship at sea and in port. The situations around this are numerous and most of them in connection to safety of life at sea. In terms of Real play it would be helpful to have the characters (actual seafarers) in class describing and explaining all the situations that might be realistic and then have a script for the students to follow and play their roles. It is then the teacher's responsibility, as a former officer, to convey information and take students to a virtual context, based on her experience and research on board ships. The situations are common formal and informal internal and external communications. For building up realistic episodes the teacher must write a script based on actual situations. This leads to an interesting fact – part of the script which contextualizes the most important situations is written already and it's called "Standard Marine Communication Phrases". Then it's for the teacher to put all things together, create the set and play a role – the director.

Throughout this recent experiment, it has been the aim of the author to contextualize all the different areas and situations issued in SMCP and turn them into a "series" of "episodes" to be played by students, video recorded, watched and then peer corrected.

Having in mind the different sensory preferences of people within the field of NLP (Neuro-Linguistic Programming) the author's idea is to integrate a range of working modes appealing to visual, auditory and kinesthetic learners (Scrivener, 2011) . The aim is to encourage students (future deck officers) to practice new language and behavioral skills in a safe setting and create the motivation and involvement necessary for real learning to occur (Lynn Hand, 2009).

The following table shows the first approach to training SMCP in context. The aim of the author is to integrate all the phrases into contextualized sketches but in three different stages:

- The first stage - a simple approach such as the examples in the following table;
- The second stage - a longer "episode" with a complete script for the students to play;
- The third stage – an "episode" with an incomplete script for the students to work on.

1st Stage of Role-playing: Contextualizing SMCP - Dialogues

SMCP IN CONTEXT

B1/2 Trim, list and stability

Context no.1:

Speaker	Script
OOW to Chief Mate	Mr. Chief Mate, Loading operations ended at 1325LT. The vessel is on even keel .
Chief Mate to OOW	Excelent Mr. Mate. Don't forget to register in the logbook. Departure will be at 1600LT. Prepare the bridge and advise Bosun.

Context no.2:

OOW to Chief Mate	Mr. Chief Mate, Loading is completed but the vessel is 0.60 metres down by the head. There is no list, at present.
Chief Mate to OOW	We must transfer fresh water from the forepeak tank to tanks no. 2 and 3. Advise the engine room to transfer 1 ton to each tank and then check the draught again. Departure is at 1600 LT, so transfer must be ready before 1500.

Context no.3:

OOW to Chief Mate	Mr. Chief Mate, Loading is complete but the vessel is 0.80 metres down by the stern. There is no list, at present.
Chief Mate to OOW	Advise the engine room to start pumping to ballast tanks 3 and 4. I think half ton will be enough. Check the draught 15 minutes after pumping starts.
OOW to Chief Mate	Ok, Mr. mate. Start pumping half ton to ballast tanks 3 and 4. Check the draught 15 minutes after pumping starts.

Context no.4:

OOW to Chief Mate	Mr. Chief Mate, the present list is approximate 5 degrees to starboard.
Chief Mate to OOW	We must transfer fuel from starboard fuel tank to port tank. I will talk to the Chief Engineer.
Chief Mate to Chief engineer	Good evening Chief . Loading is complete and present list is approximate 5 degrees to starboard. Can we transfer fuel from starboard to port. How much can we transfer?
Chief engineer to Chief Mate	I think the maximum we can transfer is 1 ton but let me check and I will call you back soon, OK?

Context no.5:

Chief engineer to Chief Mate	Mr. Chief Mate, 1,2 ton of fuel was transferred from starboard fuel tank to port tank to correct the list. There is no list at present.
Chief Mate to Chief engineer	Thanks Chief. Departure is settled for 1600LT. Please have the engine on stand by at 1530LT.
Chief engineer to Chief Mate	Ok. Understood. Bye bye.

ROLE PLAYING EXERCISE NO. 2

Subject: Ship in DISTRESS- Distress Alert, Distress Message and Distress Communications
Role Playing: Distress Alert in DSC and Distress Message

MV "Columbia" /PCFT5 with MMSI 257 765 000 is underway 30 miles off the coast of Cadiz, After a shift in cargo the ship starts listing dangerously to portside. After a while, the ship is in danger of capsizing and the master decides to abandon ship. The OOW still has time to send a Distress Alert in DSC, on VHF Ch 70 and then transmits a Distress Message on Ch. 16. After that, there are distress communications on ch. 16.

The coaststation Tarifaradio replies to the vessel in distress and, according to the appropriate procedures in GMDSS, hands over the situation to the RCC (Rescue Coordination Center) in Cadiz

Speaker	Frequency	Text or action taken
MV Columbia	Ch. 16	MAYDAY MAYDAY MAYDAY This is 257 765 000 257 765 000 257 765 000 Mv Columbia Columbia Columbia In position 25º 34' N 014º 21' W I am listing, danger of capsizing I will abandon ship I need immediate assistance People on board 14 Will take portable VHF Wind force 7 visibility goodr over
Tarifa Radio	Ch. 70	Gives Acknowledgement on ch. 70.
Tarifa Radio	Ch. 16	MAYDAY Mv Columbia Columbia Columbia This is Tarifa Radio Tarifa Radio Tarifa Radio Received Mayday Will start SAR operations. Stand by on ch.16 over
MV Birte / GTFC2	Ch. 16	MAYDAY Mv Columbia Columbia Columbia This is Mv Birte call sign GFDE6 Received mayday My position 55 nm north of you . ETA 2 hours over
Mv Pacific Trace / GFDE6	Ch 16	MAYDAY Mv Columbia Columbia Columbia This is Mv Pacific Trade Mv Pacific Trade Mv Pacific Trade Received mayday My position 25 nm northwest of you. ETA 1 hour 30 minutes over
RCC Cadiz	Ch. 16	MAYDAY Mv Columbia Mv Columbia Mv Columbia This is RCC Cadiz RCC Cadiz RCC Cadiz Will send SAR unit mv "Guarda Alfa" , ETA 1 hour. Stand by on ch.16 over
RCC Cadiz	Ch. 16	MAYDAY Mv Birte / GTFC2 MV Birte / GTFC2 MV Birte / GTFC2 Mv Pacific Trace / GFDE6 Mv Pacific Trace / GFDE6 Mv Pacific Trace / GFDE6 This is RCC Cadiz RCC Cadiz RCC Cadiz Your assistance not required Will send SAR unit to distress position Over
Mv Pacific Trace / GFDE6	Ch. 16	MAYDAY This is RCC Cadiz Mv Pacific Trace / GFDE6 Will proceed my voyage Over and out
MV Birte / GTFC2	Ch. 16	MAYDAY RCC Cadiz This is MV Birte / GTFC2 Message received Over and out
SAR unit Mv Guardia Alfa (after 15 minutes)	Ch. 16	MAYDAY Mv Columbia Mv Columbia Mv Columbia This is Mv Guardia Alfa Mv Guardia Alfa Mv Guardia Alfa I am proceeding to your position. ETA 30 minutes over

Follow-up activity:

All the contexts that are created in class aim to be as real as possible, including names of existing ships, characters according to seafarers stereotypes, real institutions, real ports, real documents, etc. The activities are usually backed up by visuals such as photos of ships showing their external and internal areas, equipment, parts of the ship and machinery in detail, ship's diagrams, meteorological bulletins and all the realia the author has collected. The presentation of new vocabulary focus mainly on visual representation and is based on Model course 3.17 (pgs 121 and 122) .

To support these lessons the author has been taking pictures on board ships both at quay and on voyage. The aim is to introduce students to every possible detail and vocabulary related to the "Role-playing".episode. The Follow-up tasks will consider situations and procedures (possible dialogues on board) and vocabulary. For example, showing the above 3 pictures (EPIRB, SART and portable VHFs) and then ask students to discuss in pairs, what is the connection between those objects and the topic of that lesson – Distress. With this particular task the author also aims to introduce the students to basic safety procedures related to GMDSS.

One of the author's views on Maritime English teaching is that both language systems and skills to be taught to future merchant marine officers and ratings should be contextualized as much as possible. On the other hand, communication skills should also be trained until students improve their skills but also become familiar with the situation itself. Therefore, Maritime English teaching may covers skills other than language and related to the operation of the ship and safety of life at sea. The lessons based on the two stages above described are meant to follow receptive skills procedure and consider all its steps.

The 3rd stage comprises tasks which involve productive skills, both speaking and writing. The emphasis is obviously on speaking, covering both internal and external communications. However, some writing skills are also required, eg report writing, ship's correspondence, etc. This stage is mainly devoted to develop speaking skills to enable the future OOW to perform his/her duties properly. Each lesson covers a topic which is directly related to the episode in role-play and the lesson´s aims should cover not only Speaking and Writing bus also Language Analysis.

The Maritime English teaching approach above described is presently a project led by the author and the result of a Need's Analysis made by the author, as a consequence of questionnaires and interviews to twelve deck officers ranging from Master to OOW, with ages from 24 to 58 years which nationalities are Portuguese (8), Spanish (2), Romanian (1) English (1) .

CONCLUSION

The results of this study are still preliminary and not quite significant. Feedback from the students has been satisfactory but there is still research to be made so that a significant data base of multiple situations happening on board can be built up. It must also be taken into account that the Need's Analysis still relies on a small sample of professionals and needs to be improved.

Considering what the author knows in terms of Maritime English materials , there is a wide range covering all the needs in terms of teaching. Having in mind that the present study does not add much value to what has been written on this matter, the author hopes to give a small contribution to the variety of materials.

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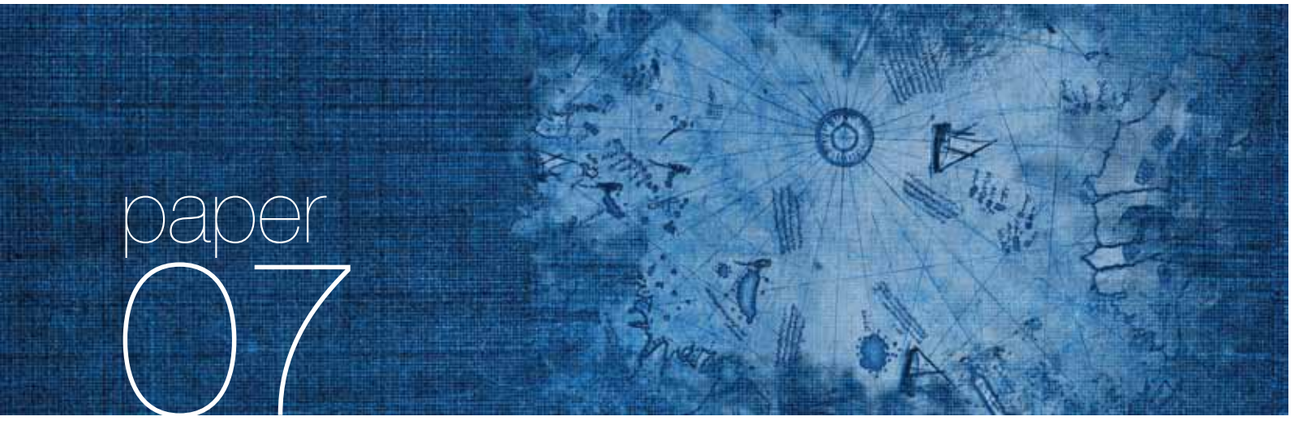

paper
07

LANGUAGE PROBLEMS – ENGLISH FOR THE TURKISH MERCHANT MARINE CADETS

A LECTURER'S OBSERVATIONS

Ergun Demirel
Piri Reis University

Abstract

English language is the common language in the Merchant Marine profession. A common language in the world of international maritime commerce - ships and ports - is now even more essential, since most ships are today manned by international crews - officers and ratings. This fact motivates and necessitates the learning of the English language by those who would wish to pursue a career path of becoming a seafaring officer.

Standard Marine Communication Phrases (SMCP) was developed to create a common language for all seafarers. The objective of which is to reduce and, if possible, eliminate oral communication failures stemming from poor command of the Maritime English language.

The instructors responsible for teaching Maritime English to non-native English speaking students must develop special lesson plans and use innovative delivery techniques, which may include: revision of the existing syllabi and, teaching materials - books related to the profession, test exercises, video and audio tapes/CDs, audio-visual equipment, etc. This aim/goal cannot be achieved unilaterally but requires the participation of all those involved in the teaching of the English language.

Presently, the knowledge base of the Officer Cadets who have already gone through the preparatory English classes is extremely poor. This fact is apparent from the many difficulties presently encountered by lecturers teaching the students vocational units in English. To enhance the English language skills of the cadets some MET (Maritime Education and Training) institutes has already started to deliver their regular course programmes in English.

As a Lecturer teaching Navigation Engineering in a Maritime Education and Training Institute which delivers the programme in English, the following suggestions related to learning the second language are herewith offered for consideration and appropriate action

KEY WORDS: Maritime English, Test of Maritime English,

INTRODUCTION

We are well aware that the English language is the common language in the Merchant Marine profession. This was declared and accepted by all Members of the International Maritime Organization (IMO). A common language in the world of international maritime commerce - ships and ports - is now even more essential, since most ships are today manned by international crews - officers and ratings. This fact motivates and necessitates the learning of the English language by those who would wish to pursue a career path of becoming a ships' officer.

Members of the IMO officially accepted English as the language of the sea in the STCW 95 (2010) Convention and Code. And, to strengthen the STCW 95 Code, the members adopted the ISM Code to further augment overall ship safety. To complement the latter Code, Standard Marine Communication Phrases (SMCP) was developed. The objective of which is to reduce and, if possible, eliminate oral communication failures stemming from poor command of the Maritime English language.

In view of the foregoing stringent requirement, the Instructors responsible for teaching Maritime English to non-native English speaking students must develop special lesson plans and use innovative delivery techniques, which may include:

revision of the existing syllabi and, teaching materials - books related to the profession, test exercises, video and audio tapes/CDs, audio-visual equipment, etc. All this requires good planning for their introduction into the class-room. By following the revised program, in a timely manner, which puts a steady but increased emphasis on Maritime English, the students systematically begin to improve their English language skills. This aim/goal cannot be achieved unilaterally but requires the participation of all those involved in the teaching of the English language. In this regard, in the future, the Lecturers must coordinate their efforts and strive collectively to understand and overcome whatever difficulties/impediments that may have arisen in the past from the current Maritime English language training program.

In revising the syllabi, the objectives must not be altered or sacrificed and must continue to be:

1) Ensure, graduating Officer Cadets are competent in the English Language; and,
2) Ensure, the Maritime Training Institute's ongoing teaching program continues successfully to meet with both the international and domestic legislative requirements.

Presently, the knowledge base of the Officer Cadets who have already gone through the preparatory English classes is extremely poor. This fact is apparent from the many difficulties presently encountered by Lecturers teaching the students vocational units in English.

As a Lecturer teaching Navigation Engineering in a Maritime Education Institute which delivers the programme in English, the following suggestions related to learning the second language are herewith offered for consideration and appropriate action. The suggestions stem from personal experience and an endeavour has been made to illustrate how the current problem(s), perhaps, can be overcome successfully.

POSSIBLE REASONS THAT MAKE LEARNING ENGLISH DIFFICULT IN TURKEY

1.The Roots of the Turkish language is totally different from other Latin origin languages.

The Turkish language is not a Latin origin language. The roots of the Turkish words are totally different from those of Latin. It is possible that for this reason, for some, it is harder to understand the grammatical structures of English. Whereas, for the Latin origin language speakers, it is somewhat easier to follow the English words, viz. Italians, French, Spaniards, etc. The sentences written below illustrate the fact.

La permission pour entrer au port. (French)
Richieste permissione per entrare al Porto. (Italian)
Request permission for entrance to Port (English)
Liman girmek için müsaade istiyorum. (Turkish)

The sentence structure is also totally different. The structure of English is Subject + (Auxiliary Verb) Verb+ Object. In Turkish structure Subject + Auxiliary Verb + Verb are used as a compound. The Turkish translation of 'I can go' is Gidebil-irim, a single word consisting of subject, auxiliary verb and verb.

The problem is further exacerbated because of the absence of orientation of the maritime – seafarers – profession to the lecturers assigned to teach the English language. The result, the Lecturers focus on grammar and every-day vocabulary with little or nil emphasis on the maritime professional topics and/or vocabulary to potential seafaring officers. The absence of the initial orientation to the lecturers leads to a poor marriage/union of the every-day English with the Maritime English language learning.

Language learning comprises three important components which cannot be divided or one component accepted singly-comprehension, writing and speaking skills. Regrettably, the focus of the English language education system in Turkey appears to be based primarily on a singular component - comprehension skill, the emphasis on the writing and speaking skills are limited and as such are not improved sufficiently.

2. Content of the English language teaching materials

The generic English language teaching material prepared generally for Latin origin language speaking communities used in Turkey is inadequate in teaching the seafaring officers. There is a fervent requirement for special teaching material, which takes into consideration the specific requirements of the Turks learning Maritime English language.

Furthermore, the subjects discussed in the reading parts are generally boring and not attractive. As stated earlier, the reading parts are not related to their profession. It is considered more suitable, if the readings are based on maritime subjects and/or issues. Understandably, this is not an easy task to achieve but is considered essential as it will automatically lend itself very meaningfully into supporting the professional/vocational courses required to be delivered/presented in English.

3. Excessive criticism dissuades the students from speaking

The lecturers try to correct the grammatical mistakes of the students as a part of their job. Unfortunately, it appears that it is done more than what is required. It has already been mentioned of the lack of writing and speaking skills of the students, which makes the student(s) to evade answering questions, explaining or voicing their opinion on a subject under discussion. In this regard, a gentle, more understanding, psychologically helpful methodology could/should be used, and conveyed to students learning their first second language - albeit their most important foreign language.

4. Training and language skills of the English instructors in Turkey

Unfortunately, most of the Turkish Instructors teaching English cannot easily find an opportunity to be in a predominantly English speaking country to practice their English. This limits their ability to become fully conversant with the living or daily spoken English. This situation hampers their communication and teaching skills. The employment of native English language speaking instructors, it is felt, could assist in overcoming this deficiency and, the interaction between the Turkish and foreign Lecturers may also contribute in improving the communication skills of the Turkish Instructors. In the same vein perhaps, opportunities could be accorded to the local instructors, by mutual agreement, to spend a certain time-period in a totally English speaking environment.

5. Attitude of other Turkish Instructors teaching English (easy way to use Turkish when the students cannot follow the Lecturer)

At times, to clarify a few points, it can be helpful in using some Turkish, but too much usage of Turkish can be detrimental to the overall capability of the students learning English, since the average mind quickly reverts back to thinking in his/her

own native language. Spontaneity in the use of a foreign language – right or wrong – is the key to overcoming shyness and, it felt psychologically to be the right approach to oral communications - understanding/exchanging information. For this reason, the use of Turkish is not recommended when teaching the English language to students who must and will be required to use maritime English both on the job and in a learning situation when abroad.

6.Visual teaching-aid material is insufficient

Visual teaching-aid material is essential to support language training. Audio and visual teaching aids improve the quality of learning. It is difficult to say if the existing audio-visual aids are sufficient for the number of students currently enrolled in this Institute. In this regard, perhaps a study should be undertaken to determine and define the requirements together with an appropriate implementation plan – numbers and financial costs. In this context costs related to acquisition, maintenance, control, etc.

7. New methods for measurement of English level for Cadets:

A research study has been made in TUDEV Institute of Maritime study to measure the English language level of the cadets. The study based on MarTEL (Test of Maritime English) Phase II which is created for cadets studying at the maritime institute. The main hypothesis of the study was **"The MarTEL Phase II can be used to measure use of English in the Maritime environment as an Officer of the Watch"** and it is proven. (Ziarati, Demirel and Albayrak, 2011)

SUMMARY PROPOSALS: - IMPROVING, THE TEACHING OF THE MARITIME ENGLISH LANGUAGE

1. The need for new English teaching material

English teaching materials prepared for Turkish students should comprise comparative information in both Turkish and English. The common mistakes made in English by Turkish students should be expressed in detail, together with the methods – as applicable - to avoid making such mistakes. Research study to define and develop such a course material will be beneficial and is considered necessary. This also includes new methods to measure Maritime English skills of the cadets such as MarTEL.

2. To get benefit from more easy-to-read material for some courses

Middle East Technical University and Naval Academy in Turkey prefer to use teaching material written in plane language such as the SCHAUM series. This type of material is helpful in better understanding the subjects. The SCHAUM series cover approximately all science and mechanical engineering subjects; consequently, this is recommended.

3. Use of computer compatible Translators

Most of the teaching material used by the Lectures is now available in "pdf and ppt" formats. Today, most students use computers as a learning aid but they also lose time to find the appropriate translation of an English word. Use of internet connected BABYLON type 'easy to reach to find the words' digital translators may reduce the time spent for translation and eliminate their distraction from the main subject at hand.

4. Use of TV as a Teaching-aid for the English language, after Class hours

Most of the TV station use subtitles in English, in particular for the movies and documentaries which are attractive to the young cadets. The English subtitles make it easy for student to understand the speeches and, creates a positive effect on the students, which is to be encouraged. In this regard, opportunities should be created for the students to make use of the equipment during non-class-hours of the week. Of course, this would mean, tailoring only the educational channels or providing only the language learning tapes/CDs for their viewing.

8. New methods for measurement of English level for Cadets:

We should use new effective methods to measure Maritime English level of the cadets. MarTEL is a good start to do that and these kind of studies will help us to improve Maritime English level of the cadets and other seafarers.

CONCLUSION

The foregoing observations/suggestions are those of a lecturer teaching "Vocational Units" in English in a Maritime Institute. It stands to reason that the experiences cited need to be recognized also by the Maritime English Lecturers. And, no doubt, a fruitful result can be achieved if the two interested parties are willing to coordinate their skills and resources for the attainment of a common goal/objective, which is to improve the English language learning skills of the Cadets of this Institute.

However, equally important is the fact which cannot and must not be overlooked and that is the 'attitude' of the learning audience – the STUDENTS. The students cannot and must not be excused because it is difficult for them to learn a second language, in this case English. The profession demands that the Ships' officers be able to communicate effectively in English. The students must be impressed upon of this very basic and essential requirement. Far Eastern languages have no background of affiliation with the Latin roots, yet the Merchant Marine Cadets in the Far-Eastern Maritime Institutes learn and do become competent in the language and are able to carryout their study-work and examinations in the English language.

Attitude and willingness of the students to learn and the "attitude and willingness" of the Lectures to teach and impress upon the students the critical importance of the English language for them, for their career is absolutely essential without which they will go no place and will not qualify for their professional certification.

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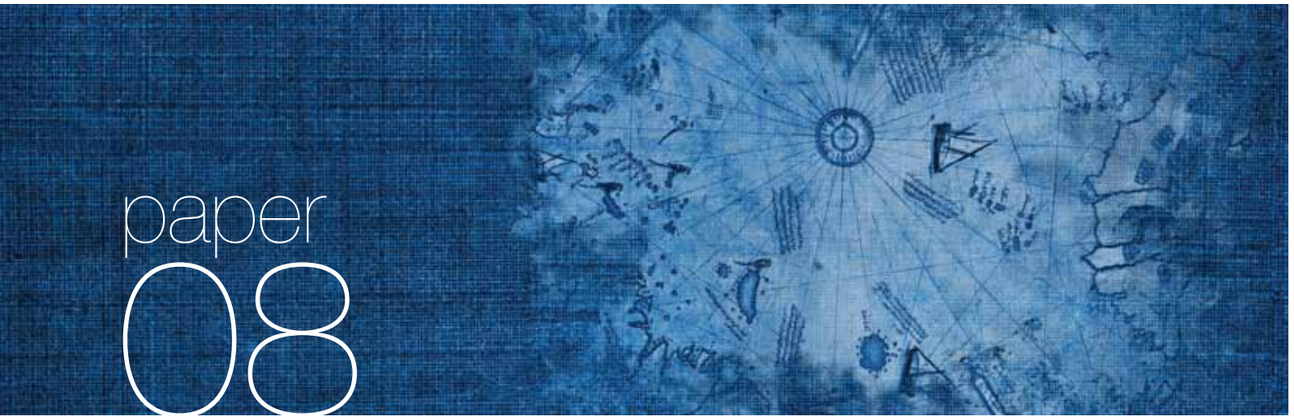

paper
08

A STUDY ON THE TEACHING MODEL OF IMPROVING SEAFARERS' PRACTICAL COMPETENCE IN MARITIME ENGLISH[1]

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Abstract

This paper firstly makes a survey on language difficulties as in English when Chinese seafarers encounter in international working environment, based on which and following the requirements on The Manila Amendments to the STCW Convention signed for seafarers' English competency, this paper analyzes the problems in China's maritime English teaching at present from such aspects as teaching objectives, content of courses and teaching methods and so on. To satisfy seafarers' practical competence in English and solve language difficulties, the paper discusses a teaching model of maritime English oriented at training practical competence in English.

Key words: maritime English, teaching model, practical competence, seafarer

1- INSTRUCTION

According to the survey, data shows that cross-culture communication and English communication ability of Chinese seafarers have yet to be improved. The Manila Amendments to the STCW Convention enacted in June 2010 set stricter requirements on seafarers' English competence. Mainly focusing on the language difficulties in English when Chinese seafarers encounter in international working environment, this paper systematically summarizes the requirements for practical English and the difficulties in English communication through generally analyzing the result of questionnaire survey and personal interview records. On this basis, this paper analyzes the current problems in maritime English teaching from three respects of teaching objective, content and method recording to requirements on The Manila amendments to the STCW convention signed for seafarers' English competency, and proposes a maritime English teaching model centering on training practical skill.

2 INVESTIGATION ON THE LANGUAGE DIFFICULTIES THAT SEAFARERS MET

2.1 OBJECTIVE AND METHOD OF INVESTIGATION

This investigation mainly focuses on the primary language difficulties in English when Chinese seafarers encounter in international working environment. Objective of the investigation could be chiefly divided into two: First, what are the difficulties that Chinese seafarers meet in practical English communication? Second, what are the situations that would need English communication? Two methods adopted in the investigation are questionnaire survey and personal interview. Involving in the participants' abroad experience, duration, duties, dominating difficulties in English communication, main situation requiring English communication, the questionnaire is designed on the basis of current situation of English level of Chinese seafarers and training method of maritime English recently. These questionnaires are distributed to SMU seafarers training institution and several seafarers export companies totalizing 420 in number including 312 withdrew and 300 valid. Meanwhile, this investigation carries out an interview of 18 seafarers respectively assigned abroad in SMU seafarers training institution and collects primary data on communication problems and training need of English.

2.2 RESULT AND ANALYSIS OF THE INVESTIGATION

In the 300 valid questionnaires, there are 120 with experience less than 1 year,89 less than 2 years,46 less than 3 years,28 less than 4 years and 17 more than 4 years. Among the participants, there is no captain or chief engineer, 8 chief officers or first engineers, 48 second mates or second engineers, 190 third mates or third engineers and others only

sailors or machinists.79% of the participants investigated considered that language barrier is the principal factor of difficult communication followed by social customs, religious faith, hobbies and interests and cultural difference, etc. During interviews, lots of seafarers expressed that they had more opportunities to communicate with other seafarers in work but not so much after work. Communication with others successfully or not directly influences the friendly cooperation and relationship between them. Shown in FIG. 1, a lot of seafarers have difficulties in English communication. Shown in Chart1,the result of English communication questionnaire indicates that more seafarers have the problems in English output competence, that is, oral and written English while the comprehension and listening skill could be better relatively.

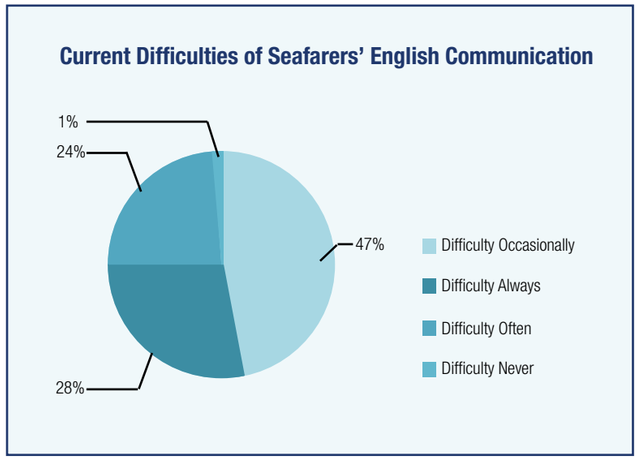

FIG.1 current difficulties of seafarers' English communication

Chart 1 result of seafarers English communication questionnaire

No.	Main difficulties in work	Total	Percentage
1	Can't understand the vocabulary of equipment, instrument, and appliance	117	39%
2	Can't express the vocabulary of equipment, instrument, and appliance	129	43%
3	Can't express oneself clearly	93	31%
4	Can't understand the inspector	147	49%
5	Can't answer the inspector in English	159	53%
6	Can't understand the English command or order from the colleague or boss	135	45%
7	Can't understand the instruction of equipment or instrument	63	21%
8	Can't understand English regulation or convention	78	26%
9	Can't understand maritime English abbreviations	183	61%
10	Can't write business content normatively	111	37%
11	Can't understand telegram, telex, and navigation warning	75	25%
12	Can't make oneself understood	93	31%
13	Can't explain oneself	90	30%
14	Can't chat with other shipmates from foreign countries	156	52%

Through questionnaires and interviews, the author summarizes the language difficulties in English when Chinese seafarers encounter in working as follows:

1) In communication of management, seafarers are not familiar with the abbreviations especially in hand-writing.
2) Many seafarers can't understand the questions from inspectors or answer them correctly in all kinds of inspections.
3) The majority of Chinese seafarers can't chat with other shipmates from foreign countries smoothly resulted from lack of chances, language barrier and cultural difference.
4) Inability to understand or express the vocabulary of equipment, instrument or appliance could also be the difficulty of communication. During interviews, many seafarers explained that it is their inaccurate pronunciation that leads to their failure to understand.
5) Chinese seafarers are bad at maritime English relating to maritime laws and regulations.

The research shows that, ranking by frequency and importance, we could divide the main English communicating situations into those as follows: VTS connection, PSC Inspection, entering and leaving ports piloting, towing, mooring, refueling, special operation, ship encounter collision, equipment repair, landing, security drill and daily life and entertainment. Seafarers insist that English communication is in the most need when it comes to all kinds of operations and inspections, and the communication difficulties would be more serious when influenced by the working environments such as storm, machine noise, mental stress, lack of confidence in English communication. Therefore, besides English competence, developing communication environment and accumulating communication experience are also of great concern.

3- THE REQUIREMENTS ON SEAFARERS' ENGLISH COMPETENCE SET BY THE MANILA AMENDMENTS TO THE STCW CONVENTION

The Manila amendments to the STCW Convention (hereinafter referred to as the amendments) were adopted in June 2010 by conference at the International Maritime Organization (IMO) in Manila, the Philippines, and entered into force on 1 January 2012. By comparing the deleted and added part of seafarers' English competence, the author chooses some related terms of the amendments:

1) The regulation of the requirement for effective communication on board is added to the item as new, which is 'Responsibilities of Companies' of table A-" /1 chapter I (cont.) navigation at the operational level.
2) The compulsory standard of the using of reporting in accordance with the General Principles for Ship Reporting Systems and with VTS procedures is attached to the item, which is 'maintain a safe navigational watch' competence of table A-" /1 navigation at the operational level.

Also add a requirement on reporting in accordance with the General Principles for Ship Reporting Systems and with VTS procedures to the item of competence to 'Plan a voyage and conduct navigation', which is included in the Masters and chief mates' competence of table A-II/2.

In the use of VTS procedures, the Standard Marine Navigational Vocabulary has been replaced by Standard Marine Communication Phrase in the amendments.

3) The table A-VI/1-4 has added the context of competence to 'contribute to effective communications on board ship' to take place of the context of competence to 'understand various orders and make oneself clear', indicating that seafarers should not only be able to communicate during work but also cooperate in daily life. The specific standards of competency require seafarers have the ability to 'understand the principles of , and barriers to, effective communication between individuals and teams within the ship', 'establish and maintain effective communications' and 'have basic team working principles and practice, including conflict resolution'.

4)The amendment has added the ability of 'state possible errors in ECDIS by words and explain why ECDIS is not the only navigation facility' to the aim of the ECDIS training; As well in the section A-VI/1 requirements have been added that duty schedules should be made in standard format and working language on board should be English; In section A-V" /2 the seafarers' competence to communicate efficiently in engine room, operate the ship's communication system expertly, communicate with each other without any obstacles and transfer accurate information about running state of equipments in the engine room, has been highlighted.

Based upon the alterative parts of the amendments, the writer finds out that the new competence standard not only emphasizes the English communicative ability and practical abilities of seafarers in their working situations to a higher degree, but also highlights their abilities of effective communication, especially commanding open communication between SMCP and ECDIS/VTS. In the meantime, in consideration of many seafarers from different countries working in the same ship, the point that seafarers should have the abilities of using their working language on board (English) in management, leadership, coordination and decision making, and the abilities of information exchange and sharing, is proposed in the amendments for the first time.

4- "TO COME" Teaching Model——To Improve Practical Maritime English of Seafarers

According to the research of the language difficulties in English when Chinese seafarers encounter in international working environment and the stricter requirements for seafarers on their English competence signed in the amendments, this paper analyzes the problems in teaching maritime English from three respects of teaching objectives, content of courses and teaching methods. To satisfy seafarers' practical needs in English and solve language difficulties, the paper discusses a teaching model of maritime English oriented at training practical competence in English, that is, "TO COME" Model.

4.1 "TO" TEACHING OBJECTIVES

The emphasis of maritime English teaching should be placed on language practical competence. Owing to its characteristics of the highly concerning with foreign affairs, navigation profession could be an international activity which makes seafarers pass in and out of other countries' territorial waters, inland rivers, harbor districts frequently, and communicate with VTS and port inspectors, all of which require seafarers to acquire effective English communication competence. To improve English, sailing and intercultural communication competence of seafarers, we should combine the theory of the English language and navigation professional knowledge.

4.2 "CO" CONTENT OF COURSES

1)Regard daily English as the Basis

Daily English is particularly important in felloe service and in multilingual group. Practice has proved that maritime English learning should start with the common core, daily English, which would be better for learning effect. Consequently, navigation students should learn daily English well to lay the foundation of maritime English study.

2)Pay Attention to Speaking and Listening Teaching

Main difficulty of seafarers' English communication lies in oral expression followed by listening comprehension and writing according to the research. Most seafarers have fewer problems in reading comprehension. Therefore, we should reduce the proportion of reading comprehension especially English grammar (not basic grammar knowledge) and increase the proportion of listening and speaking of teaching content.

3)Formulate Practical Teaching Materials

At present, teaching materials used in China's maritime English major have no unified teaching programme or plan, and are not that practical. The teaching materials chosen by each college are champions project or imported with obsolete content and poor pertinence and effectiveness. What's more, this teacher-centered teaching material, not student-centered, could not reach the best effect of students' learning. Then teaching remains a serious lack of auxiliary material. Co pared with modern teaching method and condition comprehensively promoted in many courses in universities, this kind of teaching is quite unreasonable.

Teaching materials should be formulated according to the amendments to make maritime English curriculum successfully reflect the new standards of the amendments and make content of courses apply to the improvement of electronic navigation strategy and modern navigation technology. In addition, maritime teaching materials need to promote communication practically. We need to cultivate specialized personnel to write teaching materials that imitate the practical English situation in seafarers' work, which matters a lot to improve seafarers' ability to communicate practically in maritime English. Teaching materials should facilitate the interactive practice of groups of both two and more people. This kind of material could offer different role definitions. For example, Student A and B in group of two play the role of chief officer and sailor. The two students in group must gain the complete information through communication and accomplish one task. At the same time, we should develop multimedia audio-visual teaching material to make seafarers get into these scenarios and learn how to use maritime English practically.

4.3 "ME" METHOD OF TEACHING

Teaching purpose of maritime English is to teach seafarers to communicate with others confidently and fluently, and improve their grasp at English grammar as well as professional vocabulary thus making them use what they have learned in maritime working environment.

Taking into full consideration the feature of seafarers' career in future, teachers should imitate communication environment to the maximum extend similar to real situations, thus improving their practical English competence.

1)Design Scenario

Real teaching occasions should be designed, reflecting such basic elements as follows: a general subject (e.g. Visit the ship company and ask about information); analyzing mission about that

subject (e.g. read telegram, report information etc.; describe the reality (e.g. A seafarer requires to see ship-owners without appointment and what would the secretary need to know about him?) etc.

2)Revivify the Real Situation with Materials and Training Aid

In maritime English teaching, teachers could neatly and practically take advantage of signal label, telegram, original navigation files and all visual resources about communication,(e.g. Maps, charts and sea chart etc.),to simulate the real situation that reflects the requirements of career through discussing related issues about maritime.

3)Make Commands in Class to Imitate Real Situation

In order to make teaching situation be similar with the real one, teachers make simulating commands in class, and reflect such characteristics as follows:

(1) Command in class should offer students with real chance to be in a communication situation.

(2) Command in class should offer students with the chance to use real communication.

(3) Command in class could inspire students to complete a specific purpose with usage of communication.

Therefore, command in class from teachers should transform “answer questions according to this article” into “Here is an article about the importance of steam power to ships. Understand these questions and find the answer in this article quickly.”; turn “read telegram, answer questions and write a reply” to “Assuming that you’re a captain of a new container ship just safely berthing. Facing with 24-hour busy work, you need all seafarers to assist you to unload. Understand these questions and read this telegram and give a reply to your manager to report situation on ship and your arrangement.” etc.

5 CONCLUSIONS

In the new circumstance of the development of modern maritime technology, the Manila amendments to the STCW convention amended the international standard of training, certificating and watching to emphasize the importance of effective communication between seafarers especially the English using at ship-shore and on ship. Therefore, maritime English education should aim at adapting the variation trend of competence standard according to the current difficulties in English in working environment of seafarers and the practical requirement of them. In addition, as guides of English teaching in class, teachers should impart maritime English knowledge from such three aspects of teaching as purpose, content and method to improve the competence of maritime English of seafarers. Apart from focusing on the cultivation of seafarers’ maritime English communication skills, we should also improve the current criteria of assessment and evaluation models to reflect the new-added standard of training and competency in amendments, and to improve the maritime English education system to make maritime English more useful for seafarers’ work and to promote the stable development of shipping industry.

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paper
09

WILL SELF-DIRECTED LANGUAGE LEARNING USING CONTENT AND LANGUAGE INTEGRATED RESOURCES BE FEASIBLE FOR MARITIME ENGLISH STUDY AMONG CHINESE SEAFARERS?

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Abstract

This paper aims to investigate theoretical supports for a language learning approach to improving maritime English communicative competence of Chinese seafarers through combining self-directed English learning with content and language integrated learning resources. Internationalization of sea transport makes language (English as the working language stipulated by the IMO) training an important part of vocational education for seafarers in non-English speaking countries. Despite the time and efforts devoted to English teaching and training for Chinese seafarers, language learning results are disappointing, disproportionate to time and financial investments and up till now their notoriety for poor communicative competence in English is persistent. Exam-oriented education tradition and insufficient numbers of qualified teachers of English for marine purposes are the dominant contributory factors to the problem. Substantial research has been done to seek resolutions through reforming education policy, English testing system, and classroom teaching practices. However, a gap in the academic literature is identified in that scant research is conducted from the perspectives of seafarers, taking into account the specific nature of their work and their diverse needs and their preferences for learning approaches. This reveals the need for an in-depth exploratory research into English teaching and learning approaches and materials to accommodate learners' needs for the purpose of achieving productive learning. The purpose of the article is to lay a theoretical foundation for further practical application of the SDL and CLIL approach to maritime English learning among Chinese seafarers. The findings can also shed lights on English study for vocational purposes.

Key words; maritime English teaching; self-directed language learning; English communicative competence; Content and Language Integrated Learning

INTRODUCTION

Internationalization of sea transport makes language (English as the working language stipulated by the IMO) training an important part of vocational education for seafarers in non-English speaking countries. Despite the time and efforts devoted to English teaching and training for Chinese seafarers, language learning results are disappointing, disproportionate to time and financial investments and up till now their notoriety for poor communicative competence in English is persistent. Test-oriented education tradition and insufficient numbers of qualified teachers of English for marine purposes are the dominant contributory factors to the problem. Substantial research has been done in seeking solutions through reforming marine education policy, English testing system, and classroom teaching practices. However, a gap in the academic literature is identified in that scant research is conducted from the perspectives of seafarers, taking into account the specific nature of their work and their diverse needs and preferences for English learning as well as the growing availability of tele-communication technology. This reveals the need for an in-depth exploratory research into English teaching and learning approaches and materials to accommodate learners' needs for the purpose of achieving productive learning. This study aims to investigate the feasibility and potential of a language acquisition approach that combines self-directed language learning with classroom teaching for Chinese seafarers. In this article, theoretical framework underpinning the approach will be explored to lay foundation for practical experimenting with and application of the approach in further research.

MARITIME ENGLISH TEACHING IN CHINA

1.BACKGROUND

Shipping is the most international of all the world's great industries and one of the most dangerous (International Maritime Organization [IMO], 2002). It's not unusual for a seafarer to find himself working with people of other

nationalities. A study at the Seafarers International Research Centre (SIRC) illustrated that approximately only one third of ships have a single nationality crew (ships sampled were of all different varieties, n=10,958) (Kahveci &Sampson, 2001). The ability to communicate successfully is one of the important qualifications for seafarers, while misunderstandings caused by poor communications at sea have been identified frequently as a contributory factor to accidents posing a threat to safe operations of ships even leading to severe life and property loss.

To address the issue of multicultural crewing patterns and language difficulties, in the year 2000 the IMO produced Model Course 3.17-ME, which was updated in 2009 (IMO 2000; 2009). In China, English is a compulsory subject in marine education institutions of different levels. Many teaching hours are assigned to English courses. For example, in the university, where the author teaches, about 360 hours during their 4-year undergraduate study are assigned to English courses including General English (subdivided into Intensive English Reading, English speaking and listening) and Maritime English(subdivided into Maritime English Reading, Maritime English speaking and listening), which account for over 15% of the credits required for an undergraduate degree, this not including the intensive tutoring hours before the exam for Certificate of Competence. Meanwhile, nearly all Chinese shipping companies make English training a compulsory in pre-service and off-work training sessions. But detailed analysis of the maritime English teaching and training shows that the time devoted is not well rewarded.

2. MARITIME ENGLISH TEACHING AT SCHOOL

Maritime English teaching at marine colleges and universities in China has been substantially dominated by the exam for Certificate of Competency. The teaching syllabi have been closely related to the maritime English exam syllabi which are subject to changes according to the requirements of maritime international conventions and regulations as well as the development of marine science and technology plus maritime transportation business progress. The maritime English exams before 1997 were written exams consisting of two parts: multiple choice questions testing vocabulary, grammar knowledge and reading comprehension; translation questions testing text comprehension. Maritime English teaching at that time was mainly text-based using grammar-translation approach and students were passive learners who listened to the teachers and wrote down the Chinese meaning and memorized the answer or the meaning of the maritime terms. It wouldn't be difficult for students to pass the exams as long as they memorized all the answers to the questions, which could account in part for the poor communicative competence of the Chinese seafarers on board ships.

Since 1997, maritime English listening and speaking evaluation has been added to test the candidates' listening comprehension ability and speaking ability. The basic intention underlying the initiative is to improve communicative competence of the examinees and to make them more competent for future work on board, which to some extent has made maritime English teaching move from grammar-translation approach to relatively more interactive approaches. However, as the question banks of the exams were published in the first place, many candidates chose to recite the questions to pass the exams, which made maritime English teaching focus more on teaching the students the content of the exams and the skills to pass the exams.

To sum up, maritime English teaching at school has been exam-oriented and students' competence to communicate for meaning and understanding has been marginalized.

3. MARITIME ENGLISH TRAININGS

After the candidates obtain the certificates, they still undergo English training in company's pre-service training or regular intensive language training. This type of training is normally more communicative, and scenario-based, offering seafarers more practical experience of using English for work communication. However, many sessions last a short period of time and are interwoven with other safety training sessions which usually seem more important than English training. As a result, the results of the training may not be up to the expectations of the company or institutions.

To put it in a nutshell, the maritime English teaching and training in China hasn't functioned effectively in improving Chinese seafarers' English communicative competence which is of great significance for their entire occupation.

RESEARCH ON MARITIME ENGLISH EDUCATION IN CHINA

1. FIVE MAIN AREAS OF RESEARCH PERTAINING TO MARITIME ENGLISH EDUCATION

A large body of research literature pointed at strategies to improve Chinese seafarers' communicative ability in English, and five main areas of research have been summarized as follows:

1) Research on promoting classroom teaching: theoretical and empirical studies have been conducted to introduce communicative and interactive language teaching and task-based language teaching approaches into classroom teaching replacing the teacher-centered, grammar-translation classroom teaching tradition. Besides, IMO module course is advocated to be adopted as guideline for maritime English teaching.(Guo, 2004; Huang, 2008; Li & Cong, 2010)
2) Research on maritime English testing reform The needs for reforming maritime English testing system are justified and explored, specific measures like reconstruction of question banks, changing testing format and adding speaking and listening assessment items are probed and tested to provide guidelines for maritime English teaching and learning. (Wang, 2008; Ding, 2008; Zhang 2006)
3) Research centered on education policy reform: The research in this regard mainly focuses on the influence of policy on English teaching and learning and it is argued that marine education policy should give more attention to its positive role in guiding occupational teaching and learning. (Liu, 2008; Cao, 2009; Sun, 2009)
4) Research directed at maritime English teaching practitioner training: Qualified maritime English teachers who are expected to have both linguistic and marine professional knowledge are needed for improving maritime English teaching. Investigations are done as to strategies for training maritime English teaching practitioners, such as regular training sessions to maritime English teachers, establishing connection with shipping companies, collaboration with experts in the field from other countries, etc. (Rao, 2012; Li, 2011; Jiang, 2010; Ding, 2008)
5) Research on strategies to pass maritime English exams: One short-term motivation for seafarers to learn English is to pass exams on maritime English for a Competency Certificate required by international conventions. Therefore, some research focuses on practical strategies to improve students' English proficiency to pass the exam. (Tang, 2003; Jin, 2006)

2. RESEARCH GAP

From the categorization of the research literature, it is noticed that the majority of the research conducted is from the perspectives of educators, policy makers and business administrators, and limited research is conducted from the perspectives of the learners. Listening to the voice of the learners in terms of their preferred learning time, learning approach, learning contents, and learning needs can bring about learning approaches tailored to them.

In the interviews with seafarers in the author's last project regarding seafarers' difficulty in English learning (Li & Cong, 2010), 8 out of 12 junior navigation officers expressed their reluctance to participate in English training because they found the courses ineffective, either too easy or too difficult; the training contents boring, and they hated traveling to school for English classes, or they didn't feel like learning at daytime, etc. This unwillingness implies that the specific needs of the learners, emotional, physical or academic, were ignored in their language teaching and learning.

Also, the reluctance can be further understood by making an analysis of seafarers' work characteristics. Seafarers generally work and live on a ship for a certain period of time away from their family. Apart from 8-hour work, they generally have a lot of time to themselves when they can do what they are interested in on board the ship where they are exposed to fewer distractions like socializing, doing housework. But once they are back ashore, they are willing to spend all the precious time with their family and friends to compensate for their absence instead of sitting in the classroom listening to the teachers. Besides, in the era of computer, the availability of getting connected to vast amount of information and a large number of people at home make people less motivated to follow a rigid classroom schedule. Many people are addicted to doing things on computers, and prefer to have a timetable of their own if possible, like staying up late and sleeping late. This is particularly true of the seafarers when they take their leave. What's more, there is a great deal of variance in English foundations among seafarers from different parts of China due to unbalanced economic development.

Therefore, it is imperative to take seafarers' work characteristics and emotional and psychological and practical needs into account when planning maritime English teaching and training. Flexible time schedule and need-tailored learning resources should be of the first priorities.

INTRODUCING SDL TO CHINESE SEAFARER ENGLISH LEARNING

Self-directed learning (abbreviated as SDL hereafter) refers to 'learning in which the learners themselves take responsibility for their own learning' (Thomson 1996: 78), and it's an approach to build up learner's autonomy in learning may develop learners' motivation, independence, discipline, and confidence (Abdullah, 2001). Scholars such as Schmenk have advocated more studies of SDL in different teaching contexts. The advantages of the learning approach reported by researchers include increased students' productivity, higher motivation in learning, higher student retention rate, and improved metacognitive skills (Du 2012; Ellis, 1994; Rivers, 2001). As Thomson puts it, 'Language learning is a life-long endeavor', it is important to help students to take charge of their own language learning. In their research on developing SDL skills with French engineering school students, Bary & Rees (2005) illustrate that they apply SDL to English language learning because students' ability to maintain an acquired level over an extended period of time after leaving school is necessary in the contemporary international business contexts, and SDL can equip the students with the means to sustain or improve their learning during their professional life.

For seafarers, as mentioned early in the article, whose communicative competence in English is essential for their qualifications for the work and their career promotion, the ability to organize their own language learning is important and this is true, in particular, of junior navigation officers who are at the entry level to the shipping industry. As their own governors of English learning, they are able to make arrangements for learning at time and place convenient using resources appropriate to their level and learn at the pace they find suitable and comfortable. Also with the skills of autonomous learning improved they can make English learning a life-long experience rather than learning for exams.

Despite the advantages it presents itself the practical implementation of the approach is demanding for learners in that learners should be competent in assessing learning gaps, proper evaluation of self and others, self-reflection, managing information, critical thinking and critical appraisal (Patterson, Crooks & Lunyk, Child, 2002). Studies in application of SDL in language teaching and learning, though not abundant in number reveal some potential difficulty in initiating and sustaining the process. (Lunyk Child 2010). In her pilot project experimenting with SDL approach conducted in a language institute, Du (2012) described the barriers to SDL given students' diverse variability including SDL competence, real world experiences and familiarity with subject matter.

SDL cannot be effective without the involvement of teachers, especially at the initial stages. But English teaching should focus more on developing learners' skills to learn a language instead of feeding them with language knowledge and rules. It's paramount that English teachers play the role of SDL guide and supporter. Further analysis of the literature on experiments with SDL reveals that support from teachers is the key for effective application of the approach. Du (2012) describes the teachers' role in the process of conducting the SDL in assisting students to design a study plan in the first place. According to Bary & Rees (2005), the support can assist the students dealing with emotional anxiety, and academic difficulties encountered and above all make them conscious of the knowledge and skills acquired. Lee (1998) suggests that teachers and course directors need to explore necessary supportive circumstances and contexts provided and he pointed out in the limitations of a self-directed language learning program that students were not provided with adequate resources to support their learning.

Hence, the role change of teachers from teaching to supporting is demanding and in view of the author, provision of applicable learning contents for students is paramount role of teachers in SDL. For one thing, the availability of sufficient and suitable contents will inspire the students' desire to learn, and for another, the contents decide in part what the learners can learn. In addition, assisting learners to make out operational learning plan and guide the learners to enact the plan is of great significance for effective implementation of the approach.

EMPLOYING CLIL FOR CONTENT DESIGN

In terms of content designing, the theoretical framework underpinning Content and Language Integrated Language learning (CLIL) will be adopted. CLIL is used not only to achieve the goal of mastering a language as well as learning subject matter, but also to prepare for life in a more internationalized society and convey values of tolerance and respect between cultures (Eurydice European Unit, 2006). Instead of being a clearly defined educational model, CLIL can be regarded as an umbrella term referring to a wide range of different ways to use a foreign language as a medium of instruction (Marsh, 2002). The methodology emerged in the 1980's from the work of Bernard Mohan where he takes a closer look at language learning and subject matter and states that it is possible to integrate the two successfully (Nunan, 2003). According to Nuan, it is important that the content is interesting and relevant to the

students, and the language is learned most effectively when it is used as a way to pass on information of interest to the students (Larson-Freeman, 2000) because they will enjoy lessons more this way and become more motivated.

Maritime English teaching and training resources used in China are diverse, but most of them are designed on the basis of subject knowledge rather than language use. Although there are language exercises attached, most of the exercises are for individual language knowledge items such as vocabulary or grammar, and few are communicative language use tasks. Therefore, it's imperative to employ CLIL in maritime English teaching and learning resources design and particular attention should be paid to make it more practical for work-related scenario simulation, so that the learners may find the tasks interesting and beneficial.

CONCLUSION

Language learning for vocational purposes is of growing in importance as the result of globalization of businesses and operations, hence productive approaches to facilitate the progress of learners in their language learning is equally important, because effective communication at work will help to reduce the loss of life and property. Given the high internationalization of marine industry, maritime English competence of the seafarers is definitely a basic and necessary prerequisite for fulfilling their responsibilities. It is the author's suggestion that the learner-needs-tailored SDL language learning be combined with classroom language teaching will infuse new energy to language teaching programs for learners of different disciplines.

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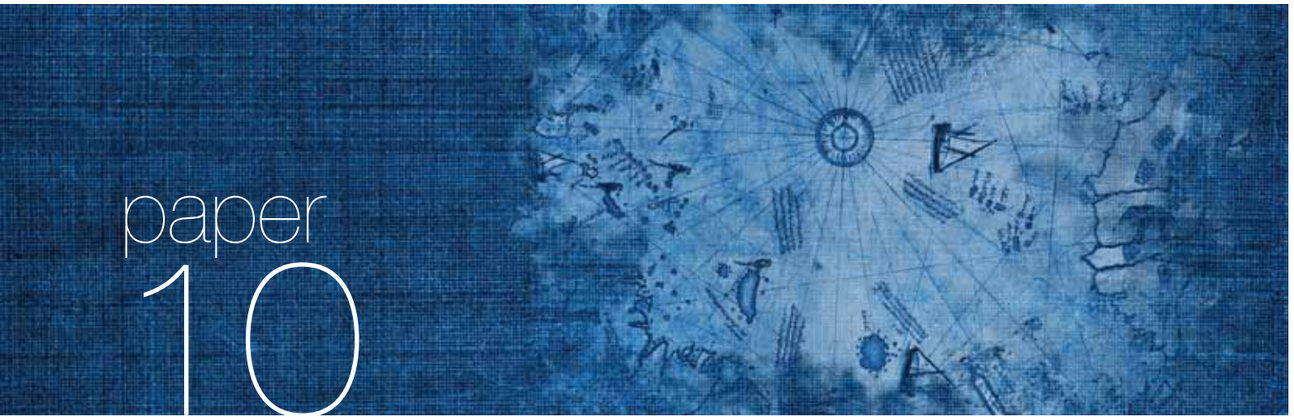

paper
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DEVELOPING A MARITIME ENGLISH PROGRAMME FOR MarTEL AND MarTEL PLUS PROJECT SeaTALK

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Abstract

The SeaTALK project concerns the development a standard International online English language course for seafarers. The course will be in line with IMO requirements and the European Qualification Framework. The project is expected to support the Maritime English standards developed as part of the EU funded MarTEL and MarTEL Plus projects. The course will be incorporated in the EU funded UniMET Project when concluded in 2015. MarTEL and MarTEL Plus developed a set of standards (tests) in English language competency for seafarers and UniMET is a set of complete training programmes for all types and ranks of ship officers. SeaTALK will form the English Language competency development material and tools for UniMET.

Vocational training qualifications and certifications related to Maritime English, although partially regulated by IMO, do not have a common European credit framework and this situation does not allow National Certification Authorities to establish an International standard for Maritime English training, nor for qualifications acquired through non-formal and informal training. SeaTALK aims to develop a Maritime English Training Course to allow mutual recognition and transparency of learning outcomes and competences for Maritime English in Europe. The Course is expected to have a global impact.

This paper reports on the challenges facing SeaTALK to make the course compliant with IMO 3.17 Model Course and the European Qualification Framework as well as the Common European Credit Framework. The main challenge continues to be the development of the course to underpin the MarTEL standards.

Keywords: Maritime English, Maritime English Standards, Maritime English Course Development, Language Competency, English Language Competency.

1- INTRODUCTION

This paper describes a new EU funded project called SeaTALK (SeaTALK, 2013) which is expected to develop a course in Maritime English based on recent developments. After a short presentation of project aims it reports on the latest developments with regard to the international and European policies on safety at sea and the recent efforts in encouraging effective communication at sea. The project is expected to support the Maritime English standards developed as part of EU funded MarTEL (MarTEL, 2007) and MarTEL Plus (MarTEL, 2010) projects (www.martel.pro). The course will follow the IMO 3.17 Model syllabus (IMO 3.17, 2003) and will be in line with European Qualification Framework.

The paper explains, in some detail, the importance of Maritime English and how competence in English language could help mobility of the seafarers in Europe and worldwide. Two recent articles (Ziarati, 2013) have provided samples of several students who concluded the English preparation programme based on Martel standards were accepted in British universities and some concluded post-diploma programmes preparing them for UK's MCA Certificate of Competency and Officer of Watch designation. SeaTALK is expected to replace the English preparation programme and support the recently concluded EU funded UniMET Project (UniMET, 2012). UniMET is a set of complete education and training programmes for all types and ranks of ship officers. SeaTALK, therefore, will form the English language competency development material and tools for UniMET.

SeaTALK would be competence based and for this reason special references are made to issues related to competence development and assessment of competence. SeaTALK specifically aims to develop Maritime English

training course to allow mutual recognition and transparency of learning outcomes and competences in the Maritime English in Europe. The Course will be in line with IMO requirements so it is expected to have a global impact.

There are 9 partners in the SeaTALK project. The partners are Piri Reis University (TR), Centre for Factories of the Future Ltd (C4FF), Training Branch of the Malta Maritime Pilots (MMRTC), Nicola Vaptsarov Naval Academy (NVNA), World Maritime University (WMU), University Of Turku – Centre of Maritime Sciences (CMS), Spinaker d.o.o (SPIN), Centre of Development works (OPR), University of Antwerp and Antwerp Maritime Academy (UoA and AMA).

This project aims to:

- Create a comprehensive framework enabling seafarers to undergo common Maritime English training, and allow National Authorities to mutually recognise these qualification levels as well as the levels of training undertaken. This will facilitate workers mobility due to an easier and common qualifications recognition system in the EU.
- Create a standard approach by combining the IMO (International Maritime Organisation) requirements for Maritime English (Training Modules), the highly successful MarTEL Phase tests and the creation of an ECVET system, which could allow National Authorities to mutually recognise and assess such qualifications and levels in a standardised manner.
- Establish the ME ECVET system to allow mutual recognition of seafarers' Maritime English Competence within the Maritime industry directly linked to the CEFR of languages to promote greater mobility of the seafarers' workforce in line with STCW requirements.
- Develop Maritime English Training Modules (linked to CEFR) to facilitate the training and learning of Maritime English. The combination of Training Module consolidation and incorporation in the ECVET system will facilitate the mutual recognition of competences thus enhancing workers mobility.
- Promote good practice in Maritime English education and training across Europe.
- Up-skill the maritime industry, strengthen the maritime labour market by combating problems of safety caused by poor communication at sea and work towards ending the imbalanced supply of sailors throughout European countries.

The project will allow the consortium to work towards these goals, which are in line with the 'Europe 2020' priorities. By standardising the quality of Maritime English education and training, the project will make the European MET sector stronger, resulting in more competent trained seafarers. This may well contribute to a reduction in the number of accidents at sea and make the European shipping industry safer and more competitive. During the recent Costa Concordia accident, poor communications between the crew and the passengers was evident. If a standard Maritime English training and assessment approach is established, the communication ability of the crew would be higher and more effective in such emergency situations.

2- WHY SEATALK

2.1 EUROPEAN POLICIES

The promotion of mutual recognition of qualifications between EU Member States and the implementation of the ECVET framework on a European scale is high on the list of priorities in Europe as laid down in the Bologna Process, Copenhagen Process and Lisbon Treaty. The project's objectives are directly linked to Europe the 2020 objectives to support the mobility of labour, European Integrated Maritime Policy (IMP) 2018 and Marine Knowledge 2020. The expected results of this project are directly linked to the planned objectives of EU MARE as stated by the Commissioner Damanaki (Ziarati, 2011).

2.2 IMO POLICIES ON SAFETY AT SEA

Apart from the above European policies, SeaTALK is also in line with the International Maritime Organisation (IMO) Comprehensive review of the STCW Convention and the STCW code, 41st session, STCW 41/7/9, 5th October and EU (2009) on Communication on the strategic goals and recommendations for the EU's maritime transport policy from 2009-2018, Brussels. Ziarati (2009) cites several serious accidents caused by communication failures within the shipping industry. During the recent Costa Concordia accident, poor communications between the crew and the passengers was evident. The sea will be safer if the EU supports SeaTALK to overcome the problem in International Maritime English language competence. The project results will also lower costs of the European shipping community and enable them to compete against the low cost Far East (Asia) whilst providing the European seafarers with a competitive advantage.

2.3 GREATER MOBILITY OF LABOUR

SeaTALK will increase mobility in the European Maritime Sector both horizontally and vertically providing transferable language skills and qualifications to all seafarers across Europe. International recognition through a BTEC/Edexcel qualification will be achieved on completion of the Training Module. BTEC/Edexcel is the UK's largest awarding body offering academic and vocational qualifications. Edexcel operates in over 110 countries, offering the widest range of academic and vocational qualifications. The project will promote the transfer and recognition of competences and qualifications between the UK and Europe to promote greater seafarer mobility. SeaTALK will create opportunity to improve their English and work onboard vessels of countries where there are severe shortages in the workforce (OECD, 2007, BIMCO/ISF, 2005).

The EU support will enable C4FF, Piri Reis University and the partners to engage in developing a harmonised and comprehensive framework for Maritime English training in MET. It will establish a standard approach to teaching, learning, assessment and transparency of Maritime English qualifications throughout Europe. Thus these will up-skill workers in the maritime industry, strengthen the maritime labour market by combating the problems of poor communication at sea, and work to end the imbalanced supply of sailors throughout European countries.

3- THE EXPECTED IMPACT

The project's impact will be multiplied by the strength and influence of the partners. They have extensive knowledge of the ECVET programme, and combined with the fact that each partner has access to a wide network of people and organisations within European Maritime sector means that the consortium will also be able to disseminate these programmes extremely effectively. Target groups all over Europe will be addressed.

3.1 THE TARGET GROUPS

The target groups of the SeaTALK project are:

- Seafarers/students
- Maritime English Lecturers

- Vocational education and training providers in Maritime VET centres who are offering Maritime Training programmes
- Maritime Universities offering MVET courses.
- Shipping companies providing cooperative training.
- Labour market authorities who are promoting employment possibilities on the sector and rely heavily on European workforce mobility and recognition.
- MVET associations and their members such as IMEC (International Maritime English Conference), IMLA (International Maritime Lecturers Association) and IAMU (International Association of Maritime Universities) etc.
- Political decision makers on international, European, national, regional and local levels who are planning future policies for Maritime sector on different geographical and political level and are significantly influencing the Maritime industry development.

All the target groups listed above are significantly influencing and determining the Maritime English Education in Europe and are influencing the quality and Image of the European Maritime industry. In this project, the target groups and the impact aims will be reached by the following approaches:

- Direct involvement of the target groups in the project meetings and dissemination strategy where they will be made fully aware of the project's objectives and plans.

- MET providers, maritime English lecturers and students will be contacted on the latest progress of the product development and be encouraged to use the product (Training modules, Learning Materials, ECVET system).

- A top-down approach, through which information flows from policy makers in a 'downward' direction to a target group. During the project, partners will submit papers to, and attend maritime conferences such as IMEC, IMLA, IAMU, etc. which will also be attended by key policy makers in the maritime field. Since the project is being carried out in response to the deficiencies in MET, it is expected that the policy makers will respond by becoming involved and addressing the issues that are highlighted.

4- ISSUES RELATED TO COMPETENCE DEVELOPMENT AND ASSESSMENT

SeaTALK will avoid re–inventing the wheel and make use of what has already been developed. To this end, competence issues are partially resolved by agreeing to use Definitions for Learning Outcome and competence already developed in the EU funded SOS project (Ziarati et al. 2006) as follows:

Competence is a demonstrable ability to apply a skill or a set of skills in order to do a task according to a given, or a set of, standards.

A Learning Outcome is a clear statement of the expected outcome from a given learning activities/experience. Learning outcomes can be expressed or constructed to include learning that lead to acquiring the skill, or set of skills, to become competent for carrying out a specific task or set of tasks.

Both of the above definitions are in accordance with the document titled ' Get to Know ECVET better - Questions and answers' found in (http://ec.europa.eu/education/lifelong-learning-policy/ecvet_en.htm). This is the first guidance document on ECVET concepts and principles and allows the freedom for interpretation and use of ECVET concepts and principles. The document defines:

Learning outcomes as: Statements of what a learner knows, understands and is able to do on completion of a learning process defined in terms of knowledge, skills and competence.

Competence as: The proven ability to use knowledge, skills and personal abilities in work or study situations and in professional and personal development - this definition has been adopted as part of EQF Recommendation. Both of the definitions are in line with Ziarati's definitions (ibid).

What these definitions imply is that all SeaTALK learning outcomes should be statements of the expected outcomes from given learning activities/experiences and that every skill should be in form of a demonstrable ability for doing a real task according to a, given or, set of standards.

For these to be applied correctly, there is a need to describe the outcomes and for each outcome to describe the assessment criteria according to the definitions presented for Competence above. As well as the need for assessment to have a set of grading/marking criteria to ensure the assessment is fair and consistent.

Sample learning and assessment materials need to be developed and/or gathered from previous relevant projects with clear assessment and grading/marking criteria and these should be tested in real terms, which require piloting sites to be selected. The intention is to pilot while implementing the course in at least one MET centre.

4.1 PLANS FOR PILOTING SEATALK

The number of METs expected to pilot SeaTALK content is over 30. The number of cadets and officers involved with evaluation at the first selected pilot site (Piri Reis University) will be 48. The overall model will be presented at IMEC and to major awarding bodies in Europe.

5- CONCLUSIONS

The challenges set by the project aims and deliverables are substantial. Considering the core of the SeaTALK consortium was have been involved in previous and successful EU funded Maritime English learning and assessment materials development such as the MarTEL, MarTEL Plus, CAPTAINS, MarEng and MarEng Plus projects, this gives some indication that despite its challenges the project will be successful.

The main tasks of developing an online course for Maritime English in line with IMO 3.17 model course syllabi and in compliance with the European Qualification Framework as well as the Common European Credit Framework requirements require a high level of knowledge in several key subject matters and technology areas. These areas include expertise in online course developments, full knowledge of IMO language competence requirements and, how such courses can be competence based and developed within both the European Qualification Framework as well as the Common European Credit Framework.

The key task of developing the SeaTALK course to underpin the MarTEL standards remains the main challenge.

A great deal of work has already been carried out and two successful group meetings have already taken place. The progress has been satisfactory to date. The intention is to hold the third project group meeting in parallel with IMEC 25 conference in Istanbul.

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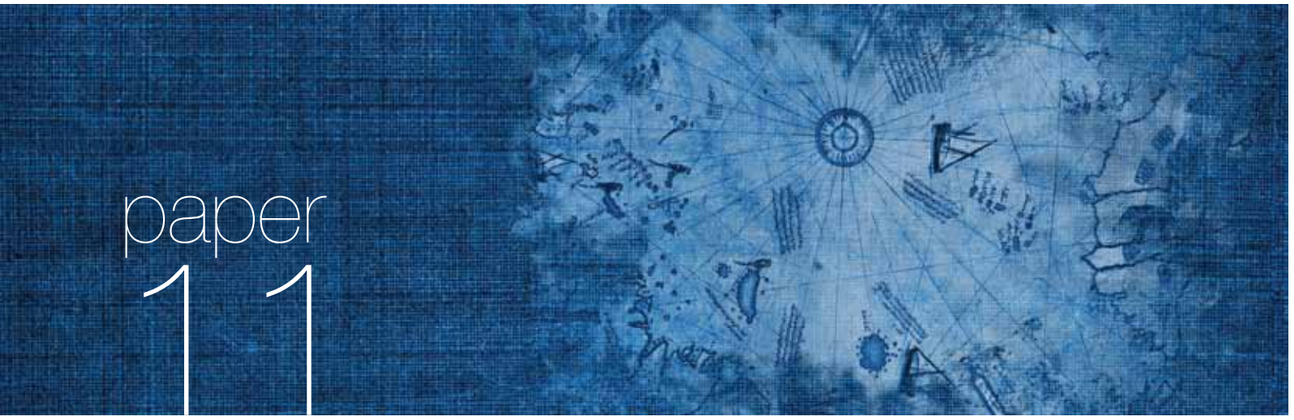

IMPLEMENTING A BLENDED LEARNING APPROACH TO MARITIME ENGLISH

Mickie de Wet
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Abstract

In this paper I present the new blended learning approach we've implemented for Maritime English I at Escola Nautica Infante D. Henrique, with great success.

Over the last few years we've identified a need to overhaul our Maritime English I course materials to achieve a number of objectives, namely to:

- *establish a fully integrated foundational ME course within which students acquire the relevant technical vocabulary whilst building upon their spoken and written fluency so that they are prepared to advance into the subsequent more specialized ME courses*
- *find a way to combine the benefits of the practices and methodologies found in other types of ESP teaching with our special requirements*
- *try to reach every student in a class where the proficiency levels range from level A1 to B2*
- *engage the millennial learner by modernizing course content and incorporating multimedia*
- *let students access lectured course materials anytime, anywhere, and establish a channel of communication between lecturer and student, and between students themselves*

The answer lay in the development of an e-book, together with an online video lecture series, amongst others. The e-book attempts to bring ME to life for the millennial student, to contextualize maritime language through traditional text, and also through embedded quizzes, animations, and video and audio files. The e-book was developed with level A2-B1 in mind, and therefore contains the relevant grammar exercises, and conversation, reading comprehension, and listening activities that you'll find in any ESP textbook, but they are always integrated with maritime language.

The video lecture series is based on the book, with comprehensive explanations of the content. All the students can therefore access detailed lectures for self-study, and can do additional quizzes and exercises using this platform, which is available on any computer or mobile device in the form of a downloadable app.

The result of this blended approach is an ME course which is comprehensive, engaging, and highly accessible.

Key words: Blended learning, Maritime English, Technology

1- INTRODUCTION

Over the last few years at Escola Nautica Infante D. Henrique we have identified a need to overhaul our Maritime English I course materials, as well as the way in which we present them, for a number of reasons.

First of all, the Maritime English I course is a foundation course, and the same syllabus applies to students from various departments. This means that students in Navigation are faced with the same syllabus as students in Transport and Logistics Management, for example. The reasoning behind doing things this way is sound: each student needs to be able to master the same general basic concepts before they can continue on to assimilating the language practices required by their specific areas of specialization. In other words, in doing this, we are attempting to establish a fully integrated foundational ME course within which all of our students first acquire the relevant technical vocabulary whilst building upon their general spoken and written fluency, so that, at the end of the semester-long course, they

are fully prepared to advance into the subsequent ME courses which become more specialized and also more focused on the specific language requirements and conventions set out by the IMO.

What this meant for us then, is that we had to compile course materials incorporating the usual grammatical elements that would be covered in an upper elementary or lower intermediate general English or ESP learning environment, in tandem with the relevant technical and maritime vocabulary. Whilst there are some great Maritime English resources available, not a single one was suitable for use on its own for this specific foundational course, since none of them met our need for teaching the relevant grammar required by our syllabus. In other words, we had to mix and match from various ME as well as general English textbooks and resources in order to fulfil the requirements set out by the course syllabus.

The second reason for the overhaul was the fact that every year we are faced with classrooms full of students whose proficiency levels and educational backgrounds vary greatly, and yet, because of the specialized nature of ME (e.g. in terms of having to assimilate the relevant technical vocabulary), students who have a high level of proficiency still need to attend classes and therefore need to be stimulated and challenged, while students who have a low level of proficiency need special attention so as not to be left behind and lose the motivation to learn.

Lastly, we are of course faced with the same challenge as any other institution in this decade, and that is that the nature of the learner has changed in recent years. The current intake of students consists mostly of the so-called millennials - the first generation that has never known a world without computing devices and pervasive multimedia. As any lecturer or teacher today is well aware, this has its implications for the contemporary classroom. Technology to the millennial learner is just another feature of their environment, and speed and innovation are the norm. They are also adept multi-taskers with very short attention spans who get bored very easily (McNeill, 2011, pg. 3). What this means, is that lecturers are under constant pressure to engage the student with varied activities in the classroom and to incorporate multi-media so as to provide a classroom experience that is compatible with the millennial learner audience, all whilst still delivering the necessary content. This is a formidable challenge, for gone are the days where one could teach straight from a textbook containing grammar and vocabulary exercises, interspersed with group and pair-work activities, and a few pedagogical games.

Today's students simply don't reach their full potential in an environment that doesn't offer enough diversity in terms of materials, activities, and audio and visual stimulation, and more importantly, these students are coming to expect to be stimulated in this manner in the classroom, so when a lecturer fails to deliver on this expectation, these students quickly lose interest and become demotivated.

The question arose then as to how to address these three main issues and overhaul the course. In deciding how to approach our specific needs, we identified the following objectives that this course would have to meet, namely:

- to establish a fully integrated foundational ME course within which students not only acquire the relevant technical vocabulary, but also build upon their general spoken and written fluency up to the point where they are fully prepared to advance into the subsequent ME courses which become more specialized, and also more focused on the specific language requirements and conventions set out by the IMO
- to find a way to combine the benefits of the proven practices and methodologies found in other types of ESP teaching with the special requirements of our institution and the unique characteristics of ME
- to try to reach every student in a class where the proficiency levels range from level A1 to level B2 and sometimes even higher (in terms of the Common European Framework of Reference for Languages)
- to fully engage the millennial learner by modernizing the course content and incorporating multimedia
- to create an opportunity for students to access lectured course materials anytime, anywhere, and to establish an effective channel of communication between lecturer and student, as well as amongst students themselves

For us the answer lay in the implementation of a blended learning approach, which was adopted very recently (in this last academic year) and is still largely in a state of evolution, since this is rather a new approach to teaching Maritime English. It has nonetheless produced some tentative positive results.

But before I delve into the specifics of the blend we chose, the technologies involved and the outcomes we've had and expect to have in the future, I think it's necessary to go into the rationale behind choosing a blended learning approach first.

2- BLENDED LEARNING AS A SOLUTION

It is a well known fact that learners have limited opportunities to interact with the target language outside of the classroom, and this holds even more true for ESP classes, where students often have no contact with the target vocabulary and specialized jargon until they start working in their relevant industry. Moreover, we are often faced with classes where the students span a range of levels of proficiency, and to top it all off, educators have a limited timeframe within which to deliver the relevant content and ensure that the students get to put that content into practice. Debra Marsh (2012, pg. 2) articulates these points as follows:

Teachers know from experience that if a language level in a task is too easy, some students are unlikely to improve; if the task is too difficult, some students may simply give up. Similarly, tasks that do not address a student's…learning style may fail to motivate, which is essential to language learning. Time is limited in the classroom, and although teachers are well aware of the need to provide their students with opportunities to practice the language… this is sometimes just not feasible given timetabling constraints.

So how to target all the students and create an environment where the more proficient students continue to learn, and the less proficient ones don't give up? How to effectively address the learning style of the millennial student, and how to be effective in three face-to-face class hours per week? In the face of these issues, we decided that a blended approach might be feasible.

Blended learning can be defined as a teaching practice wherein we combine face-to-face classes with an online component which may be done in the student's own time at home. Face-to-face teaching remains the basic building block of the learning experience, but is enriched and enhanced by the integration of Internet-based tools and/or mobile applications and multimedia.

Blended learning is still a relatively new concept, and we are certainly very new to the concept in ME, but research has indicated that when a blended learning approach is implemented properly, it can significantly improve the learning experience. In fact, when polled online, some 300 language teachers from 36 countries felt that technologies are a great complement to classroom teaching to enhance their students' learning. The benefits of using a blended approach were reportedly that it provides a more individualized learning experience, more personalized learning support, flexible study anytime, anywhere, and that it increases student engagement (Marsh, 2012, pg. 4-5).

Of course, it is not enough to simply incorporate into the course materials a YouTube video here and a blog posting there, or in other words to simply mix information technologies with current face-to-face teaching practices. In short, a blended learning approach needs to be well planned, and implemented correctly by teachers who are willing to change their teaching styles and become active in an online as well as an offline capacity in order to be effective. In fact, research by Tham and Tham (2011, pg. 137-139) into the adoption of blended learning in Asian universities indicated that:

- educators themselves need to be convinced of the pedagogical benefits of such an approach. Simply providing computers and wi-fi in the classroom will not do much to enhance the learning experience for the students.
- the implementation of blended learning is easily hampered by a lack of interactivity with instructors and boring and unvaried instructional content.
- there is a misconception that blended learning involves video recording lectures and putting them online.
- some content developers tend to focus on the technology, the vehicle for delivering the materials, as opposed to the content itself in order to create the impression of being innovative – in other words the technology looks good, but the learning content lacks depth.
- the learning process needs to be fun, e.g. include 'game style' learning supported by animation and multimedia.

It was critical for us therefore to proceed with caution and to consider our specific blend very carefully, given the challenges and objectives we identified for the overhaul of our foundational Maritime English I course.

3- OUR CURRENT BLEND

The first challenge I outlined above was that we had to compile course materials incorporating the usual grammatical elements that would be covered in an upper elementary or lower intermediate general English learning environment, together with the relevant technical and maritime vocabulary. However, not a single ME textbook met our needs for this specific foundational course exactly, since none of them covered all the relevant grammar points required by our syllabus. Lecturers in the past had therefore taken bits and pieces from various ME as well as general English textbooks, and combined these with notes and exercises which they developed themselves, resulting in a course pack for students to work through, but which lacked the proper cohesion and integration found in a published textbook. Our objective was therefore to establish a fully integrated foundational ME course within which students not only acquire the relevant technical vocabulary, but also build upon their general spoken and written fluency with the expected outcome of releasing them into their next, more specialized English course with a language competency of level A2-B1 in terms of the Common European Framework of Reference for Languages. In other words, we needed to create course materials which incorporate some of the grammar points contained in a standard upper elementary/lower intermediate textbook for any ESP learner, together with the relevant maritime vocabulary and uses. We also wanted to fully engage the millennial learner by modernizing the course content and incorporating multimedia.

The answer lay in the development of an e-book, which was created with iBooks Author, a program for textbook development for Apple Mac. The book can be distributed either as a pdf document, or can be downloaded onto an iPad or an iPhone.

This e-book is intended to bring ME to life for the millennial student, to contextualize the very specific maritime language through not only traditional text, but also through embedded interactive quizzes, glossaries, animations, and video and audio files which can be played within the book on a computer or mobile device. The e-book also combines some of the approaches to traditional ESP course materials development with ME. In other words, it was developed with level A2-B1 in mind, and as such it contains the relevant grammar exercises, conversation activities, reading comprehension activities, listening activities and so forth that would be present in any ESP textbook, but they are always embedded in a maritime context, and integrated with maritime jargon and terminology.[1] Moreover, the book intends to develop all four of the recognized language skills, namely reading, writing, listening and speaking. In this sense the author adopted a tried and tested approach which is common to all EFL textbooks, and therefore the book contains reading comprehensions, embedded video listening exercises, grammar exercises, writing exercises and conversational activities to be done in pairs or groups, but using the relevant technical vocabulary or placing the exercise in question in a maritime context at all times. In the development of the ebook, the author also attempted to incorporate fun elements, and hence, in addition to the other interactive content, there are animated videos embedded into the book, which serve as a basis for the conversational activities in the book.

The result is therefore a textbook which is tailored to suit our exact needs, and which conforms with our syllabus in an integrated, cohesive and enjoyable way. Since it's in an electronic format, it can also be projected directly onto a screen so that the multimedia elements may be fully utilized in the classroom, and answers to exercises or annotations can be written directly into the book while it is being projected – somewhat like using an iPad to simulate a smartboard. This then also begins to address the third challenge, namely engaging the millennial student.

The second challenge we faced when we began to reconsider the delivery of this course, was the fact that we are often confronted with classes where the students span a range of levels of proficiency, and keeping the ones at the higher end of the spectrum engaged, whilst still motivating the ones at the lower end of the spectrum is often a very difficult challenge for a lecturer to overcome. It is for this reason that we launched a companion video lecture course that complements the ebook. There are over 50 hours' worth of comprehensive video lectures which take the students through the course materials in a very detailed way. The video lecture series is hosted on a platform called udemy (www.udemy.com), which is an online learning platform (website) that allows instructors to host courses. The platform makes it very easy for anyone to build an online course, and each course is a curated collection of videos, PowerPoint presentations, PDFs, documents, articles, links, pictures, and live sessions all formed into a series of "chapters" and "lectures." The platform also allows instructors to engage and interact with students via online discussion boards. The advantage to using a platform such as udemy therefore, is that a direct channel of communication is available to students through which they can interact with and get timeous feedback from the instructor and other students alike. Not only that, but the platform is also available on any computer or

1 At present the author is only giving access to the e-book to ENIDH students, since the book is a work in progress and is still being tested in the classroom. It will be made available to the public in the iBookstore by the start of the 2014/2015 academic year. The book and its interactive components can however be viewed very clearly in the video lectures for this course.

mobile device through a free application in the appstore or the android market, and all the students need to do is to download the app to access it anytime, anywhere, and the instructor can keep track of that access.

Having the video lecture series online holds a number of benefits for us, the first being that no student now needs to feel like they're being left behind or that the materials are too difficult and there is no help available. The students who have a lower level of proficiency are strongly encouraged to listen to the relevant lecture before the corresponding class, so that they have an understanding of the content of a lecture when they walk through the classroom door. A second benefit is that the lecturer can now assign certain videos (such as the ones explaining the grammar points) to be watched at home, thereby freeing up some valuable class time for more communicative activities or activities where the students engage with the language as opposed to passively listening (for example putting the grammar points into practice through role playing, pedagogical games etc). The third advantage to us is that the platform also doubles up as a repository for extra worksheets or other supplementary resources which can be posted by the instructor and downloaded by the students.

As I noted in the above where I outlined the ways in which a blend fails to be effective, one of the problems other universities have faced is that despite the availability of the Internet, a platform and so forth, a blend can still fail because there is a lack of interactivity between the lecturer and the students. Whilst udemy offers a direct line of communication, we have also incorporated the use of Facebook into the blended classroom, and the reasoning was that Facebook is so pervasive, is such an extension of every millennial student, that it is almost natural for them to use it as one of their go-to lines of communication. Facebook is handy because it allows you to create groups, send messages to specific groups or to individuals, or to post documents and other files for the students to download, and then it notifies the relevant parties immediately on their mobile devices. In other words, it provides a channel of instant real-time communication.

The blend as it stands now, comprising the ebook, the online lecture series, and the use of Facebook, had some interesting results in this last academic year, although we are still very early into the implementation of this kind of approach, and the blend is still evolving. However, I noticed a clear improvement in attendance rates for both classes where I implemented these methods and resources. Moreover, general feedback from the students regarding the class was a lot more positive, and there seemed to be an improvement in the students' overall exam grades, indicating that they had a better grip on the course materials than students from previous years.

The most noticeable change in the classroom is the level of participation from the students. They seem to be engaging with the new format a lot more, and they seem to be enjoying the class a lot more than the students from previous years.

4- EVOLVING THE BLEND

For the upcoming academic year, we are planning to bring some additional resources into the blend we're using. The first is an iPhone and iPad app, which students can download from the Appstore[2], and with which they can review their course materials on-the-go anytime, anywhere, in a fun and entertaining way.

The app was developed using a website called buzztouch.com, and basically comprises a quiz game with three sections. Two sections contain the vocabulary from parts 1 and 2 of the ebook, and the third contains questions designed to test the student's grip on the grammar covered throughout the ebook. The quiz app contains more than 200 questions, and adds up the correct answers to come to a final score. Every time a student gets a question wrong the app flashes the correct answer, and no point is given.

The idea here is to create an entertaining way for students to be able to review the materials, and to improve their overall grades for the class through doing so.

With the launch of this academic year, we will also incorporate a polling service like Poll Everywhere, which will allow students to respond to questions both in and out of the classroom by using their smartphones. This service allows you to ask a question and to get responses in real time through mobile phone texts, Twitter, or a web browser.

With polls that allow learners to answer using free text, their responses can be displayed on a public screen, so that the results may be shared with the entire class. The idea behind the use of such an application is to get the students to engage with each other more actively, to get them to articulate their ideas by writing a short message, and to stimulate debate and conversation both in and out of the classroom, and to ultimately give them another space to actively interact with the language when they're not in the classroom.

5- CONCLUSION

Whilst we are still growing the blended learning approach at ENIDH, and it is still very much a work in progress with lots of upcoming changes, tweaks and additions, I feel that we've achieved and will continue to improve upon, a much better teaching/learning approach than we had in place before, and which could be offered to us through the use of the more traditional ME resources that are available. I feel that we've hit upon an approach with some very important advantages over other more traditional approaches.

The first is that this approach really speaks to millennial students, for whom technology is almost a natural extension of themselves. By implementing a blended learning approach, we are putting that extension to good use, and incorporating ME into their time outside of the classroom in a way that is natural and comfortable for the student. We are also giving them exactly what they need in order to achieve the best results possible: lots of variety in terms of activities in both the face-to-face classes and the online/mobile components, lots of visual stimulation, some interactive game-play, and a nurturing environment where there is a direct line of communication between student and teacher both in and out of the classroom.

Second, by bringing in a blended learning approach we have effectively found a way to extend the class beyond the mere 3 hours given in the timetable. This allows the students to spend more time interacting with the language in a variety of ways outside of the classroom, without necessarily feeling like they're slogging away at homework, and it allows the instructor to teach, mentor and help both in and out of the classroom. However, it is for this reason, as noted in the preceding, that blended learning approaches sometimes fail. This approach does need a very dedicated and enthusiastic teacher who is willing to interact with his/her students a lot more and give a lot more feedback. It also requires a teacher who is willing to change and experiment with new methodologies and technologies, and most teachers find this to be extremely daunting. I have personally found however, that whilst putting this approach into practice and implementing it requires a lot of blood sweat and tears in terms of learning to use new software, applications and so forth, once it is done, the technology becomes a great help and can then really work to ease the burden of teaching and student assessment in many ways.

2 *At present the app is only available to Apple users, but the author is in the process of converting it into an Android compatible application as well.*

Lastly, by incorporating online video classes into the blend, we are able to free up some of the valuable face-to-face hours to bring more depth to the delivery of the course content and to incorporate more activities into the classroom whereby students can put the target language into practice, through role playing and so forth. Again, we are effectively able to extend the amount of time that students spend interacting with the language, and this in turn will certainly result in improvements in learner progress, but on top of that we are able to offer a stimulating and engaging classroom environment where students with higher levels of proficiency can also feel like they are learning something and are being challenged.

Overall, I think that this is a very viable approach to teaching Maritime English, and certainly warrants further exploration and research. The nature of the maritime sector really lends itself to this kind of approach, and British Columbia Ferries for example have implemented such an approach in their SEA (Standardized Education and Assessment) Program, for which they've won a prestigious award. What a blended learning approach offers them for example, is that they are able to combine theoretical knowledge acquisition and assessment online with active face-to-face onboard training for their employees (Goldberg, 2012).

For ME, blended learning is able to bring a great deal more flexibility into the mix, and this is a crucial consideration for an industry where students, cadets and trainees are often unable to visit brick and mortar classrooms on a regular basis.

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paper 12

EFFECTS OF MASS MEDIA TOOLS ON SPEAKING SKILLS IN TEACHING MARITIME ENGLISH

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Abstract

This study investigates the effect of mass media authentic materials on EFL students' success in listening and speaking accurately and fluently. Two elementary level classes of the English Preparatory School were chosen randomly as the subjects of this study. There were 10 students grouped into two, one as experimental and the other as control. The subjects in the experimental group studied mass media authentic materials designed for them only. The subjects in the control group studied the standard curriculum. Besides, to get to know the students better and observe their common perspectives towards listening and speaking, an attitude questionnaire was given to both groups at the beginning and a similar one was given to the experimental group at the end of the study to determine whether the students have developed a positive attitude or not. The Hypothesis put forward for this study was; 'if I use authentic mass media tools such as television, radio, films, videos, songs, and teach the expressions used in daily life, my students will pick up the colloquial language and will be able to use them'.

Data was gathered from two examination results and tests. As a result of data analysis, a statistically significant difference has been found between the scores of the first and the second examinations and tests. When the scores were analyzed, the findings indicated that mass media authentic materials were effective in foreign language listening and especially speaking skills development and these techniques raised awareness on how to speak accurately and fluently in a foreign language.

Keywords: EFL, ELT, L1, L2, FL, mass media, authentic materials

1- INTRODUCTION

With the developments of technology and mass media tools, teaching English language has become easier, faster and effective. These tools enable the students to have self-confident and express themselves easily and pick up the essentials of real communication which is the need for clear verbal communications between parties in the commercial marine environment as the ship is the working environment, learning environment and social environment for its personnel. Communication on an intra-ship level takes place daily between personnel during operation of the vessel – when giving and carrying out orders under "normal' or "emergency' situations – and when the multinational crew must interact to maintain "social harmony' in an off duty context and in their everyday "teamwork' to ensure effective day to day operation (Pyne and Koester, 2005).

In this study, the students were provided with comprehensible input via audio-visual materials taken from mass media tools such as television, radio and internet. Such authentic materials are any material which has not been specifically produced for the purpose of language teaching according to Nunan (1989) (as cited in Macdonald, Badger & White, 2000) and also these are texts produced by native speakers for a non-pedagogical purpose according to Bacon & Finnemann (1990). These authentic materials from mass media tools are believed to enable the learners to pick up the colloquial language and make use of it easier than the textbooks followed. All levels of students, even lower levels, are able to manage using authentic materials (McNeil, 1994; Miller, 2005).

The language teaching situation in terms of the students' speaking competence is not successful in schools which can cause verbal communication barriers in their everyday lives and in the maritime environment. There is an urgent need for a solution. The mass media tools could be considered as a remedy as these materials have poten-

tial to attract the students by being flexible, entertaining, and interactive and to give them a chance to express themselves in a self-confident way. It will be easier, faster and more effective in improving students' listening and speaking / communicating skills.The mass quantity of the information in varied subjects is provided by press, magazines, films, TV and radio. As the mass media have penetrated so deeply into our lives, it is important to analyze the types and nature of the influence of the mass media exercises on students' language learning. The course book as a teaching tool is wearing out and technology is becoming dominant source being used in the classroom as it provides a large amount of comprehensible speech and access to friendly environment. (Butler-Pascoe and Wilburg, 2003 p.84).

Television with its authentic audiovisual materials, radio with its authentic audio materials, news with its authentic everyday language and the internet facilities which has all sorts of materials will be an effective way of learning and using the language. The use of these mass media teaching aids can add interest and vitality to any teaching learning situation. In addition to that, using authentic mass media teaching forces the students and the students will be encouraged to be interactive, to learn faster and to remember. Mass media materials make a subject more comprehensible and interesting. They provide learners with realistic experiences which capture their attention and help in understanding of the mechanics of the language (Yanar, 2013). When it is taken into consideration in the maritime environment basis, 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. Human Communicative Error can be defined as Human Error which occurs as a result of a failure in communication, be it ship to ship, ship to shore or intra-ship (Pyne and Koester, 2005). Therefore overall command in English which is the working language at sea becomes more important than the maritime English which is generally taken in a limited context. (Albayrak, and Sağ, 2010).

This study is conducted with the aim of finding out the impact of spoken discourse of mass media on second language speaking skills development and clear communication on board which is going to be mentioned in another paper. In this study, a small scale action research was conducted. It is a research technique that can be employed by teachers to improve on the educational environment in the classroom. Usually, action research is done by teachers to analyze behavior and various classroom situations to better the classroom environment. For the study in question, it was hypnotized students cannot use daily expressions unless they are taught explicitly and a solution was searched.

2- METHODOLOGY

2.1. INSTRUMENT

The learners were given the protocols how the learning environment is like and what they would face during the session. Control group learners were taught the common daily expressions which make speaking fluent, but the experimental group learners were not. Both group were asked to fill the gaps in the text taken from any mass media tools. Their performance was recorded to be assessed later on.

2.2. PARTICIPANTS

The study was carried out with 2 randomly chosen groups of EFL students. 5 students were in the experimental group and 5 students were in the control group. They were aged between 18-21. Participants were studying at a Piri Reis University English preparatory class with diverse educational background.

2.3. DATA COLLECTION

Several data were used to draw conclusion based on their information. All data were collected in the first term of 2012 – 2013 academic years. To get a holistic view of Listening and Speaking class, we had data relied on classroom observations including classroom studies, questionnaires, statistic knowledge obtained from the written and oral tests of students. The two groups were treated differently in their listening speaking classes. For example, the control group was studying actual Q-Skills Listening and Speaking Course book, while the experimental group was supposed to study both the regular curriculum and many extra authentic social media materials such as movies, news, interviews and songs.

2.3. DATA ANALYSIS

In order to get a better understanding of the oral accuracy and fluency developments, data was analyzed. It was the interviews that were done to get the necessary outcomes of the research. The study examines the analysis of studies of 10 students. The students were engaged in social media and media materials, which focused on the development of oral accuracy and fluency. This aims to analyze the whole process of students' perceptions of speaking accurately and fluently in higher education. Oral test was conducted to formally evaluate whether the students used the daily expressions well enough. There were two groups; experimental and control group. Control group did not have any training sessions on usage of daily expressions while speaking. However, experimental group had training session on usage of daily expressions to make their speaking more fluent and accurate. There were five students in each group and each student was asked six questions ranging from education, social life, health and so forth. Each student was asked to pick a card from an envelope and in each card, there were six questions. Picking a card was not important for me, rather, using daily expressions while speaking was my key point.

3- FINDINGS / RESULTS

Each control group student chose a card from the envelope and began to speak on various subjects. However, it was seemed that their way of speaking was accurate but not fluent and they felt very shy. 90 % of the students did not use daily expressions. Their way of speaking about given subjects sounded like reading sentences from a book and dull. However, 10 % of the students spoke using daily expressions which sounded like more natural, fluent and self-confident.

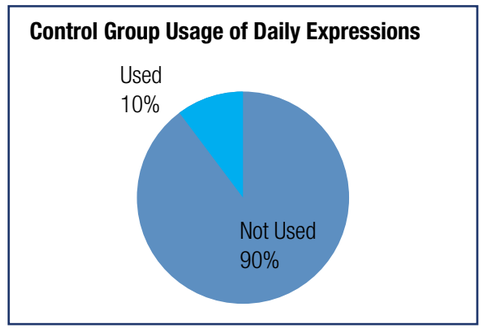

Table 1. Control group usage of daily expressions.

However, each student in experimental group picked a card from the same envelope and spoke about almost the same topics. 90 % of the control group students spoke self-confidently using daily expressions which help students/learners express them without shyness such as ' Actually, I think, You know, Well, I think, For me, In my opinion', and so forth which sounded more natural and most importantly fluent. Only 10 % of the students did not used these daily expressions.

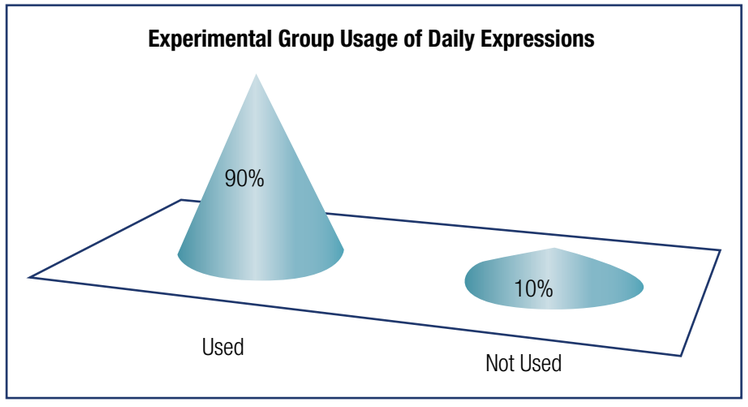

Table 2. Experimental group usage of daily expressions.

At this point, it seemed that using authentic mass media materials in class is effective on using common daily expressions while speaking and it is a good way to break cultural barriers and communicate self-confidently and without shyness. When both experimental and control group oral interview / tests taken into consideration, it is also understood that these authentic mass media materials can be used in the classroom to destroy the barrier between real life speaking language and classroom language and it can also be applied to maritime English to get beter results.

4- CONCLUSION

Authentic mass media materials such as television, radio, internet, social networking platforms allow people to self-identify, to claim their own descriptions of themselves; and/so, they can go align with global groups of their own curiosity. Although the Eastern cultures including Turkey surpass their ideas and opinions because of their being raised or disposition, this can be overcome by giving a new perspective in many areas. To illustrate, the EFL teacher can achieve this using many materials from real life.

Sometimes students feel that they are unable to comprehend and speak. These materials from real life can overcome this problem both in the class and in the maritime environment. Mass media authentic ones were useful tools for the new learners of English. They are used as a component of language and can arouse curiosity and let the students develop their own practice ability. Therefore, learners can perceive their creative capacity while producing natural-speaking expressions.

When the learners encouraged with naturally speaking strategies, their linguistic competence and speaking skills improved directly. Verbal communication, giving and getting criticism, justifying, and being objective towards suggestions using daily expressions, were the provided skills. Within this study, students could experiment the language both with non-verbal communicative aspects of language such as body language, gestures, and expressions, as well as with verbal aspects like intonation, stress, and rhythm. The learners involved and used the target language physically, emotionally, and intellectually, which was a total participation.

In conclusion, the study was beneficial for two important results. Firstly, in changing the attitudes of the participants in a positive way and secondly, in sustaining the linguistic improvement, which was both, aimed in the beginning of the thesis. Communications through composing and speaking have a significant role in holistic education. The study answered the research question and supported the hypotheses. Secondly, it was understood that it is evident from studies of maritime accident reports where, in the chain of causation, 'human error' has been identified as a significant factor. That it is possible to break down this category further and to identify that crew communication failure (human – group) has played a key role in the incidents. Poor communication even between crew members from the same culture who are speaking the same language can, through misunderstandings and mistakes, be a threat to the overall safety of a vessel and pose an additional threat if one considers the risk of subsequent pollution. (Albayrak, T., and Sağ, O.K., 2010). Not to face with these sorts of problems, it is clear that the basic language communication barriers can be prevented by effective language way of teaching.

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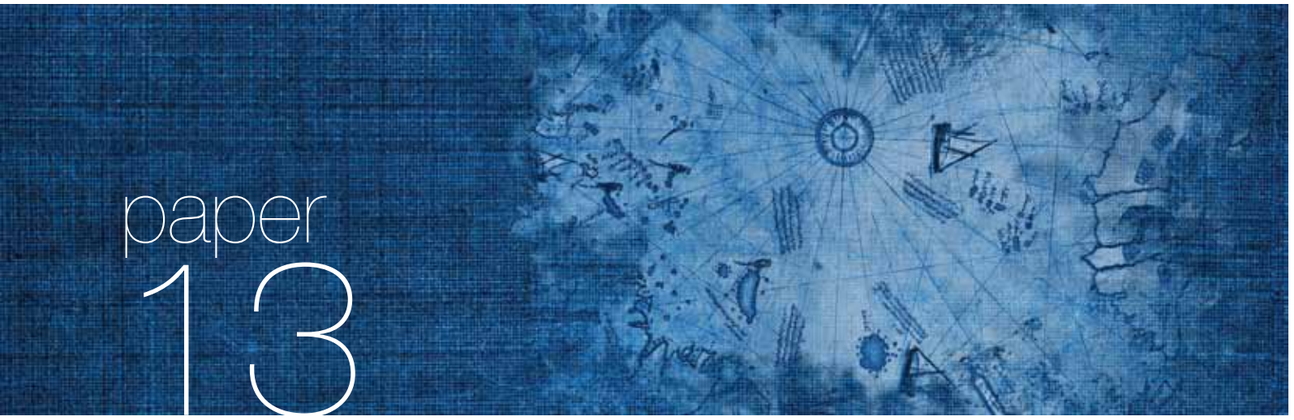

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TEACHING TECHNICAL ENGLISH TO FUTURE MARINE ENGINEERS DISCOURSE RELATED PROBLEMS

Nadya Naumova
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Abstract

The operational level marine engineer is expected to have acquired linguistic competence in the field of his studies and future responsibilities. He is to command a range of registers, which he uses in different situations. While studying, the future engineer learns to read and understand academic texts, to cope with the information density, abstractness and technicality characterizing this register. Having graduated and already on board, his competence should correspond to the needs of his discourse community - a professional who is technically and linguistically competent to read, understand and perform instructions on his own, and/or instruct others as required. He should be able to switch from the formal style of written technical texts to spontaneous communication. The existing onboard documentation and instruction manuals can be viewed as representatives of an intermediary register, which facilitates this formal-to-spontaneous transfer.

The author considers that teaching technical English to future marine engineers should cover the specificities of Scientific and Technical English discourse characterizing the different levels of communication. The paper offers an analysis, outlining those aspects of Scientific and Technical English present at the different levels of communication. The analysis is aimed to serve as a basis of a future textbook in English.

Key words: Scientific and Technical English, discourse community, formal-to-spontaneous transfer

1- INTRODUCTION

A Junior Engineer, once onboard, steps into the maritime world not only physically, but contextually, as he becomes a member of the Maritime English discourse community. The need for clear verbal communications in the commercial marine environment is multi-faceted as the ship is the working environment, learning environment and social environment for its crew. Communication on an intra-ship level takes place daily between crew members during operation of the vessel – when giving and carrying out orders under normal or emergency situations in their everyday teamwork to ensure effective day to day operation, as well as in their social interactions to maintain harmonious atmosphere in an off duty context. For that reason, Maritime English is set out as a separate branch of English for Specific Purposes.

The term Maritime English traditionally refers to the language spoken by the maritime discourse community. However, its focus has always been on the language used by Deck Officers. The most probable cause resides in the fact, that although marine equipment and machinery might differ from their land-based counterparts in design and construction, the professional discourse related with them is the same. This, however, does not mean that the Scientific and Technical English (STE) used by ship engineers should not be given its due attention. Quite on the contrary - the Scientific and Technical English used onboard should be studied as an important subpart of Maritime English. The communicative situations where knowledge of Scientific and Technical English is the required linguistic competence should be analysed and their specificities outlined. The present study analyses the specificities of Scientific and Technical English, as well as the possible communicative situations a junior engineer might be involved in. Its findings will serve as a basis of a textbook in Maritime Engineering English for the operational level Engineer Officer (Bachelor's degree).

A crew member, in a particular situation, makes certain linguistic choices based on that situation. Language varies according to the situation in which it is used, and these varieties of language can be referred to as registers.

Following this functional approach, we can most broadly distinguish several registers used by Engineer Officers, or Engineering Ratings in their professional communications: Scientific and Technical English; Basic Maritime English; and Survival English. Each member of ship's crew should have mastered Basic Maritime English (BME) and Survival English (SE). Basic Maritime English provides the necessary terminology related with ships and their construction (living and working environment) - the fundamental contextual linguistic competence without which any communication on board, be it professional or social will be impossible. Survival English covers communicative situations related with personal and team safety (firefighting, piracy, ship disaster, occupational accidents, etc.). Survival English should also, in my opinion, incorporate diagnostic interviews with medical practitioners for identifying the medical history and the present status of an injured, or ill person. The communicative situations requiring linguistic competence in Basic Maritime English are ubiquitous, and Survival English is to be mastered by all crew members. Therefore, they should be taught in a separate introductory module preceding the Scientific and Technical English (STE) module.

The syllabus of the Scientific and Technical English module, the choice of topics, linguistic structures and functions to be taught, should be based on a careful and detailed needs analysis, aimed to outline the specific linguistic competence in the four linguistic proficiency skills: reading, listening, speaking and writing required for the successful communication of a junior engineer in any job-related communicative situation on board. Special attention should be given to the linguistic skill required in a given communicative situation, the register and genre specificities of the situation and, consequently, the linguistic functions and structures to be mastered for a successful communication to take place.

2- NEEDS ANALYSIS

The needs analysis should take into account both the institutionalized standards and the on-situ communication needs triggered by the professional expertise and responsibilities required in intra-ship teamwork.

2.1 THE EXISTING STANDARDS

IMO has explicitly set out requirements for English language competence as a working language in SOLAS (Chapter 5 Regulation 14), STCW 95 and its Manila Amendment, and ISM code (Chapter 5). The Yardstick standards for onboard linguistic competence (Cole & Trenkner, 2008) formulate a scale with a number of levels specified in bands in terms of topics covered, skills development, tasks and criteria for assessment. These standards relate job position ranks to linguistic competence levels, and posit different weights on different skills and different proficiency requirements at different ranks and duties. However, these requirements "are not broken down in a detailed form to be readily applied either in the classroom or on board. They do not reflect the difference in language competence expected from deck officers and engineer officers" (Velikova, 2010).

2.2 THE PRACTITIONER'S PERSPECTIVE

An article published on Bright Hub Engineering "written with a purpose to depict the true nature of work at sea" (Raunekk, 2011) gives us a first hand opinion on the life of a junior marine engineer and the various tasks he has to perform on board.

Expertise: A junior marine engineer is expected to be well-acquainted with each and every system on board; to know the flow diagrams of all the pipelines in the engine room "Tracing, sketching, learning and mugging each and every pipe line is supposed to be the first lesson the junior engineer is asked to undertake when he puts his foot on board." (Raunekk, 2011); to know the starting procedures of almost all machinery like diesel generators, generator synchronization, fuel oil purifiers, fresh water generator, pumps, sewage treatment plant, boilers, refrigeration system and even the main engine. He should also be acquainted with engine automated control and operation, the engine control room console, and other engine control room electronics and electrical systems.

At emergencies, a junior marine engineer is expected to be extremely good at fault finding and troubleshooting. He is also supposed to take an active part in the emergency drills such as fire drills, boat drills, etc.

Responsibilities: A junior marine engineer is supposed to keep a watch in the engine room with either the Third or the Second Engineer. He mainly assists the engineer in-charge of the watch in daily routine checks and other necessary maintenance work. Most of the work is of practical nature: dismantling, assessing, repairing, and reassembling faulty or stand-by machinery.

Being perfectly aware of all the pipelines on ship, the junior marine engineer is expected to assist the fourth engineer in the processes of bunkering and sludge discharge to the shore; transferring of bilges or sludge from one tank to another.

The junior engineer is also expected to do paper work: taking the readings of the main parameters from different machinery gauges and the performance test parameters of diesel and main engine and logging them in their respective log books, occasionally filling in the record book, the Marpol log book and the tank measurements book, under the supervision of the Chief Engineer.

3- PROFESSIONAL COMMUNICATION – PROBLEMS RELATED TO COGNITION AND LANGUAGE

This long list of duties where a junior engineer applies the knowledge he has acquired as an engineering student provides valuable information about the real life communicative situations he has to cope with. We should simply add that he is supposed to communicate successfully while implementing all/any of his professional duties on board. But things are not that easy as they seem to be. He might be a well versed and trained specialist, but if unable to successfully communicate his knowledge in a multinational crew, he will end up as a professional failure.

3.1 COGNITIVE BACKGROUND

The ability to read and understand Scientific and Technical texts is fundamental to the communicative competence of the junior engineer. The non-native speaker of English, however, has attained the knowledge and skills required for his professional expertise in his mother tongue. Any study in a specific field of science is a higher cognitive process of conceptualization and learning which is mediated by academic language. In other words, conceptual development and language development are inextricably linked. No scientific knowledge can be possibly attained "in the absence of any insight into the metaphors on which it is constructed" (Postman, 1980:30).

The conceptual metaphors used in the cognitive process of learning science in the native language mediating this process may differ from the conceptual metaphors underlying this conceptualization process in the English

language. These differences may range from different approaches to the problem, to different metaphors in the formulation of terms and the use of different linguistic structures, as any conceptual difference between languages accounts for a structural difference, and vice versa (Langacker, 1987). For example, two basic approaches introduce and explain the basic concepts of electricity: the English textbooks are based on the electron flow theory, and follow the direction of electron flow from negative to positive, conceptualizing electricity through a 'water flow', or a 'moving crowd' conceptual metaphors, hence the prevailing use of active voice, and the idea that an energized circuit is a live circuit. The Bulgarian textbooks use the conventional current flow theory, where current is conceptualized through the basic relation in kinetics between work, force and displacement. The Bulgarian circuit is 'supplied with voltage' (literal translation), or 'under voltage' (literal translation) and voltage forces movement from positive to negative, i.e. current is forced to flow, which results in an extensive use of passive voice (Naumova, 2013).

Mental analogies underlying the way phenomena are conceptualized and spoken of are probably the reason for the existence of the so-called 'sub-technical', or 'semi-technical' words: "those words that have one or more 'general' English meanings and which in technical contexts take on extended meanings" (Trimble, 1985:129), e.g.: arrangement, discharge, provide, ensure, feed, supply, etc. Thus, if we take, for example, a pump: an English pump 'discharges' fluid, while a Bulgarian pump 'pressurizes' (literal translation) fluid, which does not mean that when Bulgarians 'discharge' something overboard they 'pressurize' it, they simply 'throw' it; or when a battery is 'discharged' it is not 'depressurized', it is 'diluted' (literal translation). Researchers unanimously agree that when lexical knowledge is concerned, knowing the technical terms is not a sufficient condition for the successful reading of specialized scientific and technical texts. In fact, they consider that it is the 'sub-technical' words which create a much more serious problem (Cohen el al. 1988), as students may take it for granted that having met a word once, they already know its meaning in all its uses, the result being misunderstanding, or absurd literal translations.

Metaphoric thinking also underpins the formation of the specialized terminology used in a given field of science. Terms denoting the same concept in two different languages (native language and English language) may foreground different aspects of its specificity, because the same concept may have evoked different analogies (Toncheva, 2003). This phenomenon, however, does not provoke problems related with understanding, because terms are learned and stored in the mind of the speaker as new linguistic units. It is the compound character of English terminology that may occasionally hinder understanding, therefore the patterns of term formation should be given special attention.

There exists, at least in my opinion, another problem, which we may classify as cognition-related. Somehow it is 'naturally' assumed that a person skilled with his hands to perform a task which does not require serious previous academic education, but relies on training instead, is likewise equally skilled with his mouth to talk about and while doing it, hence no need of any additional English language teaching. Alas, this is hardly ever the case. Even if a junior engineer may not be expected to personally handle a manual task, he works in a team and should be able to communicate in such (to be termed) task-oriented situations. Although there aren't (to my knowledge) any written, or spoken records of such type of task-oriented communicative situations, the language of manual work: 'take these pliers and twist the wires together', 'use pliers to grip that', should be given special attention, because the ability to spontaneously communicate in task-oriented teamwork has a direct impact on team/personal safety.

3.2. STRUCTURAL COMPLEXITY OF ENGLISH SCIENTIFIC AND TECHNICAL TEXTS.

The problems related with the structural complexity of English scientific and technical can be divided into two groups: (a) language specific features of English scientific and technical texts, and (b) function specific features of scientific and technical texts in general.

(a) language specific features of English scientific and technical texts.

One of the distinguishing features of scientific writing is that it has a high information density. English language achieves this density through the use of longer and more complex noun phrases – both prepositional (a cage with a bore-cooled valve seat) and attributive (centrally mounted exhaust valve), where the attributive ones underpin the formation of terms (pressure regulating valve). The specificity of the English complex noun phrase, which presents difficulties for a non-native speaker of English, is the final position of the head of the phrase, with its modifiers in prepositive arrangement:

(1)

a. The common rail system has one high-pressure multiple plunger fuel pump.
b. In the Sulzer variable injection timing system the governor output is connected to a suction valve and a spill valve.
c. A pressure regulating valve ensures a constant-pressure supply to the engine-driven pumps, and a pre-warming bypass is used to heat up the fuel before starting the engine.
d. The centrally mounted exhaust valve is fitted in a cage with a bore-cooled valve seat.

Such arrangements most often represent 'mirror image' of active (pressure regulating valve) and passive (engine-driven pumps) event constructions, or a string of 'chain link pairs' (one high-pressure multiple plunger fuel pump) (Naumova, 2007). Due to their specific way of compacting information, the extended English noun phrases can pose considerable challenges for nonproficient readers and thus obstruct comprehension.

A second, but related feature of scientific writing, is abstraction. It involves the expression of processes as nouns, i.e. nominalization (uniflow scavenging, venting, cross scavenging). Abstraction by way of nominalization is a linguistic feature common to languages. However, English nominalization is unique in preserving the form of the abstracted relational predication ending in – ing unchanged when nominalized. In result, one and the same surface form – Ving acquires different readings due to its syntactic role (Naumova, 2012). Witness:

(2)

a. In addition to a longer stroke than the earlier RL series, it has a cylinder-head exhaust valve providing uniflow scavenging.
b. Positioning the inlet cooling water branch downwards and the outlet branch upwards will achieve venting with horizontally mounted coolers.
c. Sea water passing through the banks of tubes provides the cooling surface for condensing the steam.
d. In cross scavenging the incoming air is directed upwards, pushing the exhaust gases before it.
e. Exhaust-gas-driven turbo-chargers operating on the pulse system supply pressurised air to the engine cylinders.
f. Pockets are cut for the air starting valve and fuel injection valves, the number depending upon the cylinder bore.
g. It is then passed through a cooler before entering the engine and being distributed to the various branch pipes.

In the role of subject (Positioning the inlet cooling water branch downwards will achieve…) object (… will achieve venting) or in a prepositional phrase (surface for condensing the steam) the Ving denotes an abstract process. In the role of a prepositive attribute (the air starting valve) and postpositive attributive clauses (Exhaust-gas-driven turbo-chargers operating on the pulse system) it denotes a process which defines its agent and does not

correlate with the main event in time. When used in adverbial clauses (before entering the engine), in appositives (the incoming air is directed upwards, pushing the exhaust gases before it), and absolute constructions (Pockets are cut … the number depending upon the cylinder bore) Vings denote processes of events with either temporal or causal correlation with the main event. Furthermore, the above examples[1] (2) illustrate that two or more of these uses may happen to be combined in one sentence. Thus, the appearance of abstracted (nominalized) processes in English scientific and technical texts is just one facet of the strikingly extensive and therefore confusing usage of one and the same form - Ving. This identical-in-form, but different-in-reading linguistic behaviour of the Ving forms may significantly impede or even restrict comprehension.

(b) function specific features of scientific and technical texts in general

Understanding a scientific and technical text is based on background knowledge not only in the field of science, but of its functional organization in general. This type of background knowledge serves as a good foundation for the detailed comprehension of a scientific and technical text. While languages may differ with respect to some underlying conceptual metaphors used in scientific discourse, they share the linguistic rhetorical functions specific for scientific and technical discourse used to express: definition, hypothesis, purpose, problem, description (physical, function and process), classification, instruction, visual-verbal relationships, and apply the same rhetoric techniques to formulate relationships in: time, space, cause and result, comparison and contrast, analogy, exemplification, illustration (Trimble, 1985).

However, although these rhetorical functions constitute the organization of any scientific and technical discourse unit, the linguistic patterns used to express them may vary with the different communicative situations, hence with the different genres. Therefore, the non-native speaker of English should be able to distinguish how the communicative purpose of a given communicative situation influences the choice of lexical and grammatical structures used to express the same rhetorical functions (Toncheva, 2005), and use the correct structures in a given communicative situation.

3.3 COMMUNICATIVE SITUATIONS

The analysis of the possible communicative situations onboard subsumes an important part of the needs analysis underpinning the language learning objectives at the ESP level of the junior engineer's language instruction. Its purpose is to outline (a) the specific linguistic skills required for the successful communication in a given job-related situation on board. It will also reveal (b) the register and genre – specific linguistic patterns used to express the rhetorical functions of the scientific and technical discourse characterizing a given type of communicative situation. Its findings can be used as a job-specific communication reference in the design of language teaching activities.

A junior engineer, once on board, joins the Engineering department, and works in a team, therefore, professional communication is predominantly spoken and face-to-face. However, certain communicative situations may involve other communicative skills as well. Three basic types of intra-ship communicative situations in the Engineering department can roughly be outlined: (a) procedural communicative situations, (b) problem-solving communicative situations, and (c) task-oriented communicative situations.

(a) procedural communicative situations arise whenever a certain procedure needs to be followed.

- procedural communications related with filling in log books, or check lists. The main communication skills are reading and writing. A junior engineer should familiarize with the specific language used in log books:
  - use of terms: oil burner, portable fire pump, auxiliary boiler furnace, and abbreviations: M/E (main engine), S/B (stand by), A/C (alter course), E/R, (engine room), R/U (ring up), F.W.E. (finish with engine), SOSP (start of sea passage), etc.
  - use of concise and/or elliptical sentences: omission of definite articles, auxiliary verbs, agents of events: carried out anti-pollution drill, inspected FFE (fire fighting equipment), All valves to be closed by remote control fromoutside of E/R. Satisfactory operation of valves; use of nominalizations: Probable F.O. leakage into sump. Investigation under way.

- procedural communications related with: briefings on main engine and auxiliary equipment operation and repairs, handing and taking over the watch; safety procedures on board (abandon ship, fire protection and fighting, damage control, search and rescue); handling liquid goods, bunkers and ballast and pollution prevention. Procedural communication is not spontaneous, but follows established procedures; it is either face-to-face, or via intra-ship communication aids. These procedural communicative situations require speaking skills, the expected minimum is covered by the SMCP (B1/1.8 to B3/1.3), which should be used as obligatory.

(b) problem-solving communicative situations are usually provoked by an operational failure. No written records are available of any such communication, because it is not provoked by normal operation, or standard servicing and maintenance, so there are no written procedures to be followed, neither is their language standardized. The only written reference in such situations is provided by the instruction manuals (description, operation, troubleshooting charts). Such communicative situations are spontaneous and involve (1) professional expertise, (2) good reading skills: ability to read instruction manuals for detailed information, and (3) good speaking skills: which could be defined as the ability to 'read for speaking'. Reading for speaking in the problem-solving communicative situation means a combination of:

- the ability to read symbols, mathematical formulas graphs, and diagrams (schematic diagrams, piping diagrams, explosion diagrams) and comment on them in English;
- the ability to read a technical text (instruction manual) characterized with high level of technicality, abstractness and formality, to understand the terminology, the sub-technical words, and the functional rhetoric patterns of the technical text; and finally:
- the ability to transfer information obtained through reading in one genre into speaking in a different genre, by using the functional rhetoric patterns of technical text specific for a spontaneous technical face-to-face informal dialogue. The prevailing technique is to transfer the explanatory descriptions (in words and diagrams) of the instruction manual and the troubleshooting charts into hypothetical cause-effect statements, to compare routine operation to temporary faulty operation, and finally to instruct on the troubleshooting repair procedures.

(c) task-oriented communicative situations involve: (1) routine task-assignment situations related with servicing and maintenance (tool box meetings), and non-routine task-assignment situations – troubleshooting repairs; followed by (2) task-oriented while-working communicative situations.

- task-assignment situations (routine and non-routine) evoke spontaneous, informal face-to-face communication. The communicative focus in task assignment is: choice of team, assignment of individual

1 *All the examples in this paper are taken from: Introduction to Marine Engineering, Taylor, D.A.*

tasks and responsibilities, instruction on hazards and safety procedures, instruction on work procedure, spares and tools required. The tone and focus of communication determine the rhetoric functions and the linguistic patterns used in task-assignment situations.

- task-performance communicative situation concern team communication while performing a given task; the detailed manual operations are taking place here and now. Hence the structure of the dialog is closely linked to the structure of the task. Communication is spontaneous, informal, face-to-face, so if people with different rank, experience and expertise are involved, the more experienced one will take the lead and i struct on the procedure and activities. Team workers may also differ in their grasp of English, so in order to eliminate any possible misunderstanding, instructions are expected to be short and clear, to give only the minimum information about objects and activities, and be repeated if necessary. Communication focuses on:

verbs denoting manual activities and directions of activity: *Loosen the screw in the center. Now place the jaws around the hub of the wheel. Well done. Tighten the screw onto the center of the shaft. Now the wheel should slide off.* OK?

adverbs qualifying the way these activities should be done: *First, slightly loosen the two screws. But hold the flywheel to the shaftall. Hold it all the time. Now pull it off slowly and very, very carefully. Yes, like this. That's it.*

descriptions of objects using: colour (red-handled), familiar referents *(U-shaped, heart-shaped*); relative locations *(it's next to the red-handled screwdriver)*, and function *(it's used for doing….)*.

Task-performance dialogues would also necessitate feed back on the successful communication and the correct manipulation following it: Well done. OK? Yes, like this. That's it. Communication failures would be explicitly stated, and further explanations required: Stop! Which tool are you using? Show me. Do you understand?

Task-oriented communicative situations are omnipresent in our everyday existence, so their success is somehow taken for granted. We should not, however, likewise overlook the importance of the successful spontaneous communication of multinational teams during repair work on board. Any failure to communicate in a task-oriented teamwork correlates with a failure in performing the task, may cause further damage and/or potentially hazardous situations. The ability to communicate in these situations is crucial for the normal day to day operation and the safety of the crew.

The specific needs related to listening are not analysed for several reasons: first, no authentic recordings of the possible communicative situations defined as problem-solving and task-oriented are available. Information on the possible communicative events was supplied as experiential feedback by Naval Academy graduates working in multi-national crews. Second, communications are intra-ship and with time people tend to adapt their listening and speaking (pronunciation) skills to the communicative environment.

4- CONCLUSIONS - NEEDS ANALYSIS AND ITS REFLECTION ON LANGUAGE TEACHING

The link between needs analysis and language teaching aimed at target performance competencies is straightforward - it motivates the choice of appropriate teaching methods. In our case, it revealed that expectations differ with respect to different linguistic skills and different communicative situations. Three general types of communicative situations were singled out: procedural, problem-solving and task-oriented. The specificities of each situation with respect to: its genre and tenor and the linguistic functions and patterns used to match them were analysed. The analysis of the situations also involved the type of skill and its expected proficiency necessitated by the situation.

The analysis reveals that while a Junior Engineer is supposed to be proficient in reading scientific and technical texts (e.g. academic texts and instructions), he is not expected to be able to produce them. His productive communication skills (speaking and writing) should correspond to the communicative demands of the situation, and their proficiency should at least cover the linguistic functions and patterns specific for the genre and tenor of the communicative situation.

We can conclude that proficiency in reading requires special attention and perhaps a different teaching approach. Such a claim is further supported by the findings revealing cognition-related problems: metaphoric mappings in the use of sub-technical words, and in the creation of terms. These factors, coupled with the language-specific difficulties characterizing English Scientific and Technical discourse reveal that the 'proficient reader' should learn how to decode an extended noun phrase, a compounded term, and a complex sentence. Therefore, teaching reading and comprehension should be assisted by grammatical and semantic approaches.

As regards target proficiency in speaking (and writing should the communicative situation require), teaching through communication will be the best teaching approach. Teaching texts can be designed to provoke a 'reading for speaking' situation aimed either at the standard procedural SMCP, or problem-solving and task-oriented dialogues, while the functional rhetoric patterns specific for the communicative situation are subtly introduced.

Such a mixture of teaching approaches might seem inappropriate, but it certainly matches the different expectations on different linguistic skills in different job-related communicative situations.

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[16] ???

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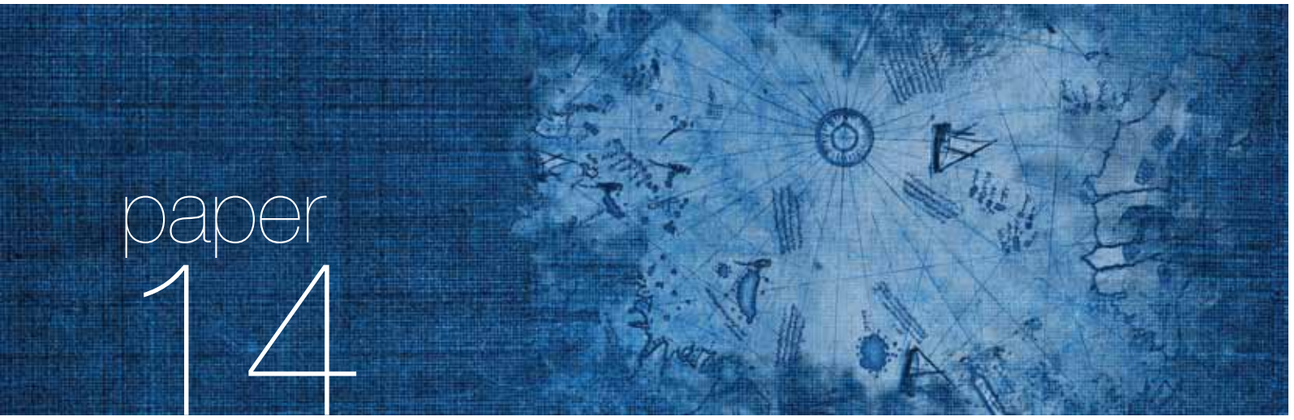

paper
14

MAKING SMCP COUNT!

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Abstract

Gustafsson's (2004)[1] linguistic scrutiny of the International Maritime Organization (IMO) Standard Marine Communication Phrases (SMCP) reveals, amongst other characteristics, that almost 900 of the 2,500 so-called "content words" appear only once in the document offering "no support from repetition in the learning task" (ibid. p.179). The accusation that the SMCP are difficult to learn is a criticism often leveled at the phrases. Indeed, teachers of Maritime English frequently struggle to find an optimum means to encourage learning of this particular aspect of the syllabus. The aim of the SMCP is, however, to promote and enhance safety at sea through concise, unambiguous communication and, as a result, knowledge and use of the phrases are required by the IMO Standards of Training, Certification and Watchkeeping (STCW). Such justifiable and laudable motives are, one would think, enough to encourage any cadet "worth his or her salt" to master the SMCP. Experience in many MET institutions proves otherwise however.

This paper suggests that classroom "low-fi" simulation of bridge team interaction may be used as an innovative means of encouraging and developing competent use of English, including SMCP, during onboard communication. In December 2012, the first of a proposed series of simulations was conducted at Novia University of Applied Sciences in Finland, Jade University of Applied Sciences in Germany and Antwerp Maritime Academy in Belgium. This paper describes the methodology used for the simulation and then goes on to analyse aspects of the data gathered. Using John's[2] (2013) method of analysis, a system of quantifying the content in utterances is applied to highlight technical language and, in particular, SMCP content words. Questions arising from the communication flows produced may have pedagogical implications: does, for example, increased use of the SMCP result in less ambiguity and ultimately greater communicative precision?

Key words: SMCP (Standard Marine Communication Phrases), English for special purposes (ESP), low-fi simulation, bridge team communication, quantitative linguistics, content words.

1- INTRODUCTION

The safe navigation of a vessel from its point of departure to its destination depends largely on the quality of the bridge team's performance, under the leadership of the Master or the Officer of the Watch (OOW). The team's performance will stand or fall subject to its ability to interact. The most important element of interaction on the bridge may be defined as verbal communication. In order to harness the competence of the whole bridge team in complex matters of navigation, everyone on the bridge must be able to express information relating to their observations and offer their interpretation of situational analysis. According to Bailey et al (2006) some, master mariners included, go even further, stating that communication is not only crucial for navigation but actually defines it: "Indeed, navigational work is, we would argue, an emergent product of interactional and conversational methods" (ibid p 359). It is well documented in the literature that many incidents and accidents at sea are the result of poor communication and/or language problems (Marine Transportation Research Board 1981, Quinn & Scott 1982, UK Department of Transport 1991, Paramore et al. 1995, Pritchard & Kalogiera 1999, Marine Accident Investigation Branch 2002, 2005, 2010, Ziarati, R., Ziarati, M. & Çalbaş 2009, Khataria 2011). In the aftermath of the most spectacular of recent accidents, the grounding of the Costa Concordia on the 13th of January 2012, the initial accident investigation report cited communication as one of the contributing factors to the accident (Italian Maritime Casualties Investigative Body on Marine Accidents 2012). The investigation into internal communication and bridge team crisis response noted that the Costa Concordia's master blamed the helmsman for having misunderstood his order, thus causing the grounding. According to the master, the grounding could have been avoided had his order been understood and executed correctly: "Se il timoniere avesse

1 Gustafsson, M. (2004). "Simplification of special languages: a case study on Standard Marine Communication Phrases" in: Approaches to style and discourse in English, Hiltunen, R. and Wantabane, S. (eds.)

2 John, P. et al (2013). "Information density in bridge team communication and miscommunication – a quantitative approach to evaluate maritime communication", in: WMU Journal of Maritime Affairs, 1 – 16.

capito bene la nave sarebbe passata senza che succedesse nulla" (If the helmsman had understood correctly, the vessel would have passed without anything happening (La Reppublica 2013)[3]). Although it is clear that the principal cause of this particular accident was not poor communication alone it is worth noting that communication can, and, we would suggest, often is, used as a scapegoat. This would seem to highlight the leading role which communication, and more specifically, Maritime English, has come to assume on the bridge.

Communication problems are indeed frequently addressed in official accident investigation reports, although terms such as 'poor communication' or 'breakdown in communication' are often umbrella terms which cover a variety of situations, not only linguistic. The IMO recommends standardisation of language and terminology for marine communication (International Maritime Organization 2001) and, by way of the Standards of Training, Certification and Watchkeeping (STCW), promotes the use of SMCP by VTS operators in complex circumstances, thereby avoiding ambiguity. Examples of appropriate SMCP would include "Your present course is too close to…" (SMCP A1/6.2.3.5.9) and "You are running into danger…" (SMCP A1/6.2.2.2.3.7) in an effort to cater for an effective linguistic exchange on board, both internal and external.

It is plausible to argue that communication at sea is multi-faceted and complex and that in-depth analysis and study is needed to arrive at a better understanding of how seafarers should be trained to communicate competently and safely. However, communication at sea proves difficult to study, especially quantitatively, and therefore research designs must be correspondingly suited to the research task in hand. In this paper a method is outlined that both facilitates the study of Maritime English usage, i.e. the collection of empirical data for research objectives, and promotes valid pedagogical outcomes. In the following, the method is referred to as a "low-fi" simulation exercise.

2. DESCRIPTION OF THE LOW-FI SIMULATION AND DATA COLLECTION

According to Seropian in Kinney & Henderson (2008), "[f]idelity is the term used to describe the accuracy or the degree of realism of the simulation system. Fidelity should reflect the extent to which the appearance and behavior of the simulation match the appearance and behavior of the simulated situation." "Simulation fidelity is commonly divided into three categories: low, moderate, and high fidelity" (Seropian et al., 2004b).

The low-fi simulation exercise described in this paper employs software that allows prospective mariners to participate in a simultaneous online web conference (chat session). The objective of the exercise is to simulate internal bridge communication between seafarers, thus offering a way to gather empirical evidence of the language used in situations as close as possible to the real work environment on board ship and to provide students with additional learning opportunities.

The first of a proposed series of simulations was conducted simultaneously at Antwerp Maritime Academy in Belgium, Novia University of Applied Sciences in Finland and Jade University of Applied Sciences in Germany on 12th December 2012. During the low-fi simulation groups of students, of different nationalities, each acting as one bridge team on the same vessel were tasked to discuss a specific navigational scenario. Following discussion and in relation to the developing scenario, the participating cadets were expected to act and express intention accordingly.

In order to simulate bridge communication amongst seafarers, leading to meaningful analysis of the empirical evidence collected, certain issues had to be addressed:

- a group of sufficient size had to be gathered;
- pragmatic methods for collecting and analysing data were needed;
- and relevant communication had to be triggered.

The first and the third points can prove difficult in what could be called a natural context (i.e. at sea, on a ship's bridge) while the second can be challenging in a non-natural context (in the classroom/low-fi simulator). The challenges were addressed in the following ways:

2.1 GROUP SIZE

The authors lecture at maritime academies in Belgium, Finland and Germany which made gathering a sufficient number of participants a relatively easy process. A big enough representative sample is important for a quantitative analysis. Therefore the simulation was conducted at a time agreed upon by all participating academies when a large number of students were known to be present.

2.2 METHODS FOR COLLECTING AND ANALYSING DATA

The main purposes of this initial simulation were to test the method and collect data that could be used for further analysis. Each student was allocated his or her own computer for the simulation. The technology used was the on-line web conference software, Adobe Connect Pro[4]. The software enabled the random formation of groups of two or three students, a number which was felt to be representative of equivalent numbers on the bridge during complex traffic situations. The total number of students was 48, leading to the formation of 18 groups. The software also enabled the direction or channelling of each group to a chat room of its own, the subsequent presentation of the pictures of the scenario in question, and the recording of the messages the students sent each other when discussing their task. With a view to comparing the data with transcriptions of audio recordings from a full-mission bridge simulator (cf. Popescu et al. 2011, Sihmantepe et al. 2011, van Leunen 2011), the authors agreed that at this stage the communication would be exclusively written. Available video and audio functionality were thus disabled. The technology had not been used in a similar way prior to this low-fi simulator study and therefore an important aim was to test run the software with a view to comparison with more sophisticated technology, including full mission simulators, in the future.

2.3 RELEVANT COMMUNICATION

In order to trigger relevant communication in the classroom or in the simulator the authenticity of the scenario is of utmost importance. To avoid the pitfalls which arise when attempting to create a realistic trigger, an acknowledgedly debatable traffic situation was used. The scenario chosen was inspired by a publication by Belcher (2002) in the Journal of Navigation. In the scenario three vessels are underway in the traffic separation scheme in the Dover Strait (Appendix, figures 1 to 3). One of the vessels, MV Autobalt, from which the bridge team is navigating, is in the process of overtaking a hampered vessel whilst also encountering a vessel crossing from port. The participants' vessel may thus be considered both a stand-on vessel and a give-way vessel. The illustration for the traffic situation was made to resemble an ECDIS screenshot (Electronic Chart Display and Information System), thus giving the students as much resemblance to a real situation as this technique permits. The vessel data (length over all, beam, approximate speed, and approximate course) was extracted from live AIS-data (Automatic Identification System), but the vessel

3 Authors' translation

4 Other software provides a similar funcationality (e.g. Google+, Skype or facebook).

names were changed. The arrows pointing forward from the vessels resemble vector arrows and give an impression of the course, speed and CPA (Closest Point of Approach). Although it should be pointed out that the arrows do not match the given data perfectly, they nevertheless seem to have been interpreted by the students as intended. This is clearly shown by a statement such as "anyway I still think our vectors will cross" (team 2). Crossing vectors indicate a risk of collision.

The chosen scenario is multifaceted and, significantly, allows several different rules from the Collision Regulations (COLREGS) to be applied. The correct or the only possible manoeuvre is thus never self-evident. In other words the participants are put in a situation where they are obliged to discuss various options and consequently make decisions. The ambiguity ensures that the participating bridge teams communicate as much as possible amongst themselves. In this particular situation for example, the students are navigating a vessel which, according to the COLREGS, must at one and the same time make a manoeuvre to avoid a close-quarters situation with a vessel she is over-taking, and maintain course and speed as required by her situation as a stand-on vessel. In addition to this dilemma, the scenario by its very nature immediately opens the discussion as to whether a close-quarters situation will arise at all. What actually constitutes a close-quarters situation is also subject to debate and not at all self-evident (cf. Hilgert 1983).

Two other measures were adopted to ensure that more communication was used. First, the scenario placed all participants on the same bridge on one vessel, as opposed to on different vessels, thus preventing limited conversations such as:

ship A: "Shall we meet port-to-port?" ship B: "Yes, OK"

And secondly, even though the students were on the same bridge, roles such as Master, OOW or look-out were not assigned. The students were all hierarchically equal, thus encouraging them to participate without feeling subjected to hidden hierarchical pressures and limiting the possibility of complacency and/or compliance. This horizontal arrangement could, in fact, be an advantage for this kind of exercise when compared with full-mission simulators, where roles are assigned in an attempt to strive at authentic settings.

The simulation took place during Maritime English classes, under the supervision of the corresponding lecturers, and English was thus automatically adopted as the language of the chat. It should also be noted that no particular instruction was given as to the manner of communication or type of language to be used. For example, students were not advised specifically to use SMCP.

The duration of the exercise was thirty minutes in total; the three pictures (Appendix figures 1 - 3) were presented for ten minutes each, a period of time estimated long enough to promote a valid conversation thread. The time was also short enough to force the students to act, just as they would have in a real situation, or full mission simulator, as shown by the example in table 1.

Low-fi simulation (team 2, following the second picture[5])	**Full mission simulation** (simulator at Jade University of Applied Sciences, Elsfleth)
A. wtf…	A. Overview, what's coming from the west?
A. Oh quite a change in the situation	B. The vessel on our starboard bow is also turning. This, we have to start turning, too.
B. We have to change our course to starboard	A. Yeah, she is turning in front of us. okay, we will turn now.
A. Better stb. Now	B. We can try to, er, get behind this vessel on a southerly course.
A. I purpose we go back on course	A. Yeah.
B. Rudder midships	B. Because she is passing racon tango on her.
B. Till the Acadia finished her manoeuvre	A. Yeah.
B. Yes and maybe slow down a bit	B. So if we get behind this vessel we are on the safe side.
B. And afterwards try to overtake the Delta 3 again	A. Please inform Ems traffic so we.
A. Yes we have to call them again	B. I lost this vessel ahead of us, I, don't have her on my radar anymore.
A. Which is not possible in the simulation	A. Yeah, we'll see, we can see.
B. So we look for a decend alternative	B. And * * * [6].
A. I think they will pass our stern to proceed to blanc nez or thmthing	A. Er, we will pass racon tango on easterly side.
A. Something	B. Okay.
C. Ask what the acacia her intention is. Because I don't understand were she is going.	B. Er, this was channel eighteen?
C. She is taking the other side of the fairway	A. Yeah, one eight.
A. Yes wrong lane	B. Oh, we need, we need our, we need one VHF on channel one six?
A. Or maybe she jut want to avoid a collision with us	A. It's already on double watch.
B. *just	B. Okay.
B. anyway I still think our vectors will cross if we do not alter course	
B. ok we can alter to starboard	
B. just a little	
A. yes a apox.10 deg to stb	

Table 1: Example of communication in low-fi simulation and full-mission simulation

In addition to the actual conversation threads and with a view to future research and comparison of data, at the start of the exercise the participants were asked to provide socio-demographic data. This revealed that participants in the exercise spoke 9 different mother tongues between them. Thirteen students were female and thirty-five male. The average age was 24 years, the youngest participant was 19 and the oldest 38 years old. Their total time of work on board a sea-going ship was 480 months in total, with a mean of ten months (minimum 0, maximum 80 months, standard deviation 15.2). When asked about their highest position on board ship, 36 stated they had been cadets, five had worked as ratings, one as third and second officer or shipmaster, respectively, and four participants had served in the navy as non-navigating staff. Although detailed analysis of this particular data is beyond the scope of this paper, the information could subsequently contribute to different research domains, especially when compared with future data.

After providing this data, the students entered the chat rooms where they were instructed on their task, i.e. to make a decision on a manoeuvre, resulting in the ensuing written communication. The task for the students was primarily to decide on their vessel's course of action. In order to be able to make a decision, they first needed to

5 The text representing the communication is a faithful transcription of the participants' written interaction; spelling mistakes, for example, have not been corrected.
*6 The character * stands for an unintelligible word.*

analyse the situation and achieve a mutual understanding of the situation. The principal aim of the simulation was to chart the terminology and linguistic patterns used and observe how different groups would express themselves when making sense of a multiple vessel traffic situation. The authors' belief was that the linguistic data would be rich and that it would be possible to analyse it in several, if not many, different ways. Following this initial simulation, pedagogical and research opportunities arising were explored. There follows a discussion of these opportunites.

3- EXPLORATORY QUANTITATIVE ANALYSIS

The data collected during the simulation can be analysed in multitudinous ways. The following two sections explore the potential of the low-fi simulation and aim to illustrate and discuss differences in the usage of linguistic features employed during the exercise.

3.1 SMCP CONTENT WORDS AS DEPENDENT VARIABLES

In the following, an exemplary analysis is carried out on the use of content words included in the SMCP, in line with research presented by John (2013): "The SMCP are intended to be used as full sentences and pre-defined word patterns in English language to minimise any ambiguities due to an inconsistent communication. For this research, they have been used as a key word lexicon, though. All content words of the SMCP have been isolated and used as key words which have a higher priority for the bridge team communication than any other words."

Content words include nouns, adjectives, adverbs and full verbs (e.g. to proceed and to depart). Function words include all other word classes (e.g. pronouns (he and them), prepositions (on, in and into), determiners (more, each and neither), conjunctions (and, nor and but), modal and auxiliary verbs (shall, may and need)). For further information on content and function words, see Corver & Riemsdijk (2001).

Figure 1 displays the SMCP content words as a subset of the SMCP.

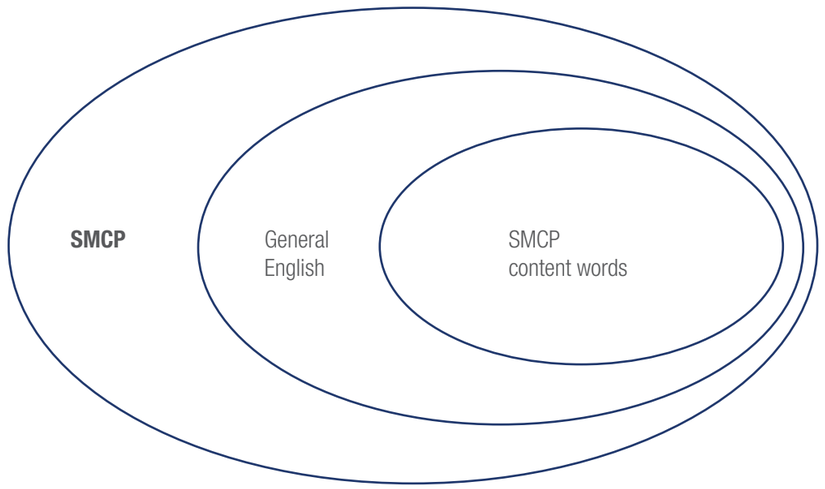

Figure 1: SMCP content words as a subset of the SMCP

Figure 1 displays the SMCP as a subset of general English, and the content words of the SMCP as a subset of the SMCP themselves. The authors would like to argue that Maritime English de facto, is constituted by the content words. The correct, and frequent use of SMCP content words is thus a significant and measurable demonstration of knowledge of Maritime English.

Table 2 presents a selection of relevant SMCP for assessing navigational challenges and describing traffic situations. In the right column, all content words are highlighted

B1/1.2.1	A vessel is overtaking North North West of us.	A **vessel** is **overtaking North North West** of us.
B1/1.2.1	A vessel is on opposite course.	A **vessel** is on **opposite course**.
B1/1.2.2	A vessel is crossing from port side.	A **vessel** is **crossing** from **port side**.
B1/1.2.2.1	The vessel has not given way yet.	The **vessel** has not **given way yet**.
B1/1.2.2.1	The vessel is standing on.	The **vessel** is **standing** on.
B1/1.2.2.1	The vessel need not give way.	The **vessel need** not **give way**.
B1/1.2.3.1	We have altered course to give way.	We have **altered course** to **give way**.
B1/1.2.3.2	The vessel will pass one decimal five nautical miles astern.	The **vessel** will **pass** one **decimal** five **nautical miles astern.**
B1/1.2.5	The bearing to the vessel in two seven zero degrees is constant.	The **bearing** to the **vessel** in two seven zero **degrees** is **constant**.
B1/1.2.6	There is heavy traffic in the area.	**There** is **heavy traffic** in the **area**.
B1/1.2.7.1	Attention. There are dangerous targets on the radar.	**Attention**. **There** are **dangerous targets** on the **radar**.

Table 2: Some relevant SMCP: Briefing on traffic situation in the area (B1/1.2)

The ratio of SMCP content words to the total number of words delivers a good estimate of the appropriateness of the information exchange amongst the different bridge team members in the exercise. By comparing the values observed in the exercise with the ratio computed for the actual SMCP, a quantitative assessment can be carried out with respect to the structural idiomaticity of the participants.

The SMCP B1/1.2.1 to B1/1.2.7.1 (Briefing on traffic situation in the area), for example, consist of 196 words in total which include 105 content words, after rewording the original document into discrete sentences without any wildcard characters (~ and …, see table 2). The ratio of SMCP content words to the total word count is thus 0.54. For the different word classes the figures are as follows: nouns: 64 words, ratio 0.33; verbs: 21 words, ratio 0.11; adjectives: 7 words, ratio 0.04; adverbs: 7 words, ratio 0.04.

These values correspond with the values computed for the entire (reworded) SMCP from A1/1.1.1.1 to B4/3.2.9. They consist of 46,735 words and 25,617 SMCP content words, leading to a ratio of 0.55 (17944 nouns, ratio 0.37; 4884 verbs, ratio 0.10; 2433 adjectives, ratio 0.05; 1190 adverbs, ratio 0.03).

Figure 2 displays the frequency of the different word classes in the SMCP.

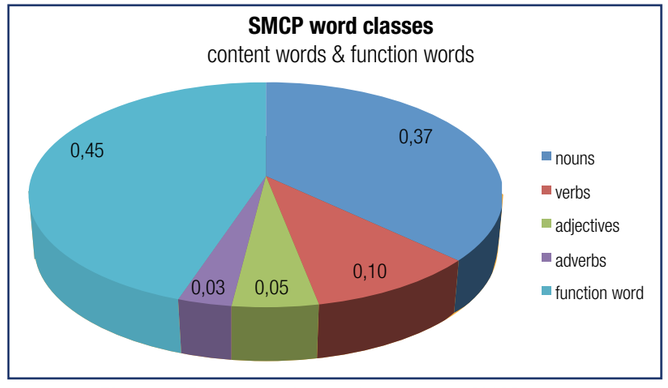

Figure 2: Frequency of word classes in the SMCP

While the SCMP content word ratio calculated in the (reworded) SMCP equals 0.55, in the exercise, the mean ratio of content words to the total word count was only 0.27 with a standard deviation (SD) of 0.03. The lowest ratio was observed in group 17 (ratio 0.22) and the highest value in groups 14 and 15 (both with a ratio of 0.32).

Table 3 summarises the observed values for the different bridge teams involved in the low-fi simulation.

Team	Words	SCMP CW / ratio	Nouns / ratio	Verbs / ratio	Adjectives / ratio	Adverbs / ratio
1	484	107 / 0.22	48 / 0.110	41 / 0.090	6 / 0.020	12 / 0.030
2	409	121 / 0.30	50 / 0.112	46 / 0.112	11 / 0.027	14 / 0.034
3	466	130 / 0.28	56 / 0.120	49 / 0.105	12 / 0.026	13 / 0.028
4	895	227 / 0.25	117 / 0.131	77 / 0.086	15 / 0.017	18 / 0.020
5	670	198 / 0.30	96 / 0.143	61 / 0.091	18 / 0.027	23 / 0.034
6	475	111 / 0.23	37 / 0.078	43 / 0.091	12 / 0.025	19 / 0.040
7	734	212 / 0.29	87 / 0.119	76 / 0.104	20 / 0.027	29 / 0.040
8	1032	271 / 0.26	127 / 0.123	88 / 0.085	30 / 0.029	26 / 0.025
9	1031	284 / 0.28	136 / 0.132	96 / 0.093	23 / 0.022	29 / 0.028
10	776	215 / 0.28	112 / 0.144	65 / 0.084	14 / 0.018	24 / 0.031
11	661	170 / 0.26	73 / 0.110	66 / 0.100	8 / 0.012	23 / 0.035
12	467	113 / 0.24	41 / 0.088	41 / 0.088	2 / 0.004	29 / 0.062
13	974	241 / 0.25	116 / 0.119	82 / 0.084	20 / 0.021	23 / 0.024
14	904	293 / 0.32	126 / 0.139	110 / 0.122	24 / 0.027	33 / 0.037
15	542	171 / 0.32	83 / 0.153	59 / 0.109	16 / 0.030	13 / 0.024
16	914	277 / 0.30	147 / 0.161	91 / 0.100	13 / 0.014	26 / 0.028
17	834	184 / 0.22	73 / 0.088	73 / 0.088	12 / 0.014	26 / 0.031
18	733	203 / 0.28	89 / 0.121	78 / 0.106	20 / 0.027	16 / 0.022
mean:	**722**	**196 / 0.27**	**90 / 0.12**	**69 / 0.10**	**15 / 0.02**	**22 / 0.03**
SD:	**211**	**63 / 0.03**	**35 / 0.02**	**20 / 0.01**	**7 / 0.01**	**6 / 0.01**

Table 3. Linguistic values observed in bridge teams

A clear difference can be seen in the overall ratio of SMCP content words (SMCP = 0.55 vs sim = 0.27). Looking at the different word classes the biggest difference can be observed in the number of nouns used (SMCP = 0.37 vs sim = 0.12). The differences observed in verbs (SMCP = 0.10 vs sim = 0.10), adjectives (SMCP =0.05 vs sim = 0.02) and adverbs (SMCP = 0.03 vs sim = 0.03) are much smaller.
Figure 3 compares the exercise's mean ratios with those of the SMCP.

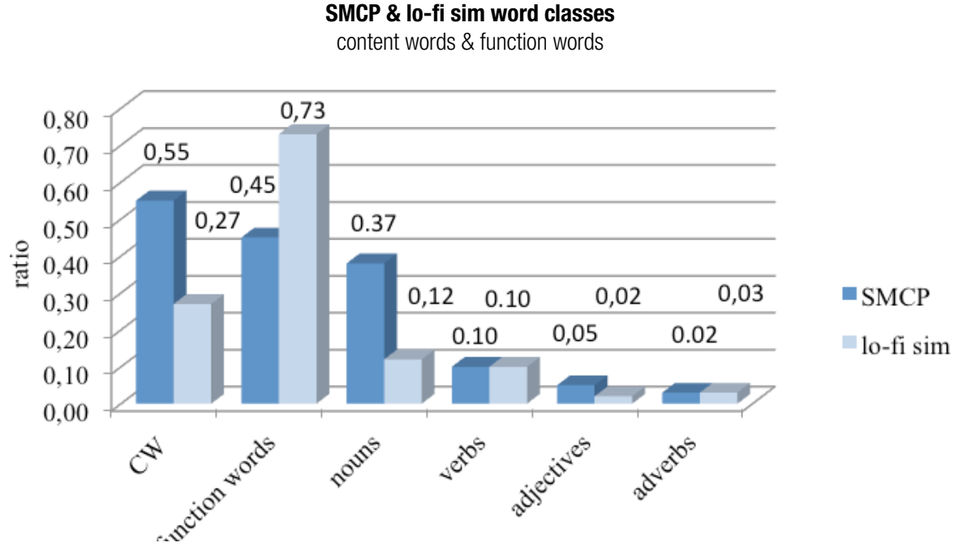

Figure 3: Word class ratios in the SMCP and low-fi simulation

The analysis demonstrates that the number of SMCP content words used by the exercise participants differs significantly from the ratio calculated for the SMCP. Had the particpants only used standard phrases, the ratio would have been identical to the SMCP. The actual observed ratio of participants' SMCP content words to the total word count is approximately half the value computed for the SMCP which corresponds to an effect size (Cohen's d) of 1.48.

3.2 TOTAL WORD COUNT AND GROUP SIZE AS INDEPENDENT VARIABLES

When looking at the participants in terms of different teams, substantial differences can be observed in the number of words produced during the exercise and in the ratio of SMCP content words employed. The following two exemplary research issues are embraced by the following questions:

- Does the number of total words used influence the ratio of SMCP content words? How many SMCP content words can typically be expected for a given number amount of total words?
- Does the bridge team size influence the ratio of SMCP content words? Does the ratio differ significantly between bridge teams of two and three members?

3.2.1 Influence of total word count on the SMCP content word ratio

The total number of words used by the individual bridge teams differs clearly, with the least talkative team producing a total of 409 words and the most communicative 1,032 words. The SMCP content word ratios were 0.30 and 0.26, respectively. By displaying the bridge teams' values in a scattergram with the total word count as the abscissa and the SMCP content word count as the ordinate, a regression analysis can be performed to see how many SMCP content words can be expected for any given number of total words.

Figure 4 displays the regression analysis. The coefficient of determination is very high (R2=0.88, Pearson's correlation coefficient r=0.94). By calculating the expected number of SMCP content words using the equation y=0.28x-4.7, any observed value can be compared with the expected value. Hence, bridge teams producing an SMCP content word ratio above or below the average can be identified.

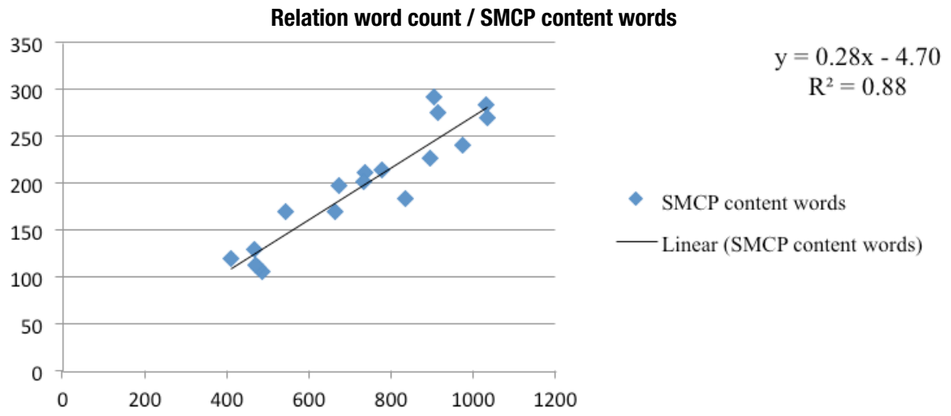

Figure 4: Regression analysis of SMCP content words and total words

3.2.2 Influence of team size on the SMCP content word ratio

In order to determine if the size of the bridge teams (i.e. the number of their members) influences the use of SMCP content words, an analysis of variance (ANOVA) has been carried out with teams of two and three members as two fixed factors. The null hypothesis states that no significant difference can be observed between groups, i.e. between the number of SMCP content words used by teams of two and three members, hence:

H_0:SMCP $CW_{2\ members}$ = SMCP $CW_{3\ members}$

Alternatively, a statistically significant difference in the use of SMCP content words can be observed between the two team sizes:

H_1: SMCP $CW_{2\ members} \neq$ SMCP $CW_{3\ members}$

In order to make statistical inferences, the data's homoscedasticity assumption has to be tested. Levene's test for homogeneity of variances gave a value of F1,16=0.23 and p=0.64, warranting a sufficient homogeneity at a 95% confidence level. The ANOVA itself resulted in F1,16=6.44 and p=0.02, showing a significant difference in the distribution across SMCP content words used by teams of two and three members. The effect size measured as Cohen's d is 1.10. This very large value clearly shows that the team size affected the way SMCP content words were used.

This hypothesis opens a range of potential doors to extended research, offering not only future opportunities for quantitative linguistic analysis but also for socio-linguistic investigation. Might these statistics at some stage illustrate that, for example, the more compact the bridge team the more concise, and therefore unambiguous, the language used? It is the authors' hope that future collection and comparison of empirical data from both the low-fi simulation and full-mission bridge simulation will corroborate this statement.

These two research examples highlight the possibilities based on empirical evidence collected during the exercise. Despite the fact that participants only communicated in writing during the exercise the low-fi simulation delivers a simulated bridge team communication which offers ample scople for evidence-based research into a variety of linguistic aspects of Maritime English.

4. PEDAGOGICAL OPPORTUNITIES

As any simulation carried out in a learning environment, this low-fi simulation exercise employs constructivist teaching in order to provide an active involvement of the participating students. Engaging learners actively in the learning process aims at a more motivated and independent process of building up skills and knowledge than any passive reception could cater for.

The characterics described by Gray (1997) for a constructivist classroom are fully met by the low-fi simulation approach with an active, democratic, inter-active and student-centred learning process. It offers a number of pedagogical opportunities.

As previously stated, the aim of the exercise was to simulate, at low-fi level, a sufficiently authentic decision - making environment similar to that of a ship's bridge and to create a plausible and challenging scenario during which communication between multi-ethnic and multilingual seafarers takes place. Within this authentic environment participants (the seafarers) would be expected to use various competences gained during their training (e.g. Maritime English and knowledge of collision avoidance regulations) and put these to use in a simulated real-life situation (bridge team dealing with critical navigational scenario).

Following the exercise, the communication streams produced by the different groups could be reviewed by all participants and ultimately lead to open discussion regarding, for example, the type of language used and bridge team interaction. In this manner cadets could compare the decision making process of their own group with those of the other groups and reflect on the suitability of the different decisions adopted. During the open discussion students could revisit the scenario with an enhanced existing knowledge or schema. A new discourse would be encouraged and language skills consolidated.

At a later stage students could then be provided with the relevant Standard Marine Communication Phrases for the exercise and asked to replace the existing communication by the correct phrases. On the basis of the content words used, students could be encouraged to identify useful phrases and engage in further discussion on idiomaticity and on the systemic approach of SMCP, thus developing a potentially more user-friendly method of acquiring the phrases.

FUTURE RESEARCH

The opportunities for further research using the methodology applied extend into a wide variety of domains, which could include quantitative linguistics, socio-linguistics, sociology and ethnomethodology, to name but a few. During cumulative research, it is the intention of the authors to repeat the low-fi simulation a number of times in order to compare data. It is hoped that the subsequent comparative analysis of the data will yield results that lead to varying research domains. For example, the quantitative analysis described in this paper is able to assess the correlation between the quantity and complexity of the interaction amongst bridge team members and the number of members in the team. Comparing data should offer a basis for more detailed research into, for example, complexity of language and clarity of purpose, in other words safe navigation. For example, aspects of the language that promote competence in teamwork, such as the confirmatory form (Bailey, Housley & Belcher 2006) may be investigated. In terms of applied linguistics and English for Special Purpsoses (ESP), another field of study would, as previously mentioned, involve a more detailed exploration of the role of SMCP in order to "bridge the gap between standardised theoretical language use and actual utterances used in practice" (Noble et al. 2011). By making SMCP count, it is possible to observe whether communication flows naturally contain elements of SMCP. Hypotheses that might be addressed include whether competency in English leads to a reduced use of SMCP, and whether an increased use of SMCP results in fewer questions, less ambiguity and, ultimately, greater precision in communication.

CONCLUSIONS

The main purpose of the exercise was to consider whether low-fi simulation and the resulting analysis of the data gathered prove a valid means of studying communication, in particular SMCP. The authors do not wish to claim that this method is better than a bespoke full mission simulation, but it is evident that the method is excellent for the purposes of producing empirical data for Maritime English research, for teaching maritime communication, for analysing language use, and for studying communication in general. With a rather inexpensive and user-friendly software and technology, significant results can be achieved, which, in turn, lead to valuable pedagogical opportunities.

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Appendix: Low-fi simulation scenario

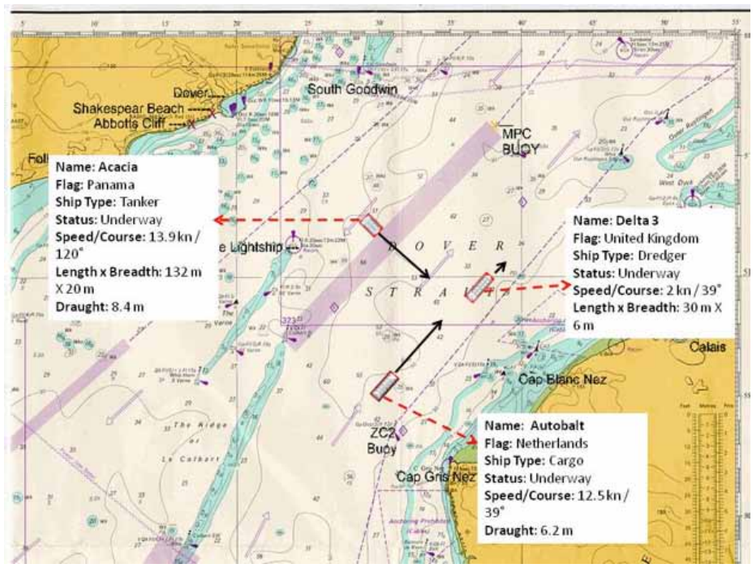

Figure 1: Low-fi simulation scenario, initial situation

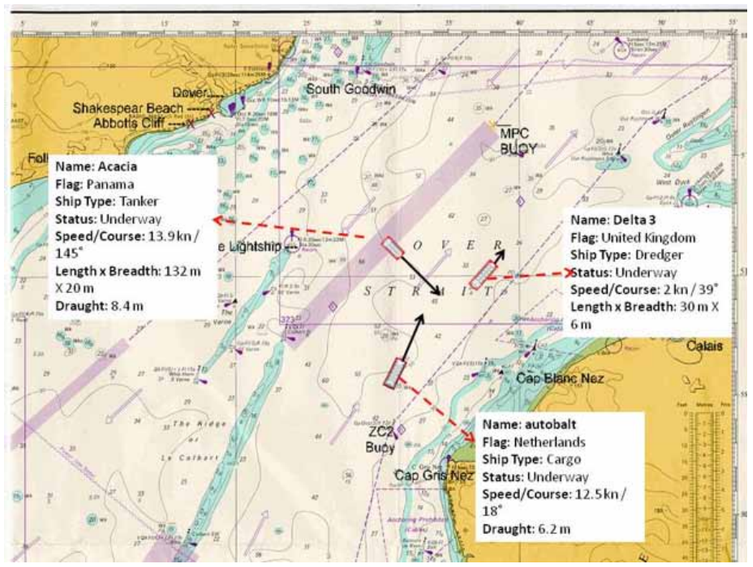

Figure 2: Low-fi simulation scenario, situation after 10 minutes

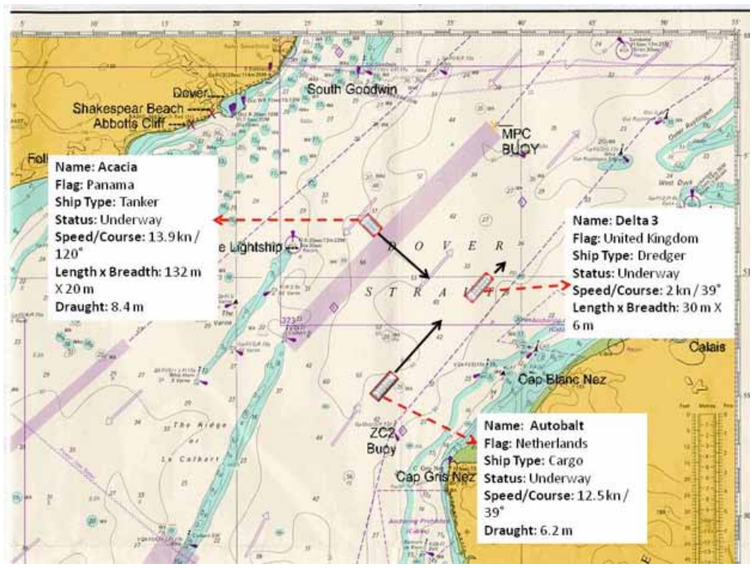

Figure 3: Low-fi simulation scenario, situation after 20 minutes

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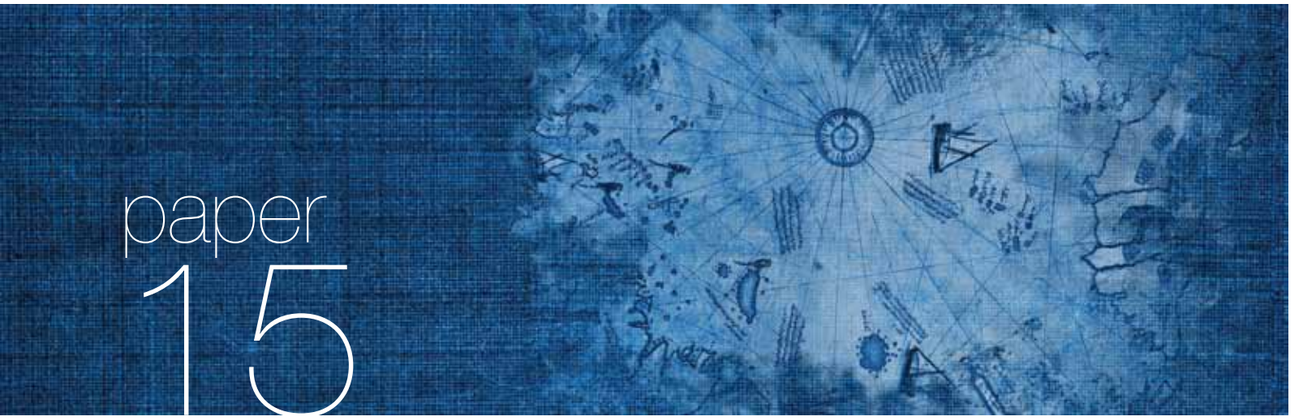

paper
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THE PROFILE OF AN INTEGRATED MARITIME ENGLISH LECTURER – STATUS-QUO AND NICE-TO-HAVE

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Abstract

It is essential for the maritime industry that a common working language, namely Maritime English, is competently used to safeguard the ship, its crew, the environment in which it sails, and to realize an efficient sea transport procedure. This presupposes that the graduates of maritime academies are well prepared and that their mentors are qualified to perform the task required by the international regulations as they are one of the target groups the regulations aim at. Among these mentors Maritime English lecturers play an important part as since communication deficiencies still create a serious risk to crews, ships and environment. This article paper recalls and reconsiders the research done by Cole, Pritchard & Trenkner (2007) concerning the profiling of Maritime English instructors, which categorizesd and describesd the various types of Maritime English instructors presently employed at higher Maritime Education and Training (MET) institutions worldwide, and defines the requirements regarding their professional qualifications in the areas of applied linguistics, methodology and the minimum maritime background knowledge as seen by the authors and demanded by the relevant international legislation, especially by STCW 1978, as amended 2010, and SOLAS 1974, as amended, and thus provides a guideline for management and prospective instructors. In addition, it explores the current trend at MET institutions in non-native English speaking countries worldwide where the delivery of technical subjects is done in English. Further, it examines the advantages and disadvantages of the "teaching & learning through English" approach, and suggests areas of research that should be undertaken. enabling them to meet the International Maritime Organization's slogan :"Safe, secure and efficient shipping on clean oceans."

Key Words
Maritime English (instructors), communicative competency, profiling, typology, twinning, Content and Language Integrated Learning (CLIL).

1- INTRODUCTION

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. As a result, in recent years Maritime English has attained the status of a "hot topic" where, mostly due to these nautical misdemeanours, the legal requirements regarding communicative competency have been considerably sharpened by the SOLAS and STCW Conventions to promote safety at sea and in ports. Coincidently, as the percentage of seafarers in the shipping industry shrinks and the number of internationally employed shore-based personnel increases, Maritime English has become an essential career tool, permitting mobility, flexibility and competitiveness.

The authors, having worked extensively in this field, have observed the sudden rise in interest and concern of maritime organisations as to how to accommodate the new demands. Maritime Education and Training institutions, often reluctant to recognise Maritime English on an equal footing to Navigation or Marine Engineering, or to dedicate more instruction hours in an already tight programme, have been keen to find more effective strategies. Often this is attempted by paying little or no attention to the amorphous global body of Maritime English instructors at their disposal. This body, in the experience of the authors, consists of a group of career specialists, a group of English language and literature graduates often employed to teach general English, a group of former seafarers who are thought or claim to have a good command of the English language but who seldom have teaching qualifications, and a group of native English speaking persons who are often not qualified teachers, let alone experienced in maritime

matters. In addition, a current trend at many MET institutions is the introduction of English as the tuition language (Teaching through English), , which on occasions is seen to be a substitute for qualified Maritime English instruction. However, Maritime English instruction that claims to meet the requirements and demands of the industry clearly has to apply appropriate instruments and harmonised standards that are effective and practicable.

With the above in mind, it is clear that the Maritime English teaching community requires a solidly based investigation into the professional profile and status of the Maritime English instructor as an integrated member of staff at MET institutions. As a result, the authors have explored the current situation calling upon their own experience, their previous research, personal interviews and questionnaires answered and returned from various specialist conferences. Further, they have attempted to prise open the door by creating generally accepted guidelines and recommendations for MET institution management on how to qualify teachers of general English to become lecturers in Maritime English, meeting at least the requirements of the STCW 1978, as amended, on the one hand, and on the other to give prospective Maritime English teachers an idea of what is expected from them should they wish to teach seafarers at the higher educational/ vocational level. Quite simply, teachers of Maritime English, just like all other instructors involved in the education and training of seafarers, have to comply with the STCW 1978, as amended, which requires, that "instructors, supervisors and assessors are appropriately qualified for the particular types and levels of training or competence or assessment… of seafarers either on board or ashore.

Consequently, a number of issues and problems need regularly to be addressed, and this paper is intended to present the essence of corresponding research and discovery providing descriptions, specialist thoughts and comments on the topic along with the authors' reflections and recommendations.

2- A TYPOLOGY OF MARITIME ENGLISH INSTRUCTORS

This section identifies and describes the types of Maritime English instructors presently found at MET institutions worldwide.

2.1. CAREER SPECIALISTS

Within this group graduates from universities or general English teachers are to be found who are a priori hired by MET institutions to teach will-be seafarers in Maritime English and who no longer have the time or possibility to professionally delve into their favourite authors or indulge in the vagaries of Anglo-American culture with their students. Such professionals, if they take their jobs seriously, have to be willing to "marinate" themselves, a task that can be time consuming. More precisely, it takes a general English language teacher at least two years of qualification, making use of many different sources of information, before roughly knowing what s/he is really teaching and the extent to which this is relevant and trade related. This learning process will linger on throughout the instructor's active teaching lifetime. To be fair, it has to be stated that a considerable number of well-respected colleagues have taken this route becoming good, indeed excellent Maritime English lecturers; but it does take time and requires a good portion of enthusiasm to grapple with "all that salty stuff". This group of teachers enjoys a comparatively good standing in the workplace since consultation, and even co-operation with technical subject colleagues, is usually the rule rather than the exception. However, it is not unusual for them to be looked upon as teachers of second hand knowledge by both the lecturers in maritime-technical subjects and by the management, with the result that rank, e.g. career prospects and the subsequent rewards can vary negatively. Managers should be aware, however, that it does not make sense to press general English teachers into a Maritime English job if they are not motivated to become fully engaged in this field.

How to motivate them then? The above qualification process may be considerably and efficiently shortened and optimised if teachers are sent aboard active merchant vessels for, say, at least half a year or even for shorter periods if repeated at certain intervals. It is not at all necessary, although ideal, that Maritime English instructors have to hold a certificate of competence as deck or engineer officers; the GOC (GMDSS) could be a reasonable merit, nonetheless. A number of maritime academies/ universities run training vessels where extraordinarily good facilities to acquire the necessary maritime background knowledge may be found. Furthermore, shipping companies with a direct connection to MET institutions and/or an interest in quality training are willing to accept maritime laymen/ women on board their vessels just for the cost of their nutrition, or under an agreement that the crew, in return, will receive "free" on-the-job English language training. This experience, usually perceived by the participants as highly motivating, not only allows the future specialist to soak up all kinds of maritime information from the marine environment at the corresponding maritime-technical faculties of their institutions, but also usually results in sufficient knowledge and hands-on experience being gained for sound and effective Maritime English teaching to be practiced. Indeed, confronted by a class of aspiring seafarers, an important means of gaining respect is that of the "street-cred" of the instructor, or in this case "seafaring credibility".

A noteworthy procedure experienced by the authors is where a general English teacher who wishes to become a qualified Maritime English instructor is supervised by an experienced Maritime English lecturer and has to acquire or upgrade her/his maritime background knowledge by attending specific training courses. This is followed by seatime, be it on a training ship or a merchant ship in service, for a contracted period, of several months. After this the teacher has to sit an examination designed to assess the general maritime and specific Maritime English knowledge acquired. Having successfully passed all these steps, only then will the employee be entitled to be called a Maritime English lecturer and teach Maritime English to nautical and/or engineering degree courses; and with the incentive of receiving an increase in salary or hourly rate.

It is also worth mentioning that at a few Maritime Universities students have the option of taking Maritime English as a main subject of study, where after graduation, they frequently stay at their institutions as Maritime English instructors.

The above group of Career Specialist Maritime English instructors may be found in ones and twos at MET institutions but never in the sort of numbers that would be desirable, or in fact required under STCW 1978, as amended. Where they do exist they usually enjoy a high reputation and are on equal terms with their colleagues in the maritime/technical fields. Consequently, there is often parity concerning rank and the associated rewards; at some universities, for example, university lecturers of Maritime English can be found and even full professors have been appointed holding chairs of Maritime English/Maritime Communication. However, at others, Maritime English teachers hold the lowest academic ranks or are even hired on a temporary basis. Sadly, seniority often results in more administration and research demands with the result that this category is exposed less in the classroom to the needy students who are subsequently instructed by general English teachers. If the majority of institutions were to promote and encourage Maritime English qualifications, many of today's problems would be solved and this paper made redundant. However, reality looks quite different. Thus, there is a need to investigate why this is the case.

2.2. ENGLISH LANGUAGE AND LITERATURE GRADUATES

The vast majority, possibly almost all, of this category of English lecturers are qualified English language teachers holding a university degree in English language and literature. They are enthusiastic lovers of the beauty of the English language and its literature and less burning freaks of applied linguistics, especially of English for Specific Purposes, not to mention Maritime English, as they are not trained and sometimes not even motivated for the task. They are satisfied with teaching general English which often occupies a considerable amount of hours at many MET institutions, especially in those countries where the educational system at the primary, and especially secondary levels, does not pay that much attention to English language teaching/ acquisition as in a number of, for example, west and central European countries. Here general English is seldom taught today to nautical/ engineering students since it is believed that they are well prepared in this field. The teachers involved indeed play third fiddle at their individual schools. However, as English language instruction is a so-called STCW subject and not dispensable from a certificated curriculum, the management of a number of MET institutions employ these teachers and do not ask too much about what exactly they teach in their classes. This is usually due to the simple fact that better qualified personnel are not at their disposal, especially if there is little attraction regarding salary, promotion, and other conditions for general English teachers to undertake a pains-taking qualification in the maritime field.

2.3. FORMER SEAFARERS

An attractive solution would seem to be to engage deck, engineer or radio officers who, for whatever reasons, have abandoned sailing, taken up regular English language university courses and graduated as BA, MA or secondary school teachers. However, as with all "ideals", such persons are rarely encountered. Thus at some institutions the tendency has been for ex shipmasters, deck, engineer or radio officers, who are thought to have, or claim to have, a good command of the English language, to replace the trained English instructors and teach Maritime English. This primarily occurs at colleges where there are no, or not enough, qualified Maritime English teachers and/or where the general English teachers are either reticent to deal with the Maritime English part since they have no idea, or the wrong idea, of what is expected of them, or where they are not prepared to be engaged in a non-poetic, prosaic job, preferring to stick to the general scene they are familiar with. It should be noted here that in the authors' investigations female members of staff, who are well represented as language instructors at many maritime institutions, have often indicated the prevalence of sexism; that women are thought to be incapable and/ or inappropriate to teach a "technical" subject such as Maritime English; further, that they would not be welcome on board an vessels in service, and in certain circumstances, in the port that it operates from.

The authors have observed many different "Maritime English" classes in progress given by ex seafarers and based on these experiences conclude that:

- in almost all cases the teacher's command of English, i.e. pronunciation, grammar, fluency, intelligibility, discourse ability etc., ranked from just tolerable to very poor
- in almost all cases the students were over-challenged, i.e. they either hardly understood the language used or the language applied was so sophisticated that they failed to grasp the subject matter the instru tor was speaking about
- in almost all cases if Maritime English teaching or language teaching in general was taking place it was in an entirely haphazard manner, basic pedagogical skills being noticeable in their absence
- in almost all cases there was no adherence to a curriculum where students could follow their progress, there being no revision, briefing or preparation at the beginning of the class and no follow-up or debriefing

The widespread notion, that a good English speaker must also be a good English teacher is simply misleading and can even be detrimental to the students. Advocates of this standpoint completely neglect that even native English speakers need to qualify to become professional English language teachers. Qualifications, and the means to attain them, are paramount to STCW and underpin the drive for improved, sustainable quality within the shipping industry. The corresponding requirement of the Convention is worth recalling: "Any person conducting …training of a seafarer…shall have an appreciation of the training programme and an understanding of the specific training objectives for the particular type of training being conducted (and) be qualified in the task for which training is being conducted."

An interesting and attractive qualification system is applied, for instance, at Danish MET institutions. Here deck, engineer or former radio officers possessing a particularly high standard of English and wishing to teach Maritime English have to take a reduced, but more than basic, extramural course of wo years following an individually tailored programme which includes methodology, (applied) linguistics, curriculum development etc., at a specified university which is authorised to perform such. All the courses are paid for by the corresponding maritime academy and the time spent is counted as work time.

2.4. NATIVE ENGLISH SPEAKING PERSONS

Native English-speaking persons, "backpackers" and housewives among them, temporarily hired as teachers, belong to this category. The expectation is that such employees will solve, or help to solve, the problem of motivating students to listen and speak in English. However, these persons seldom bring with them teaching skills or maritime knowledge. Often, too often, they are not trained teachers; neither do they hold a qualification in applied linguistics. Frequently they seem to be left to their own devices, working outside the main curriculum and having little or no contact with the nautical and engineering staff.

However, most of the native English speaking persons at MET institutions the authors have interviewed are willing to give their classes a maritime flavour, but the lack of know-how and assistance hinders them in doing so. This may be successfully achieved by establishing a "buddy" system where experienced Maritime English instructors are appointed to introduce the native English speaking "teachers" to this special language and to integrate their class activities within the core programme. More generally speaking, the role of such "teachers", and the benefits to be gained, have clearly to be defined within the context of the General and Maritime English curricula in order to draw optimum profit from their work.

2.5. TEACHING MARITIME SUBJECTS THROUGH ENGLISH – THE WAY AHEAD?

In their research from 2006 concerning the profiling of Maritime English instructors the authors noted that an "increasing trend at MET institutions in non-native English speaking countries worldwide, is the delivery of technical subjects through English." Further, they reported that where this was taking place, they had "yet to see an institution providing a considered list of the intended language learning outcomes, suggesting that standards have yet to be established". They were also concerned that "institutional managers would be tempted, in financially

stretched situations, to do away with the specialist Maritime English instructor altogether, hoping that the English competency of the remaining technical teaching staff will be sufficient compensation".

In the years since these observations were made it has become evident that an increasingly large portion of the curriculum in non-native English speaking MET institutions, in some cases 100%, is being taught through English; Piri Reis University is a good example of this. The question nonetheless is why should English be the medium of instruction and assessment in preference to that of the local language? And at the core, is this the way ahead?

In principle, there is nothing wrong with this current trend of delivering technical subjects in English that appears to be on the increase at MET institutions in non-native English speaking countries worldwide. In fact, it is even a good idea.

However, for management the popular answer to the above questions is often that it is the source of supplying students with the perceived amount of (Maritime) English required for their career goals, whereas, in reality the undisclosed motive may be that it provides a convenient means to substantially increase institutional income through the recruiting of students from abroad. As for specific learning outcomes, these are at best usually vague, and in many cases do not exist at all.

Further, it would appear that when encouraged or ordered to teach through English, managers seldom seem to evaluate the competency of the technical staff to do so effectively, leading to comments from the students that they are over stretched, and that "the teacher's command of English is barely tolerable." In this respect, it would appear that many institutions are failing to meet the requirement of the STCW convention, the relevant part of which reads: "All instructors … are appropriately qualified for the particular types and levels of training … of seafarers either on board or ashore."

Thus, given the apparently considerable expansion in the provision of subject teaching through English at MET institutions in recent years, and the lack of preparation of many teachers confronted by a need to carry this out, along with the shortage of appropriate, tried and tested materials, it would seem that there is much to do and consider within the legal framework in which MET exists in order to satisfy the educational and training goals. And if this is not satisfactorily resolved then not only will the teachers suffer, but also their students, their institutions and the whole maritime industry within which we work.

In the authors' view certain provisions need to be considered:

- that this specific form of Maritime English teaching is regarded as one element in contributing to trade-related Maritime English teaching which is not suited to fully or even partly replace, the teaching of "proper" Maritime English linguistics/ communication
- that the lecturer has a command of English which is suitable for the task
- that the lecturer has received (basic) training in communication strategies
- that the students are neither over-stretched by the language used nor by the content of the lecture
- that the lecture is prepared in such a way that a co-operating Maritime English instructor is able to support it before and/or after ("twinning").

And that the issues broached here necessitate well-structured research in the following areas:

- exploring the past and present situation in general and within MET in particular,
- examining the advantages and disadvantages of the "teaching and learning through English" approach, and
- identifying areas of further research that should be undertaken.

As for the maritime industry it would seem obvious that a common working language, commonly English, is required and competently used to safeguard the ship, its crew and the environment in which it sails. This in turn presupposes that the graduates of Maritime Education and Training (MET) institutions are well prepared and that their mentors are qualified to perform the task required by international regulations.

It was with this presupposition in mind that the MARCOM Project - The Impact of Multicultural and Multilingual Crews on Maritime Communication (1997-98) was undertaken and where it was revealed that many English language teachers at MET institutions often do not have sufficient subject knowledge to teach Maritime English with credibility. It therefore recommended that subject teachers and English teachers work in tandem to produce and deliver materials that would facilitate the teaching and learning of subjects in English – the so-called twinning approach coined by the late President of IMLA, Prof. Dr. G. Zade (2002). This, as advocated by Cole (1999), "would guarantee the vital element of credibility while ensuring that the quality of Maritime English teaching improves".

To highlight the point, Zade (Private correspondence with Peter Trenkner, 2002) argued:

"…we do not only have to 'marinize' the English lecturers, we also have to 'anglisize' the technical lecturers. If we only pursue the former – 'marinize' - then the Maritime English Lecturers will always be faced with the superior technical knowledge of their technical colleagues. If we only pursue the latter – 'anglisize' – then we put the English lecturers out of business. The closer the two groups come together through knowledge and experience, the closer they can be expected to work together. Both groups can help each other – and they should. Both should be each other's temporary crutch and catalyst."

As a result, this "new" approach in methodology was presented in the European Commission's The Thematic Network on Maritime Education, Training and Mobility of Seafarers (2000-03) where Maritime English was also represented. Here Content-Based Instruction (CBI) was introduced in the Communicative Language Teaching/Learning context via Maritime English back-up materials written to facilitate the teaching of the three extension/enrichment courses.

The essence of this so-called "twinning" approach, which is somewhat reminiscent to Content and Language Integrated Learning (CLIL) is that it involves the partnering of technical subjects with Maritime English. Since a significant body of trained and qualified Maritime English instructors (category 2.1 above) is not likely to exist overnight or in the foreseeable future, this is the only practical way to put Maritime English lecturers and those who teach technical subjects, in one and the same boat. This, the authors wish to ascertain, will be to the benefit of all graduates and to the industry while raising the reputation of Maritime English lecturers and the essential as well as responsible task they are being asked to perform. Further, it will also promote the Maritime English proficiency of the technical subject teachers in the longer term.

The outcome of these projects mentioned beforehand the reaction to them at various conferences, seminars and workshops clearly showed that there was an urgent need to establish a sound, well-structured profile of a qualified Maritime English instructor for higher MET institutions in order both to satisfy the demands of the legislation and the requirements of the maritime industry. Put simply, instructors of Maritime English, just like all other instructors

involved in the education and training of seafarers, had and still have to comply with Section A-I/6(3) of STCW 1978 as amended, as mentioned before. Thus the PROFS Project, "Profiling the Maritime English Instructor" was undertaken as a matter of some urgency.

3- LINGUISTIC AND METHODICAL REQUIREMENTS, ASSESSMENT

The linguistic requirements on the Maritime English instructor/teacher should be considered only in relation to a particular language learning level (elementary/ beginners, intermediate, advanced) which a Maritime English language instructor undertakes to be engaged in. Most of the linguistic requirements on the Maritime English instructor are the same as for teachers of EGP (English for General Purposes). In many instances these correspond with or are comparable to the requirements laid down in the Common European Framework (CEF).

The linguistic requirements on the Maritime English instructor/teacher should be interpreted as relative to the requirements on Maritime English/Communication for particular levels set out in STCW 1978 (operational, management, support) as amended.

It must be emphasised that the linguistic knowledge and competence in Maritime English made on the Maritime English instructor/teacher, basically depend on the following:

- knowledge and competence in the English language as laid down by the IMO STCW Convention 1978, as amended, and other IMO conventions or documents (ISM Code, PSC, ISPS, SOLAS, etc.)
- levels of knowledge and competence required for teachers in the post-secondary and tertiary education (maritime academies, colleges, universities) for each country and those requirements set out by such international associations as IMLA/IMEC, IAMU, ICS, etc.
- requirements of other international organisations
- requirements of the employer (MET institutions, shipowners, crewing agencies, in-house requirements by employers, especially on Maritime English for occupational purposes)
- evaluating and applying the results of constant research into Maritime English and its linguistic features and the methodology of teaching Maritime English, English for Specific Purposes, and English for General Purposes, particularly those related to teaching of English as a foreign language (EFL).

These requirements should be adjusted to the particular language learning level (elementary/ beginner/ post beginner, intermediate, advanced). The adjustment should be the result of a needs analysis conducted before a Maritime English language instructor engages in a Maritime English course.

Most of the linguistic and methodological requirements placed on the Maritime English instructor are the same as for teachers of EGP (English for General Purposes). In many instances these correspond to, or are comparable with the requirements laid down in Common European Framework; this implies that the ideal ME teacher should hold an academic degree (BSc/BA) in English language and teaching. Thus, upon completion of these studies s/he should undergo a process of 'marinization' as required by Zade, viz.

- acquiring knowledge of and competence in the specific linguistic features of Maritime English as well as the specifics of the methodology of teaching Maritime English, and
- knowledge of the subject matter (maritime studies) acquired through 'twinning', i.e., in cooperation with the technical subject teachers and during occasional on-board training.

The communicative approach to learning and teaching, which the Maritime English instructor should not only be well aware of but also be competent in practising, is the prevailing approach. Nonetheless, depending on the level of the course s/he is about to run, the ME instructor/teacher is also expected to master the methodology (principles, strategies, activities and tasks) of content-based learning and match this to the objectives and expected outcome within competence-based training.

The PROFS-Project provides substantial information on the methods, materials and other references useful to the Maritime English instructor/teacher for acquiring linguistic and methodological knowledge and competence in teaching Maritime English. Acquiring such knowledge and competence is a lengthy process which the future Maritime English teacher has to set about in order to become a competent partner of the staff and students of his/ her MET institution.

If heeded, the result will be a corps of expert career specialist Maritime English instructors (typology 2.1) capable of producing internationally acceptable and recognised Maritime English syllabi/curricula where specifically designed courses, materials and methods of assessment, integrating modern methodologies and technologies, would play the central role.

The very important problem regarding requirements in testing/assessing Maritime English knowledge and competence to be met by Maritime English lecturers is dealt with in Pritchard, B., Cole, C., & Trenkner, P., Nice-to-have: Professional Qualification of the Maritime English Lecturer in Computer-based Assessment and Testing, Proceedings of IMEC 25. Istanbul, Turkey

As indicated in the introduction to this paper there is a constant need to consider the professional profile of a qualified the Maritime English instructor in order both to satisfy the demands of the current legislation and the requirements of the maritime industry. That is why quite a few topics still require careful consideration and discussion in order to obtain reliable data for further research, and impulses or waypoints for discussions and exchanges of views, for example during IMEC gatherings would be highly appreciated.

4- CONCLUSION

Throughout 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 among parties in the operations chain was not usually a problem. However, over the past 30 years or so, 86% of the world's merchant ships have become multilingual and multi-ethnic in crew composition. As a result the opportunities for communication lapses leading to human error resulting in danger to the ship, the people on board and the environment, have greatly increased.

It has been during this period that, coinciding with the international acceptance of English as the lingua franca of trade and commerce, Maritime English has gone from a minor, preparatory subject to one considered by many people as the key obstacle to be overcome within MET institutions. This has been reflected variously in the number of class periods allocated to Maritime English, the improved status of its instructors, the appointment of

subject professors, extensive research, IMO proclamations and the growing interest in relevant conferences, workshops, etc. In fact, in a growing number of institutions today Maritime English is regarded as a co-equal subject of MET with the same rights and duties of the more traditional subjects such as navigation and engineering. Similarly its teachers are recognised as bearing considerable responsibility for the safety of seafarers and the ships they sail in. All this implies that those in charge of Maritime English instruction in general, and the Maritime English instructors themselves in particular, are not only required to keep abreast with current developments in methodology, linguistics, and curriculum development, but are also fully aware of, and heed to, at least the minimum requirements as laid down in the STCW 1978, as amended.

Thus, one may learn from the above that the Maritime English teaching community would benefit from a solidly based investigation into the professional profile of a Maritime English instructor. This should not be just an academic exercise, but, inter alia, aim to create generally accepted guidelines/ recommendations for MET institutional management on how to qualify teachers of general English to become lecturers in Maritime English, meeting at least the requirements of the STCW 1978, as amended, on the one hand, and on the other to give prospective candidates to a Maritime English teaching job an idea of what will be expected from them should they wish to teach seafarers at the university or college level which can be extremely rewarding work. Further, it would be wise to consider and catalogue the exact role and function of the other categories of English instructors, who undoubtedly will continue to be employed at maritime institutions, so that there is no misunderstanding in the contribution of each.

Fortunately professional bodies such as IMLA-IMEC and other international associations are in a position to offer global forums where all interested parties may partake. It is an exciting prospect to be able to chart the progress in the years to come where, in the authors' view, the following issues may well be the focus of further research:

- Clarifying the usefulness and limitations of each of the various types of Maritime English instructors employed at MET institutions
- Considering the advantages and disadvantages in the current trend to provide the teaching of technical subjects through English exploring the past and present situation in general and within MET in particular, examining the advantages and disadvantages of the "teaching and learning through English" approach, and identifying areas of further research that should be undertaken.
- Identifying the linguistic and methodical requirements of a "qualified" Maritime English instructor and the ways of how to meet them
- Identifying the minimum horizontal maritime background knowledge (scope of maritime knowledge and vertical maritime background knowledge (depth of maritime knowledge) to be expected of a Maritime English instructor and the ways of acquiring such
- Identifying adequate, appropriate and practicable further qualification measures for Maritime English instructors in the maritime field and in language teaching/acquisition methodology

For God willed that all the world be one,
and that the seas unite and never divide it.
Fernando Pessoa in honour of Prince Henry the Navigator

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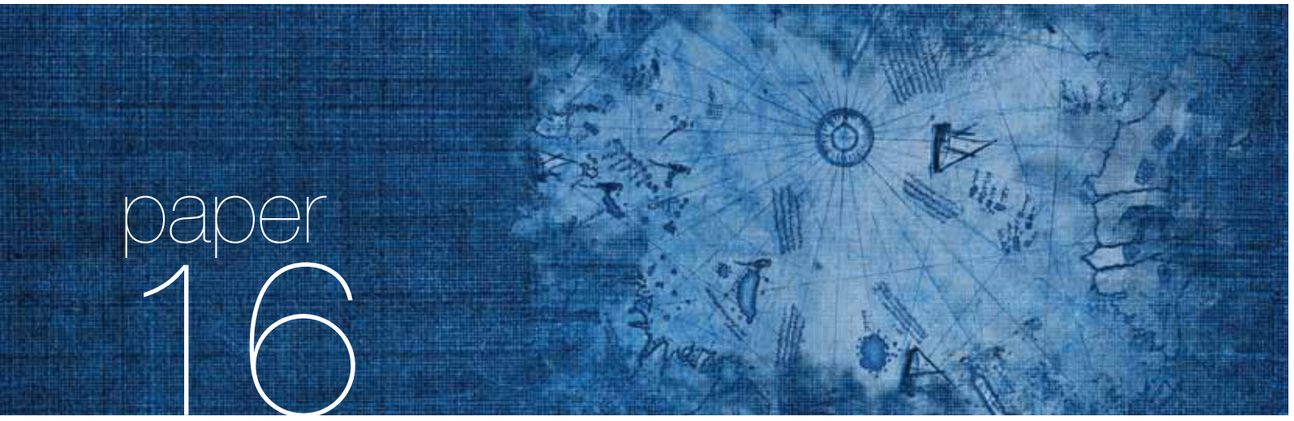

paper
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CREATIVE WRITING IN MARITIME ENGLISH AND FOREIGN LANGUAGE DEVELOPMENT

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Abstract

Writing as a meaningful activity, can arouse curiosity and let the students develop their writing practices. Therefore, learning process should be meaningful and enjoyable for the learners. Writing is a new experience for many students, especially for the ones who are studying at a maritime university. During higher education, students are mainly responsible for writing assignments and reports and they need to master in writing. Mainly, Product and Process writing are used. However, they are controlled, guided or semi guided studies supported by mechanical exercises. There comes the problem like lack of student involvement, student disinterest, and students' assumption that the work is useless.

On the other hand, in every field, nowadays, there is a need for creative people who can improve themselves and contribute to their environment. Creative writing does not do modelling or duplicating the prescribed patterns. Creative writing helps students to involve personally in the writing process. A system like encouraging the students and making them realize their own ability of writing can be beneficial. As a result, the boring analysis of writing evaluation gets its deserved value. Students feel free to express themselves. They become eager to talk and comment on any kind of topic because their papers are valued according to their content not according to their linguistic problems. This study investigates the effect of a creative writing programme on EFL students' success in writing classes in a maritime university.

Key words: EFL, L1, L2, Maritime English, creative writing

1- INTRODUCTION

Communication is very important in the maritime industry. Writing is one of the most important means of communication. It is a global skill and covers all other skills such as reading, grammar, vocabulary, spelling, punctuation, and unity of any kind of idea (Küçükali, 2009). On the other hand, growing importance of ICT in communication for maritime purposes is becoming one of the major issues in recent years in the maritime industry. As oral communication is increasingly being replaced by electronic mail and formatted messages, written communication became more important than ever.

In view of STCW 2010 amendments new questions has arisen whether existing Maritime English standards and curricula would be able to cover multinational and multicultural issues to develop leadership skills, reveal & develop management styles, achieve efficient communication, produce effective teamwork, understand situational awareness, know to use standard operating procedures & checklists, understand mental abilities and limitations, e.g. memory, workload, competence / confidence, etc. enhance the quality of decision making, understand health issues: fatigue, stress, nutrition, etc., human resources challenges for continuity / competence / culture to focus on the significance of human capital in the sustainability and development of the shipping industry. These sophisticated competencies will definitely require in depth knowledge and very good command of English language which is quite beyond the generally accepted maritime English norms (Albayrak and Sag, 2011).

The cost effective way of operating our ship depends on various issues such as; safety/environmental culture, minimum accidents/incidents, minimum maintenance & repair costs, zero detention from PSC Inspections, Energy Efficiency (EEDI, EEOI, SEEMP) and minimum remarks from vetting and the other inspections which all require usage of general English at varying degrees and competency levels. There are several detention stories, which were resulted from solely miscommunication between ship crew and PSC Inspectors. Most of them were not because of lack of maritime terminology but due to inabilities to explain the situation in general terms either orally or in writing.

Therefore, writing skill was chosen to analyse in this research. The aim of the study was to show whether creative writing based on the study was effective in writing better in Maritime studies. Encouraging them to write in a second language-writing format was important. The experiments in this research have been conducted to many different classes with similar backgrounds. The experimental group studied creative writing techniques and the other groups studied the actual curriculum. After the study, the objectives are achieved and students performed successful writing productions.

The common problem among students is that they focus on grammar not the content. Students find writing difficult and boring, as they have not mastered the language yet. The main aim is to provide students with an opportunity to practice writing skills with relevant topics while using maritime vocabulary. Creative writing raises the awareness and linguistic skills of students (Vile, 1998). In a guilt-free atmosphere, with its playfulness that is engaged with the language, it tests the rules (Maley, 2009). By novels, stories, poems, free writing from photographs, book reviews, films, current events or issues are used in creative writing studies (Durham, 1970).

2- THE VENUE

The English Preparatory School of Maritime University accommodates students who study an intensive English language programme before they start their faculties. There were 19 students in the experimental group aged 18-23. All students were Beginner level students according to Common European Framework.(CEF) The experimental group studied both the regular curriculum and creative writing throughout the year. Other groups continue with their actual curriculum.

Maritime students were expected to pass the proficiency exam at the end of the prep year. The exam has five components; Structure, Reading, Writing, Listening, and Speaking. During the year, students had several quizzes and 4 mid-terms prepared by the English Preparatory Department. Through the quizzes and midterms, the course content and language capabilities are tested. Both in quizzes and exams, students were required to write a paragraph in the first term and an essay in the second term about the given topics. All the students were expected to have a passing rate of 60 out of 100 in order to take the proficiency examination at the end of the year. For Writing courses, a Reading and Writing course book series were used. An appropriate rubric was chosen to standardize the writing papers of students. The rubric mainly checks up on organization, accuracy, vocabulary, and the content of the written paragraphs or essays. In addition, it goes through the details such as, title, topic sentences, concluding sentences, thesis statements, and their cohesion with the body sentences in the organization band. In the accuracy band, use of language and its erroneous is examined. For better communication, relevancy is appreciated in the vocabulary band. Students are expected to use various vocabulary especially maritime words. In the last band, the development of the main topic, supporting ideas, details and examples are evaluated. The research was conducted by instructing different groups with two different approaches and then applying the same quizzes and same final examinations. The papers were marked by two instructors according to this rubric.

3- THE RESEARCH METHODS

The research was conducted in the 2012-2013 academic year. Students had four writing lessons per week for forty minutes each. At the beginning of the writing course, a questionnaire consisting of 10 questions was given to the students to understand their attitudes towards the course. Since they are beginner level students and have not mastered the language completely, questions were translated into their native language by the instructor. At the end of the term, the same questionnaire was given to the students. This time the English level of students was improved therefore, there was no translation. The experimental group was instructed by creative writing, and the other groups were instructed by the usual programme. The purpose was to find out from which one of the two techniques students would benefit more at English Maritime Prep School.

THE WRITING PROCESS

Topics played a significant role in provoking creativity. Familiarity with the topic also had a role in creativity. Therefore, the new creative writing assignments were chosen according to the book and related to their own profession. Students' papers were written, rewritten, changed, reformed, and edited during the process to get the best piece of writing. Projecting the common errors, reflecting the good writings in the classroom, highlightening the correctness were the feedback styles. Papers were examined in details.

The Writing Syllabus:

Unit Objectives	Writing	Target Maritime Vocabulary
1. Writing a paragraph describing personalities, appearances, and interests.	Writing about Turkish Sailor: Piri Reis	Descriptive adjectives, nouns and phrases such as series, sailor, mariner, intelligent, uniform co-worker, be good at.
2. Writing a paragraph describing rooms using prepositions.	Writing about a room on a ship: cabin, engine room, chart room, etc.	Preposition of location and words such as privacy, design, view, space, equipment.
3. Writing a paragraph describing types of weather.	Creating a weather forecast chart.	New terms: comment, report, communicate, concentrate, unsafe receive predict, accident, un/predictable, estimate, increase decrease, instantaneous, experience, etc. Weather vocabulary: freeze, humid, pleasant, humid, cloudless, storm, tornado, etc.
4. Writing about jobs.	Duties of a Mariner	warn, responsible, punctual, career, employee, solve, stability, regular hours, flexible hours, unity, watch out, make a good impression, take part in, profit, cadet, embark upon
5. Writing about immigration and culture.	Compare & contrast different countries or regions.	market, worldwide, universal, global, region, cuisine, attitude, nation, remote, precise, indicate
6. Writing about opinions.	Commenting on Life at Sea.	on board, watchkeeping, deck, crew, land, earth, deport, requirements

Table 1: Experimental Group - Creative Writing Studies

1.‘The Piri Reis’ picture was an easy and useful visual aid for using different words.
2. Describing a room was useful for imagination and originality.
3. Creating posters were related to their profession.
4. After reading poems, students wrote their own paragraphs by their imagination.
5. After reading short passages or short stories, students compared different geographical places or countries.
6. After reading a short story that was related to their own profession, students commented on sea life by supporting the ideas with reasons, examples, and details.

4- RESEARCH OUTCOMES

In the beginning and at the end of the study, students had to answer a survey consisting of 10 questions. (See Appendix) Here are some important results. For the first two questions, in the beginning of the academic year, most students did not like writing in English and also didn’t know writing skills. However, through the end of the year, there was a radical change in their ideas.

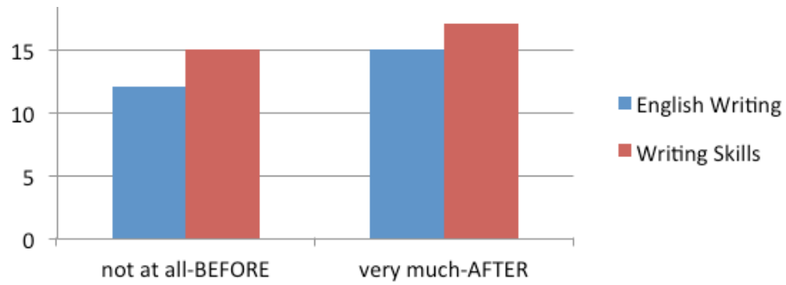

Table 2: Comparative Analysis of Student Attitude

In addition, when they were writing before the study their feeling were negative about the course, and they found the activities of the book boring. After the creative writing studies, they felt motivated and most of them liked the class activities and participated well.

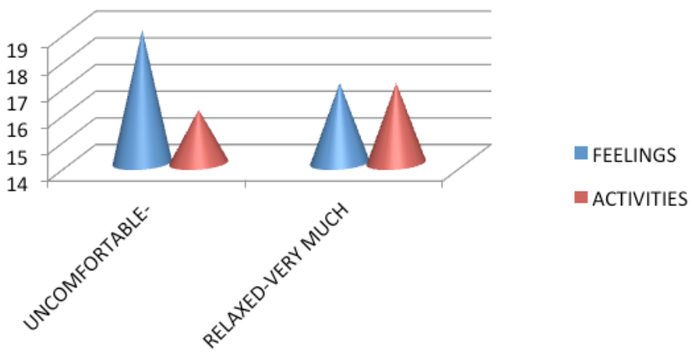

Table 3: Comparative Analysis of Student Feelings and Preferences

In terms of language development and Maritime profession, in the beginning of the term, students were not aware of the importance of writing in their studies. However, at the end of the year, they understood its importance.

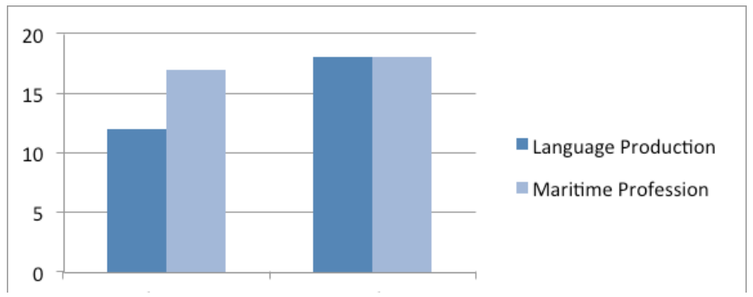

Table 4: Comparative Analysis of Student Feelings and Preferences

Lastly, if the ‘can do’ questions are analysed, the details of student success in writing course can be seen deeply. When students first started to write, they could not produce well. They could not support their opinions by using specific examples. In addition, they could not use various structures, or vocabulary. However, when they got used to writing more, they produced well-organized paragraph or essays by using different mechanics of the target language. They knew how to make a piece of writing better.

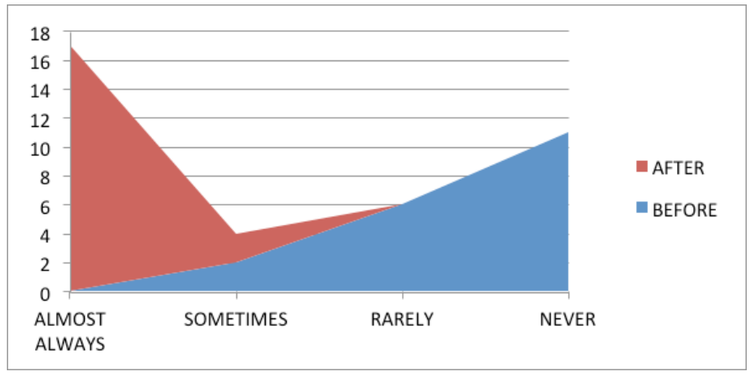

Table 5: : Comparative Analysis of ‘Can do’ Questions

If we have analyse the students’ performances in the last quiz and exams, we see that the experimental group has shown a better improvement then the other groups in Writing. The group of learners instructed with creative writing scored higher than the other groups. The last quiz and mid-term were evaluated out of 100 points and results are given below.

CLASS	QUIZ AVERAGE SCORE	MID-TERM AVERAGE SCORE
ALPHA 1	55	48
ALPHA 2	64	56
ALPHA 3	69	62
ALPHA 4	55	63
ALPHA 5	73	68

Table 6: The Figurative Results of the Quiz and the Mid-term.

5- CONCLUSIONS

The research investigates the efficiency of the creative writing technique in maritime school English Prep Department. With the help of writing, the researcher tried to activate students' bakground knowledge with a different language to make them competent on this skill. The results indicate that the class instructed by creative writing is more successful than the others are.

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APPENDICES

Appendix- Attitude Questionnaire

1. Do you like writing in English?
very much somewhat not really not at all

2. Do you know writing skills?
very much somewhat not really not at all

3. When I write, I feel……..
comfortable relaxed nervous uncomfortable

4. I like the activities of the writing book.
very much somewhat not really not at all

5. Do you think that writing affect your language production?
very much somewhat not really not at all

6. Do you think that writing is important in Maritime profession?
very much somewhat not really not at all

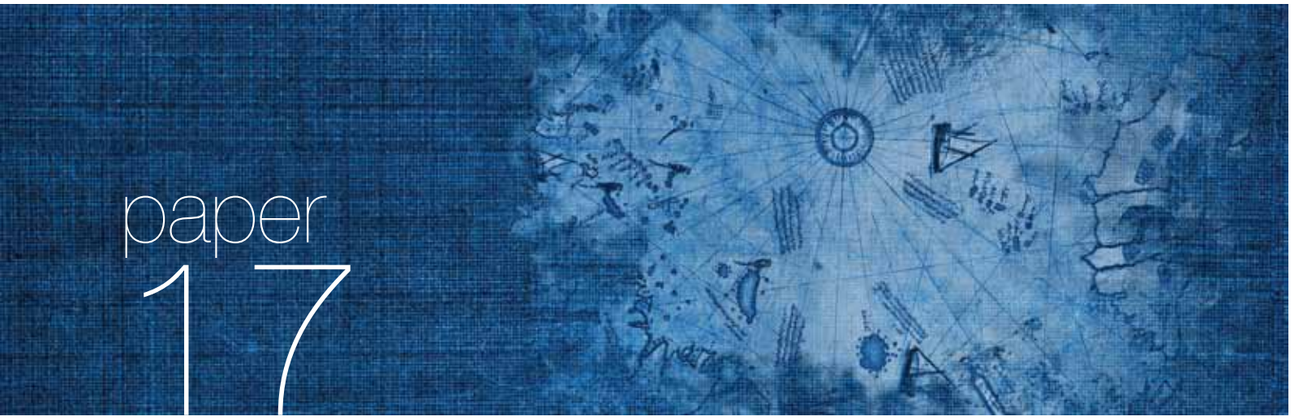
7. Can you support your opinion in a written format well?
almost always sometimes rarely never

8. Can you use various structures and different vocabulary?
almost always sometimes rarely never

9. Can you give examples and details in your writing?
almost always sometimes rarely never

10. Can comment about any subject in English?
almost always sometimes rarely never

Thanks for your cooperation.



paper
17

ALPHABETICAL APPROACH & KEYWORDS FOR MULTICULTURAL MANAGEMENT ON BOARD

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Abstract

The management both on board & ashore is a human element issue. The society on board ships used to be homosocial but nowadays has changed into hetrosocial & multi-social as well as multicultural relationship. The people assigned for such duties need some sort of understanding to be gained through classes, briefings & seminars. A basic knowledge of management skills is vital to grasp the requirements & in order to sketch a roadmap for such briefings; the author has thought of an alphabetical approach. In fact it is quite a difficult task to prioritize the elements in an all-agreed-way, thus such an arraying would be a possible good choice. In devising the lecture material, due regard had to be paid to the multicultural issues which are an ever existing area for problems on board a ship and at times ashore. The author has had past experience of research in the arena which has now led to this paper. The workshop/lecture tries to choose key-words mostly relating to maritime terminology & use the attached knowledge hermeneutically for explanation of an effective management on board based on the human element issues. It is an interactive approach and the participants can also try their own version of the key-words. It is intended for senior ranks at sea & the managers in various maritime fields ashore.

Key-words: Management-Multicultural-Human Element Issues- Maritime Terms-

INTRODUCTION

• On board ships of today; there are a mixture of various people & cultures. A master or chief engineer as manager needs to utilize skills and strategies in order to be able to run the ship safe & soundly.

• The lecturer tries to have a simple linguistic choice of the keywords in the context of possible approaches in the field. The lecture should accompany side explanations and various examples and experiments in order to build up practical concepts and patterns of management with least possible problems & an effective apprehension of human element issues.

1- ALFA: ANTHROPOLOGY –ACCEPT-AMPHIBIOUS LIFE

• We do need to make ourselves familiar with the least basics of knowledge about various people and Anthropology.

At sea we do that little by the use of Sailing Directions. We can learn a few nautical words as well as points about the nation; history; population & geography; etc. If we are going to live & work with different people we should try to know about them and their likes & dislikes.

The STCW 2010 requirements include various resources managements & courses to enhance the team-work abilities on board ships. The need to understand people must be emphasized upon in here.

• Not as a manager but as a human being we must Accept the people the way they are. If this is your life partner; that is very vital but as a co-worker; this seems to be a very first and important issue to accept each entity.

The manners & attitudes we experience and at times dislike; may be quite normal and a routine way of life in other cultures and nations. We must have an open mind about this.

• Mariners do have a two-phase Amphibious life; they can adapt to various temperatures (and living conditions) if you allow them. Human being is not really a sea-creature & problems with that way of life; being alone and away from family or society can have detrimental effects on the minds of seafarers.

Likewise many of the amphibians who ran away from the sea; the mariners have that tendency too. There are various problems along with this type of life. Living in a multicultural small society on board; we may at times need to practice the patterns achieved by the civilizations throughout the centuries.

Simple matters like going ashore after a voyage are very important. There are some seafarers who will be institutionalized in such an extent that would not step ashore.

They should be encouraged to have short walks on the quay and if possible in the town nearby, this will be greatly helpful for continuation of voyage. Walking in the nature and parks will reset their primary entity status as land-creatures.

There are many aspects to this matter but simple actions can ease off the tensions greatly.

2- BRAVO: BARRIERS – BOLD ACTIONS- BODY LANGUAGE

• Identification of existing Barriers in human relations is quite a good approach. Communication seems to be one of the most important. Wrong concepts about nations and misunderstanding of attitudes can be cleared by talking them off simply and friendly. It is always better to tell someone what is bothering you than keeping it in and have misconceptions. To cross barriers you should act easily & slowly. Identifying the hindrances is very important to avoid many accidents as well.
•Do not take Bold actions against people on making mistakes or slight conflicts as a manager. Human-being will usually react strangely and at times aggravatingly. This will be worse on board a ship with restricted environment.

• Making ourselves familiar with the basics of Body language can be a great asset. In fact this can be achieved by carefully watching facial expressions; hand gestures; postures & other movements in the body. Many of these bits & pieces exist in the various cultures but we should be careful that not all may mean the same!

Some may be world-wide like: eye-contact; smiling and or hand-shaking and some may be quite confusing like folded hands or crossed legs; shaking head; touching and so on which may have quite different; controversial or even opposite meaning amongst various nations. We must willingly talk about this with each other & have misunderstandings cleared & where and when possible laugh about them.

3- CHARLIE: CULTURAL DIFFERENCES- COLOUR OF SKIN – COMPLAINT – CROSS QUESTION- COMMON SENSE – COMMAND – CONTROL – COMPLACENCY – CARE & CATERING

• Allow Cultural differences and use them as spectrum of shades of adventures for human interaction rather than points for dispute. Same goes for Colour of skin; that is the first thing one can think of for racial differences. Try to learn the words like “Black” and “Yellow” and the names of some specific animals in the language of those crews. They are very particular about hearing them. You may talk about your coffee being black, but a guy may only understand one word and get offended. Do not ever call them with words like black “AB” or any reference to the race. Be particular about the colours! As many people are and you can not help really.
• Listen to the Complaints on board. This is not only an advice but at many occasions a requirement to take action and record. The staff like to have complaints heard and followed up; they will mostly agree with ogical answers.
• Cross question the crew members when there is a complaint; both sides should be heard. The matter itself might be quite minor but the manager should be open to various versions of the truth and this is observed prominently by people involved.
• Use Common sense in dealing with people. The basic elements are the same in most cultures and we sense them instantly. Use your simple instincts. The people may look or act differently at times but there in the origins they are very much alike. Kindness or consideration in any culture is a valued bahaviour.
• Having Command and Control not over the ship but on the people as far as you can. The command & control of people may be construed variably. It is rather a matter of gaining trust & confidence of the crews. The personnel on board have their eyes & ears open , they will sense fairness & justice. Nothing goes into oblivion and abyss. It is not always possible to satisfy all needs & deeds but having control is a matter of effective communication & orderly management. It surely requires study & experience.

• Beware of Complacency problems. It is so easy to become over-confident in many aspects. Complacent in ship-handling; you may touch a buoy - with people; reactions are different. They can act diversely every time. Human being has still the most unpredictable and sophisticated inter-acting system ever known. Complacency is one of the most important causes of most maritime accidents. The elder and more experienced you are; the chances of taking things easy are greater. Managing people you may never be able to achieve a status of knowing what to do, the human being can act very strangely without much of a warning.
• Care and Catering on board are very important and nowadays due to reduction of man-power and surely financial resources; this can affect the life on board a lot. The different cultures take it variably, for some a clean ship with reasonable catering may be more important than the wages basically or other-wise. Having MLC can be taken into advantage here. The standards can easily be drawn up but complying with them having multicultural crew is quite a task. Satisfaction of care & catering matters may only be done with an appropriate victualling budget & effective involvement & communication on board.

4- DELTA: DUE DILIGENCE- DREDGE -DRAG

• Exercising Due Diligence in dealing with human being may be to use the knowledge; regulations & basic common values in a kind and friendly way. Increasing your knowledge both theoretically & practically of human element issues and labour conventions should be emphasized upon.
• Dredging the anchor is an intentional act; dredge the human conflicts on board by allowing time to heal. Do not expect them to wear off easily. Change directions and use time to advantage by dredging.
• Do not Drag the crew members who like to go home. Help them off ;even if you know that the reasons are not acceptable or other–wise. Once a person has his or her mind set to get off, help this happen. Dragging

them along usually gives rise to accidents; lack of attention; lapse; neglect and many other possible unwanted results.

5- ECHO: EMPATHY-ERGONOMICS- EVALUATION

• Empathy is simply known as “Putting yourself in other people’s shoes” This is a key issue. Not as a manager but as a human entity, if we put ourselves in the other people’s situations; we may judge differently or not judge at all. Empathy is a paramount advice.
• The relation of human & machine and the equipment as Ergonomics should be considered primarily by the designers & naval architects. On board we can see simple ways to make life easier. Tall and short people may be given similar jobs but we must consider providing them with the appropriate tools. Right handed & Left handed people steer the ship differently; they work with tools differently; we should bear these in mind.

The equipment on board should be adjusted for the worker’s needs to perform the job efficiently not just for the sake of economy. Most crew members take this as a value. They will be confused that whether they are more important or the machine, then cultural differences make it worse and assumptions will be made on wrong feelings.

• Evaluation is one difficult task. Many companies have problems in devising a fair system. There is an official concept which involves ISM and requirements of the code. There is also a practical-on-board concept that how you evaluate the crew members.

It is important that the evaluation is based on work-qualities and discipline rather than personal feelings and proximities. Some nations feel shy to tell the fellow ship-mates that his or her evaluation is not satisfactory. Others may be lenient to their friends and speakers of the same language. These problems lead to unfair evaluations. We may at times advise to be quite robotic while evaluating & take the standards into account and nothing else as far as possible.

6- FOXTROT: FOOD-FORGIVING FOULS-FURY

• Food is an area of problems in multicultural management; the main idea is every-one should relatively be satisfied. The labour conventions standards should be met. We must take the differences into advantage. The variety of food can be a lot of fun. The crew members can be invited to cook their local food once every week or ten days. The eating habits should be tolerated. Noisy table, slurping, blowing nose and spitting the fish-bones can become sources of trouble.

The food should be prepared with a generally mild taste & let the people add their preferred spices, etc.

• Fouls can be cleared; even that of anchors & propellers. Be open to certain degree of mistakes and fouls. People make a lot of errors which may be of so many origins. If not so drastic; we may forgive. This gives the assurance that we see good aspects too and help the crew members try it differently and be more cautious next time. Even if there are terrible mistakes we can not do much on board and better act with patience & think of replacing some with more professional staff rather than creating a heavy atmosphere.

• Fury is surly not a good reaction. We must try to avoid it at all levels, especially as managers. Fury will make us take harsh decisions and will usually be an improper response. We may show our anger occasionally but not the fury! as it will not really help.

7- GOLF: GRATITUDE-GRACE -GRUDGE

• Gratitude works magic with most people. Some crew of the like to hear “Well Done”. It helps them continue. We must spend “Thanks” more often and willingly. This is a normal custom with many nations even with simple tasks & errands.
• Allow a period of Grace for people on board. Let them show what they are capable of. Especially the younger officers & crew may not be well up to our standards but we must let them grow conspicuous and avoid pushing them off-limits. After all we can help building the stamina. Do not compare all to yourself; not every one has the same strength or knowledge; this is a fact to be reminded quite oftentimes.

• Having a grudge against others is never a good thing, but it can be worse if that comes from the senior staff.

A cook may simply get annoyed because you did not eat the food so eagerly or voluminously.

It is quite possible that you like or dislike some one but showing the dislike or grudge will have adverse effect on your management. In some cultures it is a good lesson to smile and behave friendly even if you do not like somebody. This is a good point to advocate. As living and working on board are mixed together; you better be relatively intimate with those that may never become your friend if ever in the normal life ashore. Human being by nature disapproves of resentment & hatred , we should always remember that.

8- HOTEL: HEALTH & HYGIENE- HARASSMENT

• Every nation or culture in the world considers Health & Hygiene very important. They only have different conceptions and levels originated from their habits.

It is very difficult to reach an agreement unless we follow appropriate standards. We are obliged by regulations to follow certain procedures which we do. But when it comes to setting finer tunings; at times we think different. As this is a very important issue, we better set aside the various ideas and go by the books so there will be minimum level maintained.

Having clarification and explanation meetings & classes on board can help a lot.

• Harassment in any form should be avoided on board and management may at times be needed to take steep actions against

Sexual harassment is the most common type with the crew of mixed sexes and even in the one-sex communities as well.

There are other forms attributed to race; colour of skin; ethnic groups; or even the experience at sea; etc which can exist amongst the crew on board.

The rules are clear cut; no-one should be under harassment of any sort and in order to stop having problems we must encourage the crew members to report such incidents and investigate into the matter as soon as possible. These areas may not be left unattended other-wise can get out of control.

9- INDIA: INTEGRATION- INDIVIDUAL ASSETS-IMPROVEMENT

• In order to Improve workmanship as well as atmosphere; we must appreciate the Individual assets on board having them play their role in the Integral concept of work & life on board. Not everyone has the same capability for carrying out a task. Some may be better at physical activities than others due to their living environment back at home; the others may be good at fine & slow paced tasks.

A senior officer should spend a good time to observe the abilities and then use them into advantage.

In some societies; it is normal to repeat orders many times without offence; in some others, that is very irritating and people feel offended.

• In the arena for various codes & standards for Improvement; one should always bear in mind the level of cultural interaction and awareness.

A suggestion can be to let people talk about their customs and the interesting aspects. During these sessions at gatherings and barbeques; the crew members will also talk about their likes & dislikes and grounds of disappointment. This will not have to be very official; the talks should be casual and just to spend sometime together.

The gatherings should not be pre-aimed, just let them be, if the conditions allow.

• Integrity is a Safety requirement as well. In cases of emergency on board; the Individual assets play important roles in handling dangerous situations. The need for harmony & integration at least for the accomplishment of designated tasks is very vital issue.

10- JULIET: JUDGMENT- JETTISON-JETLAG

• Do not Judge people, we all make mistakes but judging makes the air bitter and feelings disarrayed. This is not only at sea. People who judge others are not very popular. Being in the same situation; the judging person may act very much alike or even worse.
• We jettison cargo to let the stability improve and the ship become lighter or to get rid of cargo endangering the ship; we should let go of our cultural differences & presumed superiorities to allow the ship get lightened up. The presumptions are at times quite heavy in weight & thought. They can be very dangerous for the ship's personnel.
• Let the new joiners rest a bit after arriving on board; the Jet-lag affects them a lot. Jet-Lag is considered as a cause of fatigue & consequential error types like mistakes & lapses. There is a period of time required to get over the adjustment, we may not have that much, but do not give them tasks at least not too many before they are relatively adequately rested.

They joiners have loved ones left at home; the time is going to be very long. Let them start up easily; the first days on board are tormenting times & break-downs can happen if the thresholds are surpassed. The problems are worse for younger seafarers & for some nations & cultures that carry over lots of family or personal matters along in their minds.

11- KILO: KALEIDOSCOPE-KARAOKE-KEBAB-KELP

• Multinational crews are like Kaleidoscopes; instead of noticing the differences; one can see the variety and joy in the colours & multiplicity and have fun about it.
• Many seafarers love Karaoke; let them enjoy it and remember that this will make the people getting closer by singing the same song in their common languages or feelings.
• Have many open buffets & Kebabs; it makes people to talk to each other & clear the foggy & vague impressions away.
• Kelps (seaweed) grow nearly everywhere; polar to temperate or tropical seas and they are considered ecosystem engineers that can help and allow nearly any sea-creature to live in. We may learn a lesson from them in having a tolerant air and let live in peace with each other.

12- LIMA: LANGUAGE- LUGGAGE LIFE- LOW PRESSURE – LISTEN

• Language is considered more than just a means of communication; the choice of words & intonations can carry a lot of feelings along. Language barriers are primarily thought of, but after a level of language ability; there is still a great deal of misunderstandings remaining. You must truly "mind your language" on board!
• The seafarers usually live out of a Luggage; that is not so pleasant really, specially if it is for a long time. Some people do not mind much but those who have lived in colder climates, find this more annoying. In meeting different people, we must be helpful to those who are caught up in a weather that they did not expect. The job & task distribution should consider this element as well.
• The Low pressure bothers even the oldest seafarers. It affects the menstruation cycle in women. It can have adverse effects on depression problems & behavior patterns.

While at sea & bad weather prevails; likewise any time of problems; the people may find ways to get closer to each other & at times reconcile. On the other hand; movements of the ship in a seaway along with pressure being lower than normal; makes the crew members uncomfortable and nervous. Talking to each other will be less and every one will be somehow tired and restless. A manager on board should keep this in mind & in the periods of bad weather & cyclones consider additional hindrance to staff inter-action, good to think of alternatives to boost up the moods.

• Listen to people on board. At many occasions this is the best way to interact with others. As senior officers; the others expect you to listen to them. Many people like to only talk about their problems. For many reasons you might not be able to help at all but the act of listening is so helpful by itself.

If you listen well; the problems will be mentioned. You can either avoid complications and misunderstandings or foresee troubles approaching. Let crew members talk to you after they called home. They come up with very private things as well as stories of what went wrong at home or plans for what he or she will do when going back. You must spare some time for this.

13- Mike: Motivation-Monotony-Morale-Monsoons

- Motivation is the responsibility of master and senior officers on board. This is really a difficult task. We surely need the head-office or company support. In a multicultural ship complement; the crew may wisely be put to compete mildly & easily and setting goals should be as per their likes & dislikes.

Most seafarers sea the master as company representative in solving their wages, employment & many other problems over which the master has little or no control. The crew members need to be heard & messages conveyed to the decision makers ashore but on board a sense of ease can be obtained by being fair and attentive to the legitimate needs & help improve the safety as well as social awareness amongst personnel.

- The Monotony of life on board can be detrimental to the atmosphere & Morale on board; this affects every-one but some would be loosing control. Changing the routine tasks or even watches may help preventing boredom. The common activities like sports or competitions can also be a solution.
- The Monsoons & bad weather as usual is a problem for the ship's life. Although at times it may put the heat between people at bay and let every-one forget the differences.

The point about the Monsoons is that they are somehow a relatively fixed known element. We can plan ahead & adjust our expectations. There are known patterns of behaviour likewise amongst mariners too. After sometime you can expect what is going to be your next problem on board having this group of seafarers around. The similarity of these & Monsoons is that once you know well about them; you can be quite reasonably prepared for.

14- November: Necessities- Nagging-Nick-names-- Neurosis

- The Necessities of all human beings are nearly the same; for a better multicultural society management; we can consider ourselves easily; if every-body has not the same interests; on the other hand , dislikes are quite similar. If you do not like to be treated in some way; so do not treat others that way either.
- Allow crew members to Nag; that eases them off.
- Do not call fellow mates with Nick-names; they may not like it in a long run, such jokes touch depths very gravely & bitterness appears.
- Of many illnesses common on board; Neurosis is to one be taken seriously. Feelings of strong fear & worry are amongst the apparent signs.

With different nations & so various cultures; the manifestation of these feelings are quite diverse. Those feeling shy may have the aptitude to burst off rampantly. So a sign of very quiet behavior may not be so good either. Especially with troubles back at home like riots; natural disasters, unhealthy family members, troubled children, marital problems and so on.

If suspecting any sign of strong feelings associated with similar behaviour; professional help should be sought.

It is important that use of various drugs or alcohol will usually not help but worsen the situation.

Drug abusers may show such signs too; typically when they are short of the drugs.

Here again having good relations on board can help prevent worse getting into the worst.

15- OSCAR: OBLIVION- OBSERVANCE -OVERRIDING AUTHORITY

- It is extremely undesirable for a manager to be Oblivious of what is happening around. Although this is a way some bosses manage others but on board a ship; it can end up to situations getting out of hand.

You do not need to have informants, that is quite immoral, but require to Observe. This is about the human element aspects as well as the things happening on board. In some cultures keeping everything as a secret is a habit. That can be allowed as long as it does not affect the life & workmanship.

- As a manager and specifically as a master; you will be obliged to practice your Overriding authority. It has been particularly noted that it should be the case if the safety of crew; the ship or the protection of environment is imperiled.

In practicing this requirement, we may be in a better situation if we try to explain certain facts as bases for our instructions. The overriding decisions or orders may give smoother results if we issue them systematically, kindly and with due care that no one is offended. Like in an emergency if the master shouts; he does not surely want to humiliate the crew. Or in a pollution scenario; understanding the urgency will help all hands to be involved in the operation as quickly as it takes.

In any case; emergency situations require the proper safety culture back-grounds which can partly be nourished and maintained on board through an intellectual & committed management ending up with the practicing of overriding orders & instructions.

16- PAPA: POLITENESS- PRIDE-PUNCTUALITY

- In many cultures Politeness is matter of vital importance. Being polite to elderly or women or whatever categorization possible. We should know that this is with every nation and any human being that; if you say something politely or act so; it will be accepted much easier, no matter if manager or subordinate.
- Be careful about touching the Prides of the people. Some may already be on the guard due to their rank or race. Admit a level for being proud for every-one, this can be accomplished by permitting the crew carry out their jobs in their way & appreciate accordingly and let them feel important & independent in choice of various versions available. Every one of staff should be considered & treated to have a vital role & value on board a ship.
- Punctuality is an asset to workmanship on board and a necessity. But at times we may close our eyes

to specific timings. If you push so hard for the times off & breaks to be exact, you may loose the efficacy as some people would take it hard and react other-wise.

If you let the crew do the job in a reasonable amount of time as you think possible, the results will be much better than just checking that when they come & go, taking coffee breaks and so on. We all know that it is very easy to show busy & do nothing. If you push so hard especially with some crew members; the times will be filled up but with little result & no good feelings.

For matters like watch-keeping hours; you should surely keep very punctual without any hesitation of-course.

17- QUEBEC: QUALITY-QUELL-QUARTERS

• Think about the Quality of work rather than quantity; with many people that are generally slow nations; the results are acceptable. It is important that you know the crew are watching your reactions for getting different qualities of work and will surely make the difference too.
• We should try to stop unpleasant feelings on board so as to Quell bitterness. But remember that this should be done very smartly as; simple smiles or preaching usually do not work. The fellow seafarers should feel at ease & not under pressure and this is partly relayed through one's own ease and instructions being straightforward & thorough and in the meantime; considerate. There is magic in being considerate.
• Living Quarters are a very important part of the life on board. We know that unlike many professions, a ship is a place of life & work; so a reasonable accommodation will make most people happy and they would undergo lesser worries. Maritime Labour Convention is looking into it but managers should be aware of the problems too.

No one really likes sharing cabins or wash-places. If obliged; pay attention to their likings and primarily let them choose the co-habitants, if no choice is made, give trial periods and consider cultural differences; work-schedules; departments, etc.

Staying in an average good quarters will also affect the rest level, safety as well as many other human element issues.

18- ROMEO: RESPECT-RACE-RELIGION- REST PERIODS

• Treat every-one with Respect; you can even take punitive measures with respect. If some one did not do the job properly; there is no need to shout or use improper language. This is not welcome in any culture. Care should be exercised with choice of certain words that may mean disrespectful in translation into some other languages. The intonation takes half the weight along.
• Racial differences should not be a base for discrimination or any other type of unfair treatment; this is already pointed out in many other ways.
• Every one must be free to practice his or her Religion as far as it does not hinder work or the life of the shipmates. A thing to avoid is the friction or arguments between the religions on board. We must know that it mostly gives no result and one can hardly convince the other. As managers, we should not take sides of-course and always advocate for free beliefs.
• Rest periods have stipulations but it may be different amongst various people. Consider this fact and allow them more rest specially after a long manoeuvring or tiresome work. If we let people relax a bit more, the efficiency will appreciably increase. There are biological reasons for differences in sleep patterns of various people and back-grounds which are worth noting & more lenient considerations.

19- SIERRA: SENSITIVITY-SATISFACTION - SEX DEPRIVATION - SOLEMNITY & SMILE

• Sensitivity of people is different and a problem may not bother all the same. If possible we should observe individuals and study their sensitivity levels. This will surely change in various circumstances and is not fixed at all. As the time on board increases, most crew members will tend to be very touchy.
• It may be a lesson to learn how to achieve Satisfaction. Experienced seafarers adjust themselves to simple things to be satisfied with. The cultural back-ground plays an important role here. A thing which is quite a wanted matter somewhere may not have the same value for the other & if they are sailing together; one's happy day may not be as merited for fellow shipmates. Contentment by the virtue of simple achievements can be an added value for anyone on board or ashore.
• Seafarers are amongst the most Sex-deprived sections of the society. This is mostly because of the nature of work. In some cultures being deprived of sex for many reasons like marriage; age & religion may exist and the people of that society are familiar with the feeling. But this does not mean that ; it is all right.

For some this may have become a habit to tolerate for others it may reach threshold limit & various complications come up.

We should know that Sex-deprivation can give rise to mental problems, bahaviour complexities and so many other troubles. This will surely affect safety; so at many occasions easing off shore and short leaves may help a lot. The feelings of other sex being around even by just walking in a shopping mall can help a lot.

Controlling can not be stretched off-limits & limits vary with different people and relate to many factors.

• Solemnity or earnestness may be a part of discipline for senior officers, but it may not always be so much necessary. In some cultures serious faces are considered to be the same as angry. Remember that for some people a serious face is part of their character & looks, and may not mean much. In some societies a Solemn look would be considered as thoughtful and classy. No doubt that in most occasions, a Smile is gateway to people's hearts.

Solemnity can also be a sign of being depressed or in the early stages of alienation from the society in which a person is. To have social gatherings at any possible occasion along with the effective communication can help identify this without notice or even avoid unwanted conditions.

20- TANGO: TOLERANCE-TEAMWORK

• Tolerance is the basic element for any multi-cultural, multi-national and multi-racial society. We need to educate crew members for tolerating each other. We can show the good sides or the interesting aspects to each other, as a result we may grow friends. A variation of food is a good arena for trials and joy.

• Some nations are not just good at Team-work. We should understand this. It may be due to historical or cultural back-grounds. Knowing that team-work is the essence of a maritime life & work style; we must try to train the crew members for it. By various briefing classes & examples of every-day life that a group can survive better than a single person & the tasks are easier to do. After all; Team-work is a culture & we should build it up. Tolerance and using every individual asset into advantage are the pathways in the route.

21- UNIFORM: UNDERSTAND- UNDERESTIMATE-UMBRAGE

• Understanding starts with knowledge of a common language, we need to reiterate that communicational skills are basic requirement for a management. Not only we must understand the crew members; we should also try to be understood. Conveying messages by elder or respected and higher ranked members who are intimate and liked, may at times be a good solution.
• Do not ever Underestimate people, this is wrong no matter member of which culture or nation you are.
• To take Umbrage at something or some-one might just be a jest in some cultures. It may be difficult to recognize a true from a false offence. What we should explain is that if there is a good reason? Most of the time there are none & a simple misunderstanding should be cleared.

22- VICTOR: VIRTUE – VERSATILITY - VERNACULAR

• The Virtue of high moral standards should be administered on board. We must be examples of that. The crew members are usually observing the senior officers and if we can not keep up, then we may not expect others either.

It is a fact that we are all human and may be tired; bored or depressed and do or say things we should not. The essence remains in the fact that others know this & they also allow lee-ways about us but we must understand that assuming the responsibilities and the authority will inherently contain the requirement to be the virtuoso in the multicultural understanding as well as many other fields.

• The Versatility of a mariner's life added to the quality of human-being is the ability to adapt to many situations that we could never even dream of.

There are many occasions that those with whom we disagree become our best friends later on. This can be true amongst ship-mates. With a multicultural or multinational complement on board, if good management practices are exercised; a bitter or turbid atmosphere can slowly be changed into a friendly one.

• The people who would not understand each other can be trained & guided into an ability to be capable of using the Vernacular language learnt through tolerance & common deeds.

23- WHISKEY: WORKMANSHIP- WEATHER PERMITTING – WATCH-KEEPING - WILLIAMSON TURN

• The Workmanship on board is seriously affected by cultural differences. A knowledge of human elements in a maritime concept can be taught for the seafarers but still the main part remains to be observed by the crew members. What is very important is that; skills should be built up throughout years at sea. A general concept along with the will to accept that it is vital for management to be able to orchestrate the ship board variety of nations and people together for work and life alongside.
• At times a few people can not just be living or working easily together ,then you must accept that all the merits in the context of multicultural management are conditional & Weather or atmosphere permitting! You will not always get a good result really. If these do not work, we must think of a swift approach like signing one seafarer off & keeping the atmosphere a chance to clear. If the weather or conditions do not permit; take decisions to change the conditions.
• Watch-keeping & associated duties can be a good reason to let crew members get acquainted with each other and also realize the needs to interact & the joy of team-work and cohabiting thus not to be lonely.

At sea we live secluded lives, watches are duties. If we are friends we can enjoy each other's help and company; all human beings are social as a fact. Common deeds must make us get friendly & closer, then the ship will be run happier & more efficiently.

• There is a value in apology and people sense it. In human relations it is important that you admit having understood you were wrong or mistook something.

This is the first step to correction & mending. We must let crew members admit their shortcomings and in a long run there will be an atmosphere of ease on board. If we do not take severe actions for slight neglects or minor errors; then the self confidence will grow and the staff use their ideas rather than just following orders and sitting aside.

We need to advocate that if at any time you get to know that you made a mistake or the results for what you decided are not as you expected; make a turn. This sort of actions if made honestly will take you back or let us say to a better place like a Williamson turn. Do not hesitate to correct the wrong decisions.

24- X-RAY: XENOPHOBIA--X-O GAMES

• We must deny Xenophobia and consider it as improper, immoral & not allowed. There are many varieties of people on the earth, everyone has assets which may or may not be known to us but we surely can not allow any hatred or fear in the form of Xenophobia. There is no room for this on a ship and every effort should be spent to liberate our minds from. Broadmindedness is a master-key.
• We can connect the people on board by devising simple games like X-O or the type that nearly any human being can play. There are surely better examples; but the idea is to make the shipmates to talk to or have least interaction with each other and start having relationships by games and other social activities which involve contact; fun & spending free-time. X-O is a game which two persons of different worlds can also play.

25- YANKEE: YIELD - YEARN

• Every person has also a Yield point at which he or she would give-in or distort permanently or damaged passing that limit. People on board are under pressure; we should know the fact that they may be simply accepting a shove or thrust; or if pushing further they may explode. This is different with various people but all seafarers show nearly the same signs that as a manager you must be familiar with. The advice is not to push very hard.

• The mariners are Yearning for following seas & have endeavoured the difficult life-style for nearly the same reasons; this is a good area for common grounds & approaches in the multicultural management. No matter what culture or nationality they are from; they have quite similar desires. Identifying these will assist us in cross many barriers that otherwise seem quite grave impediments.

26- ZULU: ZEAL - ZEST - ZONE TIME

• As senior officers & managers we should use the Zeal and great energy for Zest and enjoyment of all on board. There are always some crew members in a multinational collection who are full of energy & excitement due to age or personal character. We must use their enthusiasm for the benefit of all. They can be game leaders; book keepers or other activity organizers. The common grounds are fields for relationship upholstering.
• While passing the Zone times ; if there are crew members whose country is in that zone and ship's time is nearly the same; tell them so; they will dream better by getting up & working the same time as their families and friends back home ; and being able to feel closer to the loved ones by phoning them on the appropriate timings and entering the family circles although in a virtual way.

CONCLUSION:

In order to be able to run a ship smoothly; we need to have skills & knowledge of concerned problems. Like any other society the ship has its own specific conditions & atmosphere. Most of what has been stated in this paper is quite similar to any other management advice collection with a few new topics & references which are due to the secluded & particular nature of the maritime life & work.

What is very important to denote is that without a particular and earnest attention to the human element issues; we can not achieve an effective management That is for the people on board & all those dealing with the mariners. Many of the problems at sea counting from the hazardous accidents to inadequate control & loss of financial profits are connected –directly or indirectly- to management problems & lack of considerations for the limitations associated with human being entities.

Understanding the human interaction as a whole & multicultural aspects in a safe & sound management will help Omni-directional improvement. The paper has made a trial to explain some characteristics in the field with the aim of reducing troubles & understanding patterns of behaviour through a transparent vision.

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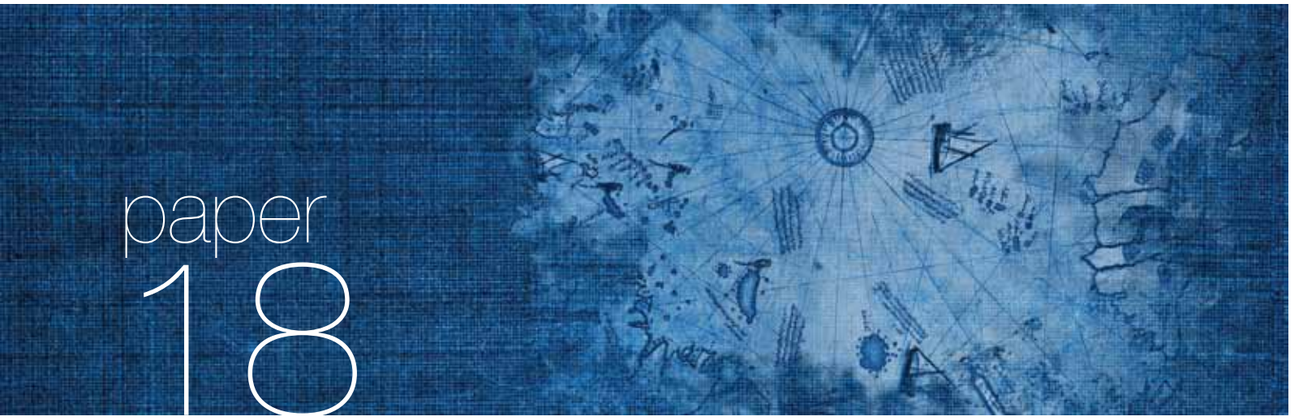

paper
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USE OF MODERN TECHNOLOGY IN MARITIME ENGLISH TEACHING

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Abstract:

Shipping is an international and open industry and the Maritime English is the stepping stone for the Chinese seafarers to participate in the international competition. We can say that cultivating the first-rate talents equipped with competence for cross-cultural communication is one of the key factors in developing shipping industry in China. This paper introduces the teaching situation and problems exist in Maritime English teaching in China and illustrates irresistible trend of applying modern technology in Maritime English teaching. At the same time, the paper makes a highlight analysis of multimedia teaching and marine simulator teaching in Maritime English teaching, as well as of their advantages respectively.

Key words: Multimedia, Marine simulator, Maritime English teaching, Application, Advantages

1- INTRODUCTION

The globalization pace of seafarers has accelerated along with the full implementation of STCW (International Convention on Standards of Training, Certification and Watch keeping for Seafarers) nowadays. Among all the standards to evaluate national seafarer qualifications, labor service output volume stands out. Research shows that in Philippine, a country with only 80millions population, maintains an annual seafarer labor service output volume of 250,000. While the number in China (with a total population of 1.3billion) is only 50,000 with tiny fluctuations. Its total seafarers number in all classifications beyond half a million though. Obviously, huge crew number, small expatriate portion and modest English community skills have become characteristic labels for Chinese seafarer market. In order to enhance seafarers' English skills, Chinese maritime academies have been keeping adjusting their teaching manners and taking groundbreaking practice. For instance, switch teaching modes from traditional way to a rather comprehensive manner with modern technology gradually.

2. THE STATUS QUO AND DEVELOPMENT OF MARITIME ENGLISH TEACHING

2.1 THE STATUS QUO OF MARITIME ENGLISH TEACHING

Maritime English as one variety of ESP(English for Special Purposes) is one of the core curriculums of navigation majors. The following features characterize it: unique vocabulary, grammar and sentence structure, profession, informative and demanding. Although schools and teachers have fully aware of the significance of Maritime English and have been taking necessary actions, the English level of maritime graduates is still way far from the market expectation. This phenomenon can be explained as follows:

1) Different learning targets and modes for students. It is normally holds by students that common English weighs more than navigation English ,as a result, students pay more attention to passing the CET-4 (College English Test Band 4)or CET-6 (College English Test Band 6)during the period of studying in school and rarely review specialized English at their spare time.

2) Unitary teaching modes for teachers. Compared with common English, specialized ones appear less eye-catching. Given that old-fashioned teaching manner as "Literally translation mode" and "Spoon-feed mode" are still applied for the time being, teaching efficiency has been deteriorated overwhelmingly. Consequently, students would, however, show less interests to specialized English study; and

3) Lack of Maritime English practice environment for schools. The best way to master Maritime English is to immerse learners to real practice. For instance, let students practice and apply on seagoing ships. But back to reality, chances that schools provide for students to get on board is not many and time duration is always short. That explains well why learners still encountered problems in practice although every one of them has attended related English class.

2.2 INEVITABLE TREND OF USING MODERN TECHNOLOGY IN MARITIME ENGLISH TEACHING

The concept to use modern technology in Maritime English teaching refers to the process of enriching teaching methods and enhancing teaching performance by applying diverse educational technologies. Maritime English is specialized and "to the point". Simple and rigid old-fashion teaching modes would weaken class performance when considering the aforementioned features. With the development of science and technology, all sense stimulations from out-side world have invaded our brains vastly. It is important to find a way out to exclude the interference of the outside world and attract students' attention to Maritime English. Besides, it is shown by a foreign study that knowledge gained from "word by mouth" way can be memorized by 15%, while the valid portion by visual way reaches 25%. By synchronizing aural and visual signals, the memorable part percentage can rocket to 65%. In one word, using modern technology in Maritime English teaching has an important sense in improving the students' enthusiasm in learning and reinforcing their memory, and is the inevitable trend in Maritime English teaching.

3. PRACTICE CASES

3.1 MULTIMEDIA APPLICATION IN MARITIME ENGLISH TEACHING

3.1.1 THE MEANING AND FORM OF MULTIMEDIA TEACHING

With the development of computer technology, multimedia teaching especially means applying multimedia computer with the aid of pre-set multimedia teaching software to the process of teaching activity. Specifically, it refers to using the multimedia computer technology to handle and control the symbols, words, sounds, graphics, images, videos and other media information, and then combining these elements and displaying the outcome synthetically on the screen or projector projection according to the teaching targets, in order to complete the teaching goals by man-machine interactions and collaborations.

Recently, in the class of Maritime English teaching, the dominant multimedia teaching mode is an integrated combination of software as PowerPoint and Plash and so on. The powerful visual and aural process function makes it easier for teachers to convey knowledge in an intuitive manner.

3.1.2 ADVANTAGES FOR USING MULTIMEDIA IN MARITIME ENGLISH TEACHING

1) Vivid teaching manners

Images, sounds and animations can be mixed and presented comprehensively by the vivid manifestation pattern in computer media. In consequence, the traditional teaching mode "blackboard plus chalk" can be upgraded to make the knowledge gate more accessible for learners. Moreover, there is a considerable number of Maritime English teachers who have voyage experience. And it would make teaching activities informative and attractive if teachers can present his/her sailing experience by photos and videos in the class. In this way, students can gain some knowledge of real voyage and enlarge their interest to it. Besides, they can perceive the knowledge about firefighting, rescuing at sea, engine operation, ship anchoring process and terminal operation by sense directly.

2) Efficiency

Multimedia courseware can combine visual and aural information subtly and enjoy advantages as being informative, flexible and intuitive. Given that terminology knowledge and vocabularies massively exists in Maritime English, "Literal translation" teaching mode can hardly guarantee knowledge acquiring and understanding. By transforming rigid learning content into eye-catching courseware equipped with images, sounds and animations, both the teachers' "teaching" and students' "learning" would somehow get twice the result with half the effort. Take ship type introduction for instance, a informative description with ship image and corresponding English names can make it easier for students to clarify and remember ships as general cargo ship, bulk carrier, container ship, tanker, LNG (liquefied natural gas) ship, chemical carrier and yacht.

3) Flexible in Interactivity

Multimedia teaching can also freely switch the interface at any time to meet the real-time demand of teachers and students, and what's more, multimedia teaching also allows teachers to timely supply and modify the information according to the students' feedback. Obviously, those advantages can't be matched by traditional way of blackboard writing, which play an important role in improving teaching efficiency. In the class of multimedia teaching, instead of laborious blackboard writing, it is timesaving and operation-friendly for teachers and beneficial for learners vice versa.

3.1.3 THE PROSPECTS OF MULTIMEDIA APPLICATION IN MARITIME ENGLISH TEACHING

Multimedia application in Maritime English teaching in the future will gradually be combined with digital network audio system, in which teachers' computer and students' computer are connected through the network, so as to realize the trinity of presenting, lecturing and practicing. Digital audio network not only provides multi-channel and diversified ways for the transmission of words, voice, images and other aspects, and create a good learning environment for students, but also the learning environment that everyone is furnished by one computer, gives students a lot of free space to help students know about their own learning situation and conduct autonomous learning through the man-machine communication and feedback. Students' knowledge master level differs from each other because of the quantity and dispersion of the specialized knowledge rooted in Maritime English. By self-study via digital network, we can see an inspiring improvement of teaching efficiency and quality.

What is more, multimedia digital audio network system can create a fine platform for Maritime English listening and speaking practice. The audio-visual material provided by multimedia furnishes learners a specific language environment in which students can practice every piece of the content and make self-record for further comparison, so as to gradually raise the level of practical using of Maritime English.

In conclusion, the combination of multimedia and digital network audio system is the inevitable trend of the future Maritime English teaching. It is also one of the important symbols of the modernization of Maritime English teaching.

3.2 MARINE SIMULATOR APPLICATION IN MARITIME ENGLISH TEACHING

3.2.1 EQUIPMENT REQUIREMENTS FOR MARINE SIMULATOR TEACHING

Marine simulator applies to Maritime English teaching, with its main trait of simulating a emotional and specific scene of ship's navigation, which to a degree, provides a certain experience of navigation life for students. At present, most of maritime academics in China have introduced or established marine simulators. In 2007,Shanghai Maritime University has researched and developed a set of 360°annular simulator which can simulates the circumstance of more than 30 main ports in the world and simulates weather conditions such as day and night ,rain and snow , winds and waves, as a result, present a vivid picture of terminal environment in front of attendants' eyes.Moreover, there are some simulators for special ships, such as inland water ship, liquefied petroleum gas and chemical ship, multi-purpose ship for maritime rescue, yacht, ship working underwater (underwater robot), etc. All these advanced equipment and technologies have extended the learning channel for students' Maritime English study.

3.2.2 ADVANTAGES FOR USING MARINE SIMULATOR IN MARITIME ENGLISH TEACHING

1) Inspiration From New Teaching Mode

The adoption of marine simulator in Maritime English teaching is quite an advanced teaching manner. Such circumstance can inspire learners' positive altitudes towards Maritime English study as well as their future career. Meanwhile, build up their trust to the teachers. All these positive psychology impact can help stimulate students' study motivation and enhance their efficiency tremendously.

2) Collaboration Of Theory And Practice

Among all the advantages shown by marine simulator, the collaboration of theory and practice stands out. Its core relies on that students not only can master the theoretical knowledge, but also can experience real practice. Since the simulator can imitate the dynamic scene of different types of ships under different water areas, channels, traffic flows and hydrometeorology conditions. Apart from that, it can provide indoor static environment according to elementary facilities and equipment (sound included) in real bridge. Teachers can set unique situations and guide students to training platform in which they can practice dialogue and operation exercise in accordance with text main points. In this manner, theoretical knowledge can be perfectly applied in practice. For example, to imitate ship controlling under diverse wind currents, operation in narrow channels, actions taken when ship is out of control. By doing these, students can, on one hand, better understand text content, and on the other hand, it helps improve their English skills.

3) Cultivation Of Teamwork Spirit

Considering that positions set on ship are independent but can never be done alone, one operating movement requires different roles to work together. The use of marine simulator just offers students a chance to understand the teamwork on board, which is a must-experience before starting their own career and can be very helpful to cultivate their teamwork ability.

3.2.3 IMPACT OF USING MARINE SIMULATOR IN MARITIME ENGLISH TEACHING

Along with the continuously development of Marine simulator, its function will surely play a more essential role. If it goes as expected, teaching resources would be integrated finely, tuition efficiency would be enhanced at a maximum, and teaching cost would be deduced significantly. Also, students' specialized English skills can be improved incredibly through exercise on the spot. Consequently, the whole seafarers training and education quality can be improved and the new cultivated trainees can meet the new requirement on seagoing ships.

3.3 TEACHING TECHNOLOGIES COMPARISON

Multimedia teaching and marine simulator teaching are two kinds of modern technologies. To a certain extent, they both improve the tuition efficiency. But when we take a closer look, the former emphasizes more on Maritime English theoretical knowledge while the latter focuses on practical operation. In fact, the two methods can never exist alone. As theory serves as the base for practice while needs support from the latter in the mean time. Here is a comparison between the two as follows:

Multimedia teaching (Fig 1)

Marine simulator teaching (Fig 2)

1)Teaching facilities

Normally, IT technologies serve as the core in multimedia teaching facilities. General maritime academies can fulfill such hardware requirements due to its easy-purchase character. Every one of the students can acquire knowledge equally with large learner group. On contrast, teaching activities, which involves marine simulator, needs corresponding environment and practical training court. Moreover, the limited number of simulator and strict curriculum schedule can not afford everybody participate into practical training, but once a student is done, he may acquire what he has learned in a much higher level.

2)Teaching contents

Multimedia offers tutor a great chance to decide what to teach. Maritime English reading, writing, listening and speaking can be realized through multimedia teaching activities. Marine simulator teaching enjoys an obvious advantage when considering learning content since students can experience life-like speaking situations. But when it comes to advanced Maritime English reading and writing study, simulator cannot meet the relative specialized knowledge needs and shall replaced by other teaching manners.

3) Teaching outcome

Multimedia teaching and navigation simulator teaching can both enhance teaching performance by sensory stimulation. Specifically, students tend to listen and see in the class of multimedia teaching. If teachers don't handle it properly and brings more visual and aural information to the learner, however, the quantity of these signals can never be too much in case of causing unnecessary distraction to the learners. Contrarily, it is easier for students absorb in study with navigation simulator due to the involvement of practice.

4- CONCLUSION

Multimedia teaching and navigation simulator teaching are indispensable elements in modern technology practice. According to recent employment research, the majority of the students chose to service on seagoing ships as their career. It demonstrates their confidence in their specialized English skills indeed. Also, it serves as an inspiring signal that Chinese maritime graduates are getting more qualified and professional. Meanwhile, the specialization process of modern teaching technology requires a corresponding improvement of maritime English teachers' computer application and practical operation capacity to achieve further creation and development in teaching manners.

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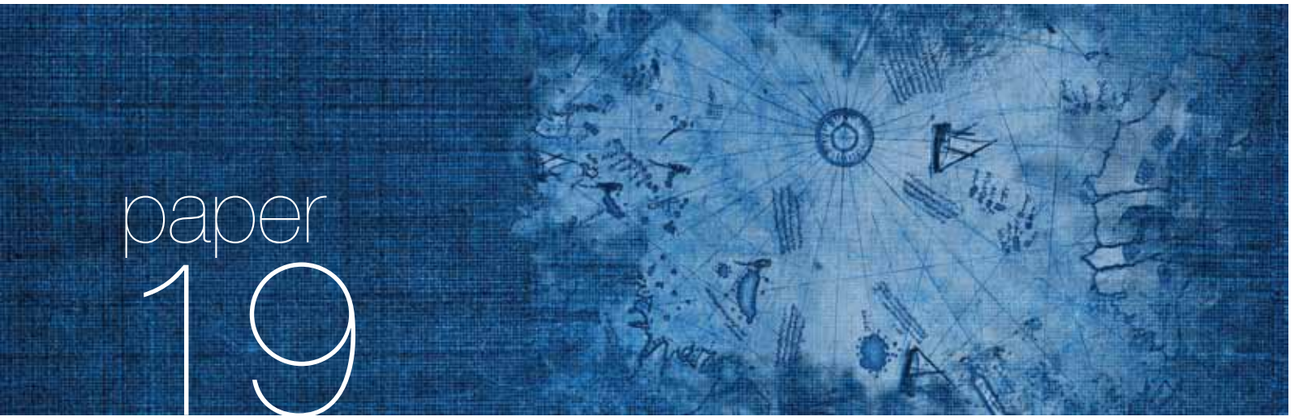

paper 19

“MORE MIGHTY SHIPS!” USING DOCUMENTARIES IN TEACHING MARITIME ENGLISH – STUDENT PERSPECTIVES

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Abstract

In the teaching of General English authentic video has an established role. It can be used, for instance, as a tool for the development of the listening, speaking, and reading skills, visual literacy, intercultural awareness, understanding of the target culture, to increase motivation, as an aim to guide students toward self-directed learning, and within the CALL setting. An aspect of authentic video, in particular documentaries, is that is can be a window into the understanding of the target community, including language features. To date little has been made regarding the role of using documentaries in ME classrooms, in particular from the point of view of ME learners. In order to bridge this research gap, this article analyzes student perspectives regarding the role of video, in particular documentaries, in the ME classroom. Aspects that will be examined are benefits of using documentaries in the ME classroom, language skills and elements improved through these, problems related to this teaching technique, affective factors, long- and short-sequence approach, and understanding of the target community. The findings will be based on quantitative data and a qualitative analysis of semi-structured interviews and student homework assignments.

Key words: authentic video materials, documentaries, Maritime English, student perspectives.

1- INTRODUCTION

More than 30 % of accidents at sea or in ports, which can result in catastrophic loss and damage at the financial, environmental, and human level, can be attributed to communication problems, in particular to the poor knowledge of English (Trekner 2000; Trekner and Cole 2005). Therefore, communication failures are one of the main causes of shipping accidents (Ziarati et al. 2008). A high level of English communicative competence not only is an essential element that enhances navigation safety in the world’s oceans, it also has a social function, facilitating social interaction among multilingual crews on board of vessels (Kavechi and Sampson 2011). In addition, English is essential for onboard crews and everybody else working in the maritime community. This includes various shore-based institutions that provide support to shipping and contribute to its economic organization and efficiency, and that use English as the language of communication in this typically international working environment. Therefore, the role of ME classes during first-cycle studies at our MET higher education institution is to provide students with language knowledge that ensures the safety of navigation (essential module) and language pertinent to shore-based activities and content (essential and extension modules) (see Pritchard 2003), in accordance with the requirements of the 1995 STCW Convention, as amended (IMO 2011), and Model Course 3.17 for ME (IMO 2009).

Numerous studies have explored the pedagogical value of using authentic video in the language classroom. To date, however, no research has examined the effect of using authentic video in the ME classroom from the perspective of students. Hence, the present study was designed to fill this research void.

The main research question that this article addresses through the application of quantitative and qualitative research methods (analysis of post-viewing student homework assignments and semi-structured interviews) is students’ perceptions whether authentic video, more specifically documentaries, can be used as a valuable teaching tool. Aspects that will be explored are benefits of using documentaries in the ME classroom, language skills and elements improved through these, problems related to this teaching technique, affective factors, long- and short-sequence approach, and understanding of the target community.

2- THEORETICAL FRAMEWORK

The interest in using video in the foreign language classroom started even before the widespread use of VCRs and today's DVDs and other multimedia formats. However, if more than 60 years ago the use of film was a difficult undertaking because "the film projecting apparatus is costly and cumbersome, needs expert handling in a room which ought to be specially constructed for acoustic properties and the exclusion of light" (Travis 1947), modern technology allows language teachers to easily use authentic video with minimal financial investment and basic knowledge of video handling software.

Authentic video, defined as "authentic television programming taped off-air and used with permission for educational purposes" (Weyers 1999, 339) has become "an essential element of learning languages today" (Sherman 2003, 1). Mekheimer (2011) claims that we cannot speak of whole language development unless video, the prevailing channel for receiving information in today's world, is used in the language classroom. Compared to printed text video is more dynamic (King 2002) and less intimidating. As such, it opens space to a variety of benefits and pedagogical options.

The use of multimodal video assists in the development of all language skills and fosters whole language learning (Weyers 1999). It has been found that using video has positive effects on the development of listening comprehension and oral production (Weyers 1999), narration and description as micro speaking skills (Rifkin, 2000), listening comprehension and vocabulary (Lin 2002), grammar (Herron et al. 2006), cultural competence, knowledge of contextualized use of language, speaking and listening skills in particular, vocabulary knowledge, and other not language-related skills (e.g., critical and creative thinking skills) (Seferoglu 2008), vocabulary (Yuksel and Tanriverdi 2009), overall language proficiency (Mekheimer 2011), student interest and motivation (Mekheimer 2011; Tabatabaei and Gahroei 2011), and writing (Čepon 2011). In fact, video allows the development of all skills if these are integrated sequentially into the preparation (pre-viewing), presentation (viewing), and expansion (post-viewing) activities (Swaffar and Vlatten 1997). Therefore, it enables foreign language output by providing input (Mekheimer 2011).

Several video genres can be used in language learning classrooms. Yet, documentaries have a number of advantages compared to other genres of authentic video, in particular in the teaching of language for specific purposes (LSP), to which ME belongs (Bocanegra-Valle 2013). These are that they present events in real-life contexts in a compelling form, the commentary uses standard phraseology and accent, and comprehension is enhanced by the highly supportive visual element. In addition, what is particularly relevant for LSP classrooms, documentaries draw on students' existing knowledge by presenting facts and opinions on a subject they are familiar with, and match students' interests in a particular discipline. (Sherman 2003) Importantly, the structure of genre is highly predictable (Swaffar and Vlatten 1997), which facilitates comprehension and relieves some of the cognitive load posed by viewing authentic and lengthy video. Documentaries may provide good role models for improving pronunciation (Arthur 1999; Council of Europe 2001; Lowe 2008). Finally, in addition to being a rich source GE vocabulary, documentaries are a rich resource of specialist vocabulary and can thus be used in teaching LSP (Arthur 1999).

The role of watching video as a form of direct exposure to authentic use of language in order to learn a foreign language in general and improving pronunciation in particular is acknowledged by the Common European Framework of Reference (CEFR; Council of Europe 2001). The CEFR includes an illustrative scale of descriptors for audiovisual reception or the simultaneous receipt of visual and auditory input, more specifically watching TV and film. Students at level B1, for instance, which is the level that most students at our faculty have acquired before entering higher education studies (Jurkovič 2009), are expected to "follow many films in which visuals and action carry much of the storyline, and which are delivered clearly in straightforward language" and "catch the main points in TV programmes on familiar topics when the delivery is relatively slow and clear." (Council of Europe 2001, 71) Documentaries seem to meet all conditions stated in these descriptors: visuals are highly supportive of the spoken text, which is delivered clearly. Students are familiar with the topics that documentaries present if the latter are carefully selected.

Despite the variety of benefits that using video in the classroom has, some challenges remain. Firstly, as Carr and Duncan (1987) state, it is difficult to change film from a form of entertainment into a meaningful learning experience, which is why films should be seen outside the classroom and then classroom time should be spent on post-viewing activities. King (2002), too, agrees that a limitation to using long stretches of video in the classroom is limited class time. Secondly, the authenticity of language used in films has been questioned as film dialogue only represents an approximation of authentic and natural conversation (Jeon 2003). Our classes commonly consist of students at various levels of proficiency so it is a challenge to provide resources that would match the learning needs of all (Bueno 2009) as too much unfamiliar language may cause frustration (Swaffar and Vlatten 1997) and loss of confidence (Clarke 1974 in Lin 2002b) among low-proficiency learners. According to Krashen's input hypothesis, we "acquire by understanding language that contains structure a bit beyond our current level of competence (i + 1)." (Krashen 1982, 21) Therefore, comprehensible input is the first essential component for language learning. However, in order for input to become intake, it has to be set at a comprehensible level. Importantly for this study, given the prominent role of relevancy of carrier content in LSP, in order to be optimal, input has to interesting and relevant to the learner (Krashen 1982).

The role of affect in (language) learning is undisputed and language learning success is greatly affected by motivation, self-confidence, and language learning anxiety (Krashen 1982). Motivation to learn and other emotional factors may be even more important than cognitive ones (Tschirner 2001). Most students are interested in learning language through the use of video, as research has confirmed (Cannin-Wilson 2000). Everybody is willing to invest a lot of effort into things that they find interesting while interest in turn provides the intrinsic motivation for learning (Silvia 2008). Most students find video intrinsically motivating (King 2002; Lowe 2008; Jean and Basanta 2009). An important objective of using authentic video in the classroom is to "stimulate students' interest and to sustain and deepen positive attitudes towards learning" (Jeon 2003, 41). In addition, watching video in the classroom may influence student behaviour outside the classroom, and may lead them to explore additional video-related media available on the World Wide Web (Kuppens 2010). One of the main advantages of using authentic video is that it provides a rich source of contextualized language input. However, if the affective filter is high, input will not become intake (Krashen 1982). Video-based instruction has been shown to lower the anxiety that the learning process seems to be accompanied by (Arthur 1999; Lin 2002b) as it can induce lower levels of anxiety, which enables input to become internalized and thus intake (Čepon 2011).

In line with the communicative approach to language teaching, Sherman (2003) states students should watch video in class for its own sake and with no other objective in mind. In this case the long-sequence approach instead of the short-sequence approach can occasionally be adopted even though it seems that to work satisfactorily, clips have to be short and reasonably self-contained (Sherman 2003; Lowe 2008). In fact, only if short excerpts are

viewed, focused analysis of specific vocabulary or grammatical structures will be possible and therefore language details will be monitored (Swaffar and Vlatten 1997; Seferoglu 2008). Short sequences are particularly relevant for low level learners that may be too burdened by a long section (King 2002). It has been also found that the excessive length of the segment may have a detrimental effect on the recall of a word of expression (Stewart 2004). On the other hand, students often lack strategies for extensive viewing. Viewing only excerpts will also deprive them of the story line or context (Swaffar and Vlatten 1997). Moreover, the long-sequence approach, which is more useful to advanced learners, provides abundant exposure to authentic listening and increases awareness of pragmatic usage, an essential component of communicative competence (King 2002). Therefore, the use of video in the classroom should enable students to watch video of varying lengths (Swaffar and Vlatten 1997).

A relevant aspect of authentic video is that is can be a window into the understanding of the target culture or, in this particular case, the target community. The target community is the community full-time students will be expected to work within after completing their higher education studies and which they mostly have only limited experience with. For students at our faculty the target community is the maritime cluster that includes ship crews and various shore-based parties (Trekner 2000). The role of authentic video as a window into the target community has been acknowledged by several authors. Firstly, authentic video can provide vivid illustrations of unfamiliar or inaccessible situations that cannot be otherwise realistically created (Tabatabei and Gahorei 2011). It may improve the knowledge of the subject area (Swaffar and Vlatten 1997). In this way, video will make a connection between what learners are studying and real world situations, thus facilitating the retention of information related to the target community (Mekheimer 2011). Last but not least, it will allow students to identify with people working in the target community. According to Krashen (1981), the development of language proficiency is related to integrative motivation or the desire to identify with people of the target community that are speakers of that language.

3- METHODOLOGY

This study aimed at exploring students' reflections on integrating authentic video, in particular documentary films, into ME classes of EFL learners at the higher education level with regard to some specific issues (benefits of using documentaries in the ME classroom, language skills and elements improved through these, problems related to this teaching technique, affective factors, long- and short-sequence approach, and understanding of the target community).

In order to explore student stances toward these issues, data were collected using the following instruments:

- preliminary questionnaire, filled out by 28 students in March, 2013. The aim was to collect preliminary data on watching habits of students outside the language classroom and general attitudes toward using authentic video materials in the ME classroom;
- two post-viewing questionnaires. The aim was to collect responses of students regarding their opinions on individual videos (the first questionnaire was filled out by 25 students in April, 2013, and the second by 16 students in May, 2013);
- optional homework assignments. The aim was to collect more detailed opinions on individual videos (a total of 122 homework assignments were analysed, written from February through May, 2013). Optional homework assignments were given to students every week after using a video clip and were always related to its content. In order to provide for anonymity, the names of students in the Results and analysis section have been changed.
- semi-structures interviews (six students were interviewed in May, 2013). The aim was to explore in detail some of the stances expressed via one of the above data collection instruments. In order to provide for anonymity, the names of students in the Results and analysis section have been changed.

A selection of video materials of varying length (one 45-minute documentary, documentary excerpts, one youtube video clip, and a training video) was integrated into the freshmen ME course taught at the Maritime Department of the Faculty of Maritime Studies and Transport, Slovenia. One foreign language (ME) is taught at the department. The ME course in the students' freshman year, which this study is related to, consists of 60 teaching hours. The learning objectives of the language course in the first year are compliant with the requirements of the 1995 STCW Convention, as amended (IMO 2011), and follow the guidelines of ME Model Course 3.17 (IMO 2009). The language competence level that students are expected to reach by the end of the first year of studies is set at B1+ of the CEFR (Council of Europe 2001).

Students participated in the study on a voluntary basis. The total number of students in this generation is 45, which means that approximately two thirds of all students in the group contributed their opinions to this study. The interviews were first transcribed and then coded and analysed. Similarly, homework assignments were coded and analysed.

Several research questions related to using video materials in the ME classroom from the student perspective were addressed. These are:

- Which are the benefits of using authentic video materials in the ME classroom?
- Which language skills and elements can be developed using authentic video materials in the ME classroom?
- Which are the problems related to using authentic video materials in the ME classroom?
- How does the use of authentic video materials in the ME classroom influence affective factors?
- Should the short-sequence approach be favoured compared to the long-sequence approach?
- How does the use of authentic video materials in the ME classroom contribute to understanding of the target community of the maritime cluster?

4- RESULTS AND ANALYSIS

Data collected using the preliminary questionnaire will first be presented. Figure 1 shows that one third of students watch documentaries at home on TV once a week, or probably when they go back home to stay with their families during the weekend. One quarter watches documentaries on TV every day, while 14 % said they watch documentaries on TV several times a week. Only 7 % of students watch documentaries on TV rarely, that is several times a year or never.

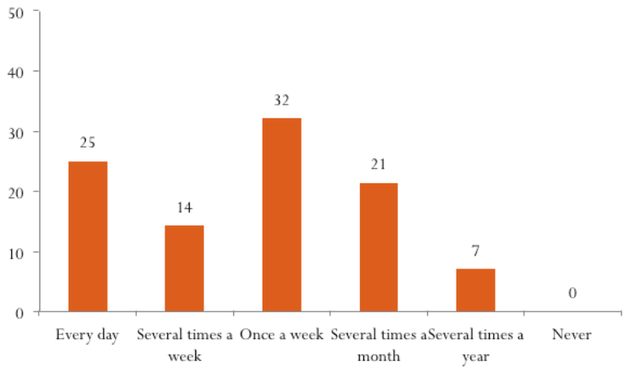

Figure 1: "How often do you watch documentaries in the English language at home on TV?" (in %; N=28)

Interestingly, when asked how often they watch video clips with sound in English using youtube or other video-sharing websites, the percentage of students that do that every day increases to as much as 70 %. Only 4 % of students watch these rarely, that is several times a month or less often (Figure 2). These data indicate that most students are exposed to authentic English language input every day or several times a week outside the ME classroom.

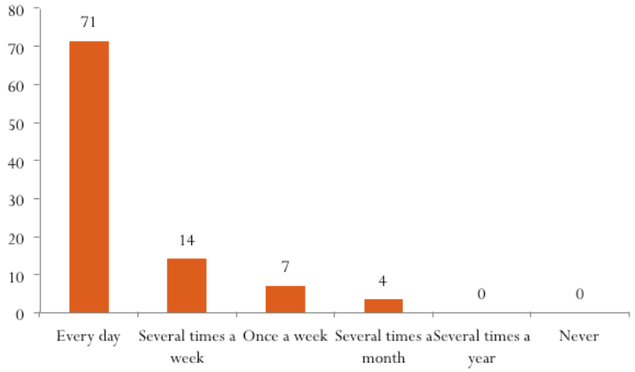

Figure 2: "How often do you watch video clips with sound in English using youtube or other video-sharing websites?" (in %; N=28)

Figure 3 shows the favourite documentary content of students. Watching documentaries on the maritime world is not their first choice but does appear quite high on their list of priorities. It is preceded by documentaries on science and technology, historical documentaries, motorsports, in particular Top Gear, and then ships, followed by animals/nature, sports, and aircraft

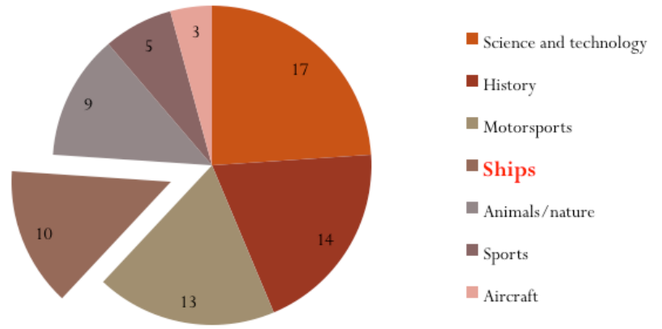

Figure 3: "If you watch documentaries, which are your favourite topics?" (number of answers, N=28)

The statement that the maritime world is not the favourite topic of students as far as the content of documentaries and video clips is concerned is corroborated by the fact that only 15 % of students watch documentaries or video clips that present the maritime world every day. A vast majority, two thirds in total, only watch these several times a month or less frequently (Figure 4).

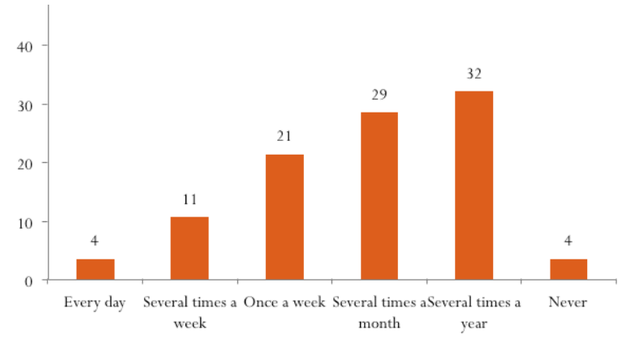

Figure 4: "How often do you watch documentaries or video clips with sound in English on the maritime world?" (in %, N=28)

4.1 BENEFITS OF USING DOCUMENTARIES IN THE ME CLASSROOM

As expected, students like learning with video. In the preliminary questionnaire, when asked about their learning preferences, as much as 82 % said they prefer learning with video to conventional teaching without the use of video (Figure 5). However, they are aware of the benefits of using a variety of teaching methods and techniques. Typical statement: "I like it because it can be more interesting than conventional teaching, where only the teacher is trying to teach the students. I think teaching is best if we unite both procedures." (Nina)

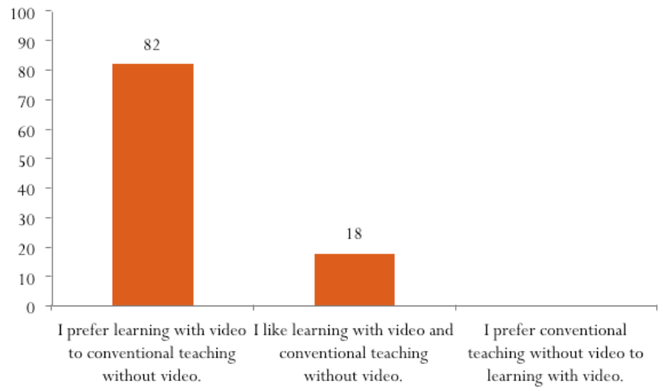

Figure 5: "Which of these do you prefer?"

Students mentioned four benefits of using video in the ME classroom: means for knowledge upgrade, personal relevance, dynamic medium, and visual input.

Firstly, they see video as yet another resource they can use for upgrading their knowledge, both in terms of ME and the discipline they are studying. A typical statement: "For me, the video we watched was a new source of knowledge; it was presented in a different way than I am used to. Due to the interest I found in the documentary, I was able to capture more out of the film, which led me to fill up my glossary with a few more new, never before known words." (Matej)

Secondly, the use of video in class will lead to learning only if they find it personally relevant. Given that the documentaries used were all related to the maritime world, most students expressed their interest in the carrier content. Typical statement: "This documentary is interesting to me because I like everything which is in connection with ships and I want to learn much more about them than I know now." (Vasja)

Next, video is perceived as a means for making classes more dynamic and variegated if compared to reading only. Typical statement: "I like documentaries so the classes are more dynamic. Because if it was like this, we get a text, aha, ok, we read it. And to be like that, monotonous, always the same." (Julijan)

Last but not least, students define themselves as being a visual generation. As the results of the preliminary questionnaire have confirmed, a vast majority watches video clips with sound in English every day: "Youtube can really take you away for a couple of hours. There you click on the next one and the next one again and it's suddenly 10 o'clock at night. So, yes, video clips are great. Because youtube is us, this is our generation. And if the teacher provides something which is a part of our generation, that certainly is a plus." (Uroš) Using video is more interesting than only reading about different topics from printed materials as it allows students to visualize things that they have no experience with, which facilitates learning: "You can actually see what things look like. In the text you can read it but then you imagine things differently from what they actually are. So you can learn better than by just looking into books." (Sabina)

4.2 LANGUAGE SKILLS AND ELEMENTS IMPROVED THROUGH THE USE OF DOCUMENTARIES IN THE ME CLASSROOM

As discussed in the previous section, students are aware that watching authentic video is beneficial to the further development of their GE and ME knowledge. When asked which language skills in particular are developed through the use of video, the most frequent answers are vocabulary, pronunciation, and terminology.

Pronunciation is learned by simply listening to video because if you can hear words you will also know how to say them. Typical statement: "Videos are also very useful when it comes to proper pronunciation." (Barbara) In terms of vocabulary, video allows you to get familiar with new words or recycle some that you have a passive knowledge of. It enhances the knowledge of words and different multi-word units. Typical statement: "It allows you to learn new words and phrases." (Jaka) It seems that some students are also aware of functional competence: "I think watching videos is one of the best things to improve maritime vocabulary, because you can quickly learn when, where and in which situation on a vessel a certain maritime word is used." (Tomo)

Of the four macro language skills, only two were identified. Numerous students mentioned listening: "I think this is one of the best ways to learn, by simply listening." (Marko), but only one student identified speaking as a language skill that could be developed through the use of video: "You also hear words and their pronunciation and then you can speak fluently." (Nina)

4.3 PROBLEMS RELATED TO USING DOCUMENTARIES IN THE ME CLASSROOM

Despite the unanimous agreement among students that using documentaries in the ME classroom is beneficial to the development of their GE and ME knowledge and broader knowledge of their discipline of study, some problems or drawbacks of this teaching technique were identified as well.

First of all, students' pre-existing language ability displays a variety of levels, ranging from A1 to C1. Therefore, if watching video does not represent a major cognitive burden on some students, for instance Aleks: "I am used to watching documentaries like this, plus I have already done exercises such as we did in class, so it wasn't a problem.", there are students like Anka for whom understanding the spoken language is not equally simple: "They are sometimes difficult to follow, because I do not understand some English." Unless the video is constantly interrupted or viewing is repeated twice or more times, "those who do not understand the language, cannot ask what we did not understand what is in the video." (Erik)

Moreover, understanding can be hindered by the speed of delivery of the speakers, poor English spoken by non-native speakers, or accent that students are not used to. A highly proficient student who had spent several years of his life in the US said: "Also at home when I watch films I like having subtitles in English because if they speak British I cannot understand a thing." (Jan)

Another frequently stated reason for problems is unfamiliar vocabulary and terminology. If a student does not understand numerous among the GE words that are used and the lexical density is high, then comprehension problems may occur. Typical statement: "I think it was hard because there were some words I did not understand, and did not know how to write them down, especially in the cruise ship part of the video." (Sandi)

Finally, some students felt, in particular after having watched an entire documentary that was 45 minutes long, that watching video takes a lot of time and is time consuming. Taking into consideration pre-viewing and post-viewing tasks, such an activity can take the whole session of 90 minutes. Typical statement: “Maybe it takes some more time than conventional teaching.” (Jure)

4.4 USING DOCUMENTARIES IN THE ME CLASSROOM AND AFFECTIVE FACTORS

The role of affective factors in learning (a foreign language) is undeniable. Thus, the next research question refers to affective factors, in particular motivation and language anxiety.

Students’ responses confirm that the use of documentaries in the ME classroom exerts a positive influence on motivation. Classes are more interesting and dynamic, which results in higher attendance and participation. Typical statement: “With the introduction of videos in the teaching/learning process, however, the subject becomes more interesting to students, resulting in greater attendance and a higher interest for the subject.” (Miha)

In addition, watching documentaries can enhance autonomous learning outside the ME classroom. By providing interesting and challenging content, students might be directed toward looking for more information on the examined topic at home. Typical statement: “For me the video was very interesting, from the beginning to the end. That’s probably the reason why I did some research after seeing it.” (Jakob)

If learning is enhanced by higher motivation, it may be hindered by language anxiety. Figure 6 shows that most students that responded to the questionnaire feel relaxed while watching video in English but 11 % of students do feel some tension. However, it seems that using video has a beneficial effect also on students that may otherwise feel some language learning anxiety, as is corroborated by the following typical statement: “Yes, I’m more relaxed when we use video. It’s more interesting and I don’t feel ashamed.” (Matej)

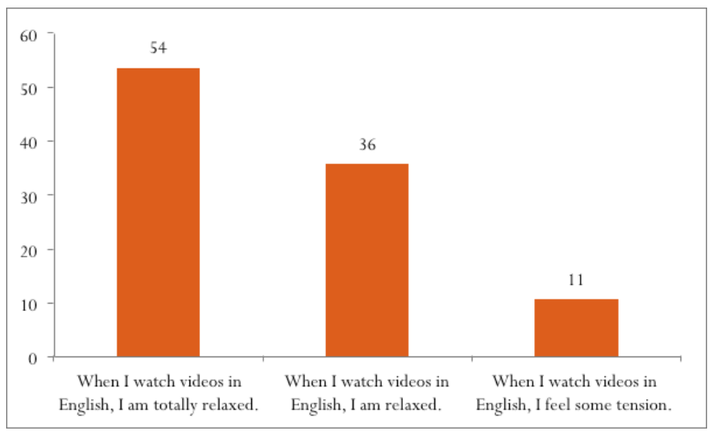

Figure 6: “Which statement best describes how you feel when you watch videos in English?” (in %, N=28)

4.5 USING DOCUMENTARIES IN THE ME CLASSROOM: SHORT- OR LONG-SEQUENCE APPROACH

In terms of the long-sequence approach (from 10 minutes to up to two hours of a feature film) and the short-sequence approach (less than 10 minutes), respondents were able to identify benefits and drawbacks of each. It seems that some students prefer long videos and are used to watching them while others think that they suffer from concentration loss if the videos are long.

Most students think that short videos are better for learning because in that case there is more time to talk about video content during post-viewing activities, which leads to learning. Typical statement: “I think it is better to watch short pieces of documentaries because the students are likely to speak English because of the questions asked by the teacher, and I think that when you speak you learn better the language then when you only listen to it.” (Marko) Moreover, it seems that they find shorter videos to be easier to follow and understand: “It was easier because it was shorter. I didn’t get bored and I obtained more data.” (Blaž) While watching long videos students may suffer from concentration loss and therefore no learning takes place: “In short videos the most important information is presented and also the concentration is much higher in short videos than in the others. The long videos aren’t so interesting because you can listen carefully just for 5-8 minutes.” (Dejan)

On the other hand, students listed several advantages of the long-sequence approach as well. Firstly, if only excerpts are viewed, then the whole story is lost and you only get an insight into details but miss the general picture. Typical statement: “I prefer watching an entire documentary because that way you can see the whole story, including side things that have to be done on the ship.” (Kaja) In general, if the topic is interesting and personally relevant, then the long-sequence approach seems to be appropriate. Typical statement: “If it’s interesting, I can watch for two hours in a row and my eyes will still be wide open. So it really depends on the topic. But 45 minutes, I think that’s the ideal length.” (Žiga)

4.6 USING DOCUMENTARIES IN THE ME CLASSROOM AND UNDERSTANDING OF THE TARGET COMMUNITY

Most students that enrol in nautical or marine engineering studies at our faculty do not have any experience with merchant ships. Some have experience with sailboats and practise sailing, others have not even tried that. As a result, the understanding of the target community of the maritime cluster among these students is extremely limited. Therefore, the next research question explores whether watching documentaries in the ME classroom plays any role in the understanding of work on ships. As the following statement confirms, watching documentaries is a valuable tool in presenting the target community to students: “Sometimes I ask myself if this direction is really for me, and then I get scared, when I don’t know the answer. Also I didn’t have any experience in this area. And when I watched this documentary, I’ve got some new view in my head about all the work on the ship and all that responsibility that goes with that and I like it. Maybe it won’t be easy, but if it’s that what really delights me I will be happy to continue in this direction. And in some way this documentary cheers me up.” (Karin)

5- DISCUSSION AND CONCLUSION

The main research question that this article addresses is whether students think that authentic video, more specifically documentaries, can be used as a valuable teaching tool. Most students access authentic video

content with sound in English on video-sharing sites every day but watch videos related to the maritime world much less frequently. They also seem to be aware of the benefits that watching authentic video has for upgrading their language knowledge. The results confirm that watching authentic video outside the ME classroom is considered a form of entertainment (Carr and Duncan 1987). This is particularly corroborated by student reactions to watching an entire documentary of 45 minutes when they are more aware of the carrier content knowledge they might acquire than real (language) content. In order for students to become (more) successful life-long learners, they should be equipped with strategic knowledge or knowledge how to use this powerful tool also as a means toward upgrading GE and ME knowledge. Awareness raising, however, cannot be achieved without using video in the ME classroom. Using authentic video in the ME classroom has several benefits, as student responses have confirmed. In addition to contributing to the development of knowledge in terms of language and their study discipline, using video is beneficial because the carrier content is personally relevant to students or in this case related to their field of study (see Sherman 2003). Students confirmed that using video makes classes more dynamic and interesting (see King 2002) while the visual input facilitates comprehension if compared to audio input alone (see Sherman 2003).

Studies have found that using authentic video in the classroom contributes to the development of all language skills and elements. Yet, student responses indicate they only are aware of the beneficial effect of video on the development of GE vocabulary (see Lin 2002; Seferoglu 2008; Yuksel and Tanrivedi 2009), subject-specific terminology (see Arthur 1999), pronunciation (see Arthur 1999; Council of Europe 2001; Lowe 2008), and speaking (see Weyers 1999). Interestingly, despite the fact that weekly optional homework assignments were always targeted toward the development of the writing skill (e.g., answering questions, summarizing), students do not seem to be aware of the fact that video was used as a springboard for the development of the writing skill. As no subtitles were used when watching documentaries in class, the fact that no student mentioned the reading skill (i.e., reading subtitles) is not surprising.

Despite the benefits that video brings into the ME classroom, we should – maybe primarily – be aware of the problems it might cause, in particular to some students. Importantly, we should consider pedagogical options that allow teachers to relieve the cognitive load posed by watching video, facilitate comprehension, and thus enhance learning. Firstly, students seem to agree that watching video in the ME classroom, if following the long-sequence approach, can be relatively time consuming (King 2002). A possible solution is asking students to watch the whole video at home and then focus classroom time on excerpts and post-viewing activities. A challenge remains, however, how to make sure that all students will have watched a particular video even if it is made available through online learning platforms. Secondly, students complained that because of non-standard English accents their comprehension was hindered. On the other hand, after entering the labour market in the maritime cluster these will be the accents that they will need to get used to. As a result, using a variety of accents certainly is a benefit of authentic video rather than a drawback. Thirdly, as Swaffar and Vlatten (1997) stated, absence of comprehension may cause frustration and increase the level of language learning anxiety (which video is supposed to lower). Using subtitles in English would facilitate comprehension but would, on the other hand, lead to the developing of the reading skill rather than listening (King 2002). Moreover, when authentic video is used, preparing subtitles, which usually are not readily available, would place an additional burden on the teacher during the already time-consuming preparation stage. Another option is the use of language input during pre-viewing activities when the most uncommon vocabulary, including multi-word units, can be discussed. For low-level students in particular, following the short-sequence approach seems to be the only option to result in upgraded language knowledge. Last but not least, the structure of documentaries usually is highly predictable, which is yet another reason why this genre seems to be appropriate for use in the ME classroom with students at different levels of pre-existing language competence.

In terms of motivation and other affective factors, student responses have confirmed the findings of other authors. They find video intrinsically motivating (see King 2002; Lowe 2008; Jean and Basanta 2009). Given that it is a part of their everyday lives, it contributes to their positive experience about learning (see Jeon 2003), and lowers levels of anxiety (see Čepon 2011) among most students. However, as discussed earlier, difficult comprehension might have the opposite effect and cause frustration (Swaffar and Vlatten 1997) among low-level students. Therefore, in order to take care of the learning and affective needs of all (Bueno 2009), teachers need to implement a variety of scaffolding pedagogical options that will relieve at least some of the cognitive load placed on low-level learners in particular, some of which have been discussed in the previous paragraph. Importantly for ME learners, using authentic video stimulates integrative motivation (see Krashen 1982). As result of watching authentic video in class, students did research work outside the ME classroom that was not required by the teacher, which leads to the conclusion that using authentic video may stimulate autonomous learning (see Kuppens 2010).

If the teacher's aim is to focus on real (language) content, then the short-sequence approach seems to be more appropriate (Swaffar and Vlatten 1997; Sherman 2003; Seferoglu 2008). In this case, low-level learners will be less burdened than in case of watching a long section (King 2002). Moreover, if short excerpts are watched, then repetition of the whole or problematic sections is feasible and students will not suffer from concentration loss. However, watching short excerpts may deprive students of the experience of watching authentic video that would simulate a real-world experience, and not allow them to be exposed to abundant authentic language in context (Swaffar and Vlatten 1997; King 2002). As a result, it seems that we should agree with Swaffar and Vlatten (1997) that students should be exposed to video of varying length. The best policy is to focus on short and relatively self-contained videos and occasionally include an entire documentary, in accordance with learning objectives and at an appropriate point in the learning process.

Finally, as stated earlier, student responses corroborate that watching video in the ME classroom increases integrative motivation or the desire to identify with people of the target community (Krashen 1982), in our case the maritime cluster. Many students do not have any experience with the maritime world and authentic video may establish a link between what they are studying and real-world situations.

The research was conducted among students of the freshman year and participation in the study was voluntary, which is the most significant limitation of this study. Neither optional homework assignments nor interviews provided any information regarding the differences in attitudes toward using authentic video in the ME classroom between students at different levels of pre-existing language ability. This means that an interesting research challenge is exploring whether learning anxiety experienced while watching video is in any way related to the pre-existing language ability of students. In addition, empirical research would have to explore the efficiency of learning through the use of authentic video compared to print materials correlated to the time spent for both activities on a similar topic.

Despite some evident pitfalls that watching authentic video in the ME classroom might have and that can be considerably mitigated by a methodologically knowledgeable teacher, using authentic video is a highly valuable tool that has a number of benefits. Authentic and up-to-date video materials are available on video-sharing sites. Although the preparation process is very time-consuming, which is another drawback, in this case for the teacher, guided use of video in the ME classroom may help our students to become better life-long learners. Awareness that video may be a learning and not just an entertainment tool might contribute to better knowledge acquisition also outside the language classroom and after the completion of formal education. Next, using video significantly contributes to

the learning and acquisition of vocabulary, both GE and ME. It increases motivation and lowers language learning anxiety among most students. Classes are more dynamic, and understanding of the complex community of the maritime cluster among students with no maritime experience is increased. For all these reasons, no ME or GE learning without video can be regarded as complete. Or, as Mekheimer (2011) states, in today's world most information is perceived through the visual channel and whole language development cannot be considered as complete if not accompanied by well informed use of authentic video.

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- English for Nautical Students for second-year students of the first-cycle professional study degree in nautical studies,
- English for Marine Engineers for second-year students of the first-cycle professional study degree in marine engineering, and
- Maritime Communication for second-cycle master's degree students in marine systems.
She has organized and held courses of Maritime English for the needs of loading masters and warehouse managers of the Slovene port of Luka Koper since 2003. With Maritime English and maritime communication topics she participates in training courses for deck officers, GMDSS courses, and ship agent training courses. In 2010 she cooperated in the E-GMDSS-VET project (development of an e-platform LRC certificate course). She has published several peer-reviewed papers in national and international journals, and has been regularly attending LSP conferences in the region. Her research interests include learning strategies, use of video in ESP, problem-based learning, and language policies

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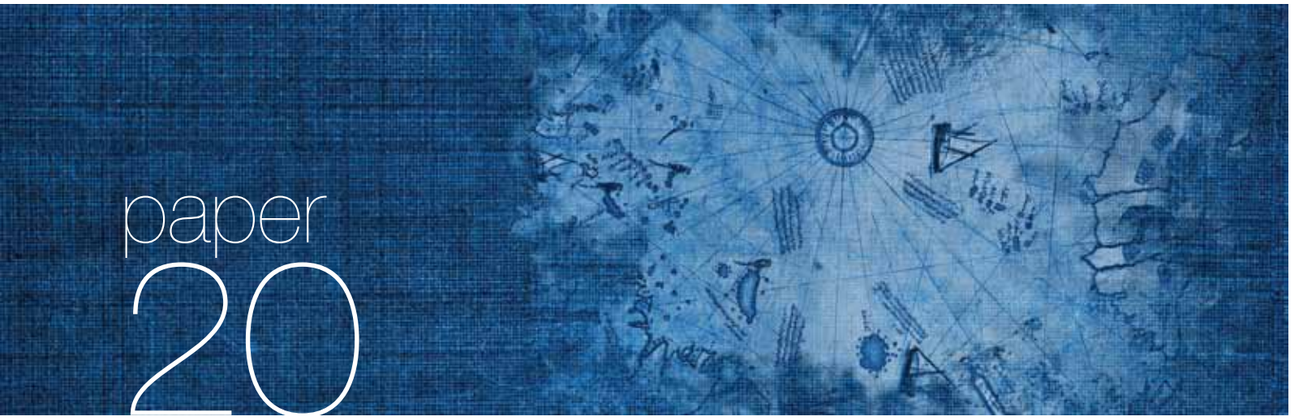

paper 20

CHINA'S NEW MARITIME ENGLISH ENDEAVORS IN THE CONTEXT OF AMENDED STCW CONVENTION

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Abstract

IMO's call for seafarers' effective communicative competence reached its climax in the 2010 Manila amendments to STCW Conventions. In response, China has undertaken a series of reforms in maritime English education. Under the authority of China MAS, Dalian Maritime University has taken its lead in the reform, giving full consideration to the revised STCW. Among all the efforts, College English Teaching for cadets has been reoriented so that there is a natural transition from EGP to ESP (maritime English). A series of innovative College English Textbooks (For Cadets) were released in 2012 and have received much attention; meanwhile, MSA Examination Guides for Certificates of Competence initiated a new maritime English teaching(MET) and examination model that is communication-oriented. At the same time, great importance has been attached to updating the maritime English professionals across the country.

Keywords: College English Textbooks (For Cadets), Effective Communicative Competence, Development of Maritime English Professionals

1- INTRODUCTION

Dalian Maritime University (DMU) is the only key maritime institution under the Ministry of Communications, People's Republic of China and enjoys a high reputation internationally as an excellent center of maritime education and training as recognized by the International Maritime Organization (IMO).Since the amended STCW has paid special attention to realizing competency-oriented rather purely knowledge-based MET and assessment(Trenker, 2010), it is worth noting in this context that DMU has played a key role of setting a higher bar for College English(for Cadets).

2- REORIENTED TEACHING MODE

In this maritime world, "effective communicative competence" is an increasingly paramount factor for carrying out safe and successful operation. However, several researchers in China argued that the lack of communication skills among Chinese seafarers is still a snake in the grass. Despite the efforts and time students spent in their pursuit of English proficiency, they often fail to see pleasing results from their study of English. Therefore, it is crucial to place more emphasis on improving students' communicative skills in English.

The soaring status of English has drawn the attention to the importance of English teaching at the undergraduate level in China. According to College English Curriculum Requirements released by China Ministry of Education and considering the characteristics of its own navigational majors, DMU managed to lay down DMU College English Syllabus, which works out scientifically and systematically as a teaching guideline for College English. In terms of specific teaching requirements, the Syllabus stipulates three teaching modes as well as three levels of requirements.

Teaching Mode	Level of Requirement
Elementary Stage: Teaching for College English Curriculum Requirements	General requirements
Processing Stage: Teaching various selective courses and professional English through all school years	Intermediate requirements
Enhancing Stage: Providing Bilingual Education and English as a minor	Higher requirements

Table 1: Specific teaching requirements in the Syllabus

In the syllabus, the cultivation of comprehensive English competence takes priority, in particular the listening and speaking ability and navigational English skills; modern English study techniques are taken into full consideration to cater for the principles of individualized teaching. In addition, the university has decided to switch their attention to English output skills by intensifying relative classes.

Semester	Before (252periods, 16credits)	**After (432periods, 16credits)**
I	36(reading/writing)+18 (Audiovisual)=**54**	**90** (reading/writing)+**54**(Audiovisual)+**18** (**Pronunciation**) =**162**
II	54(reading/writing)+18 (Audiovisual)=**72**	**108** (reading/writing)+**72** (Audiovisual) =**180**
III	54(reading/writing)+18 (Audiovisual)=**72**	**54**(reading/writing/Selected Readings of English Newspapers)
IV	36(reading/writing)+18 (Audiovisual)=**54**	**36(Advanced Audiovisual/speaking)**

Table 2: Comparison of Curriculums before and after the reform

Meanwhile, the School of Foreign Languages accounts for the collection of autonomous study material on Maritime English, and broadcasts the related audio repeatedly in daily rest time of morning, afternoon and evening. Moreover, the selective inclusion of the broadcast in the final test is applied to reinforce the effectiveness of autonomous study.

3- INNOVATIVE COLLEGE ENGLISH TEXTBOOKS (FOR CADETS)

ESP practitioners often find themselves stuck in a situation where they have textbooks or course books that are de-motivating, boring and inappropriate to a particular group of learners. Searching the market for Maritime English textbooks, the present course designers found this process daunting. The Reasons for that vary between "the lack of Maritime textbooks ", "the lack of interest on the part of the publishers" and "the slow rate of the adjustments to meet advances in foreign language teaching"(Pritchard, 2004, P.4). In that context, DMU responses to the implementation of STCW78/10, with an aim to achieve a natural transition from EGP to ESP(maritime English) on the basis of the needs analysis. A multitude of experts on both navigational majors and linguistics have been gathered in a team for the compilation. Till now, this series of College English textbooks have already been adopted by more than 10 colleges and turns out to be a new solution for ESP (maritime English) learning.

The whole set is constituted by College English (Reading and Writing for cadets) and College English (Listening, Watching and Speaking for cadets). Either of them consists of four books, with eight units in each one and one theme in a unit. Topics are introduced by authentic listening and speaking materials and are deepened into discussion by reading and further by writing. This way of editing contributes to a tighter bond of the English language and navigation skills. Case to be taken below is College English (Reading and Writing for cadets).

	Name	**Content**
Part I	Pre-reading	Theme-related culture input in the form of pictures, forms to arouse students' learning initiative before reading texts.
Part II	Text A	Key text of the theme, with practices of comprehension, collocation, synonyms, translation, text retelling, theme discussion.
Part III	Text B	Text of maritime-related theme for reading practice
Part IV	Writing	Practical writing instruction which includes structure analysis, model essays and practice.
Part V	After Class	Theme related websites, entertainments such as songs, stories, poetry to further inspire students' interest in learning English.

Table 3: Structure of College English(Reading and Writing)

With six parts in one unit, the content of each part concentrates on the same theme to ensure the abundance of vocabulary and background information input; text B is in particular maritime-related, aiming to enhance students' reading comprehension in navigational English. Most of the texts are selected from English original books, magazines, newspapers and main-stream websites. The compilers tailored some essays and put in some footnotes so as to adapt the students' literacy in English.

College English Textbooks(Listening, Watching and Speaking for cadets), as an indispensible part of this book set, are complied by the principles of practicality, interactivity, authenticity and diversity, taking on-board context into account and finally achieving Effective Communication Competence. This attempt to combine EGP and ESP (maritime English) in the textbooks of College English explores a creative approach of MET in China.

Unit	**Content**	**Unit**	**Content**
Unit 1	Integrity and Honesty	Unit 2	History
Passage A	Honesty in Communication	Passage A	A Chinese Empire to Rival Rome Life at Sea in the Royal
Passage B	Professional Mistakes Seafarers Should Never Make Onboard Ships	Passage B	Navy of the 18th Century
Passage C	Trustworthiness and integrity: What It Takes and Why It's So Hard	Passage C	Australia's First Colony
Passage D	Communication and Teamwork	Passage D	The Human Footprint

Table 4: Table 3 Structure of College English (Reading and Writing)

4- DEVELOPMENT OF MARITIME ENGLISH PROFESSIONALS

China Ministry of Education has consistently underlined the importance of teachers' stability, integrity and high quality long since the beginning of College English Reform in 2002. Maritime English teachers in DMU take chance of this reform by switching outdated pedagogical ideas into new channels and pursue their professional development. On the one hand, priority at class is partially given to students under teachers' guidance, a way quite different from the teacher-centered mode; the role of teachers shifts from an imparter of knowledge to a promoter. On the other hand, the Department of Maritime English is involved in a multitude of teaching-related trainings and activities; visits on board M/V Yukun(DMU training ship) take place every semester so as to refresh their knowledge about ships; the senior teachers take turns to talk classes and keep open to evaluation while the young take initiative to attend school teaching competitions, forming a virtuous circle within the team; our teachers have been engaged in the compilation of CoCs(Certificates of Competence) Syllabus and relevant guidebooks under the authority of MSA(Maritime Safety Administration), China.

5- CONCLUSION

The amended STCW conventions have been in effect for more than one year and a half. During this period, there is a real intention and desire of China to make a sustainable and valid contribution to the implementation of new provisions. DMU plays the key role along the way by adapting Curricula of College English courses (for Cadets), reorienting teaching materials, refreshing teachers' professional skills, developing new assessment tools. There is no doubt that all these endeavors would finally contribute to not only China but our way right towards a more prosperous and safer shipping industry.

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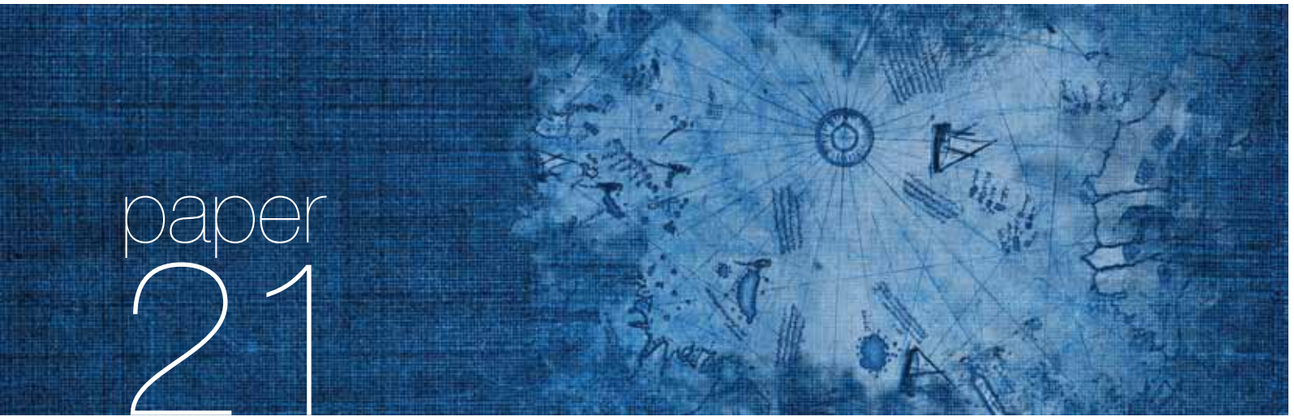

paper 21

„MARENGINE ENGLISH UNDERWAY” – a bible for non-engineer teachers of Marine Engineering English.”

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“MarEngine English Underway” is a Marine Engineering English (MEE) handbook to be published by DOKMAR, Maritime Publishers BV late autumn this year.

The book is mainly intended for novice teachers of ME (particularly at Marine Engineering faculties and colleges) who are not engineers but professional language teachers who just happened to be confronted with a challenge of not only teaching English but also explaining difficult marine engineering terms and concepts.

The handbook can also be used as a practical teaching tool or for self-studying, as it definitely helps students to visualize and organize thematic content of marine engineering vocabulary. All the readings are followed by a number of tasks which are provided with answer keys.

Moreover, the handbook is intended for learners who have at least a basic knowledge of the common English sentence structure and vocabulary.

The majority of foreign language teachers working at maritime institutions are not offered much assistance in gaining knowledge and experience from the shipping sector. They rarely specialize in marine or mechanical engineering. Especially novice language teachers find the confrontation with technical material difficult. Sometimes, teachers even feel apprehensive about how they could cope with helping students to express ideas that they themselves do not fully understand. A language teacher should know that he or she is the person in the classroom with sound knowledge of the subject. Teachers’ ignorance cannot be made an asset in a classroom environment. For example, teacher can ask students to explain technical terms, but he himself has to be the expert delivering assessment and the right feedback to a student.

Finding suitable teaching materials for marine engineering students is a big and time-consuming challenge for non-engineer language teachers. Nowadays, there are many ways to search for technical publications, authentic operating manuals of ship machinery, maintenance procedures, etc. A teacher can successfully use all such materials to give students good practice in the four language skills. Still, to go through all available materials and select the ones of the most benefit to students requires at least a basic knowledge of maritime and marine engineering topics. A Marine Engineering English teacher should feel confident about his knowledge of essential marine engineering principles, such as marine machinery, the way it operates, how it is constructed and how it should be repaired or maintained.

The functional aspect of Marine Engineering English is mainly informative. Users of Maritime English within this highly technical field (engineers working on board and those who work ashore) are required to communicate in a very formal and precise way.

In “MarEngine English Underway”, I have intentionally focused on readings intended to serve as informative guidelines for language teachers who have to cover many marine engineering subjects during the teaching process.

The “MarEngine English Underway” consists of twenty thematically organized units. The first eight ones cover general maritime subjects and focus on ship parts, ship particulars and qualities, ship manning, shipbuilding basics, cargo and passenger ships and off shore units.

Further units deal with the area of marine engineering and specifically with engineering materials, metal working processes, ship propulsion concepts, marine fuels, marine diesel engine parts, valves, marine pumps and pipes, ship and engine room systems, marine boilers, machinery maintenance and engine room safety.

Many handbooks are unilinear and uncover grammar, structures and topics page by page, assuming that the user starts at the beginning and goes through the first chapter to the last. The “MarEngine English Underway” has been arranged as a multilinear learning tool which comes up to meet the needs of an individual user who can start practicing the language at any unit. Moreover, it can be used as a handy reference book – like a bible.

Each of the units consists of several readings firmly anchored in the scope of Maritime and Marine Engineering English. Thus, the language input is always a text introducing a selected up-to-date topic. The texts are further supported by diagrams, schemes, drawings and photos. All these visual tools are meant to take up informative and explanatory function.

Each reading is followed by a glossary section which includes descriptive explanations of maritime terms that might be new for the user. English to English glossary gives a possibility to comprehend new vocabulary without the need of referring to the mother tongue of the user. Also, a compilation of all the glossary terms is enclosed at the end of the handbook.

The practice tasks following the readings are grouped under the two main headings: Maritime and MarEngine Workpieces, and are further divided into speaking, comprehension, grammar and vocabulary exercises. The exercises are of different levels of cognitive complexity. The tasks are called pieces of work intentionally to give a marine engineering-oriented user a sense of achievement and to motivate him to use both his engineer and language skills.

The language practice offered in the tasks focuses on the English most engineers need to know. Engineers tend to be interested in technical topics. However, it is always difficult for a teacher to decide what language structures, patterns and functions should be introduced and practiced with marine engineering students. “MarEngine English Underway” offers a sound guideline for a teacher and opens possibilities of the effective choice of the language to be taught. The tasks in the handbook familiarize students with abbreviations, positive and negative adjectives, prepositions of position and direction. They instruct how to describe a process, how to give orders, how to handle with machinery manuals and operating procedures, how to express causes of failures and also how to describe properties of materials.

Although the handbook is not intended to include a grammar course, it presents a few grammar issues that are of high relevance for learning or teaching the English to engineers.

First of all, the passive pattern of sentences is extensively highlighted in both the readings and the tasks. The reason is that in Marine Engineering English, as in general technical English, the passive sentence structure is frequently preferred. Engineers are more focused on action and facts rather than doers. Because the passive structure is derived from the active one by transferring the direct object to the beginning of a sentence, the most important information is introduced first.

The next vital grammar issue concerns noun compounds and clusters. Both of them are embedded into the specific context of engineering subjects. The handbook provides a variety of tasks to make the user get acquainted with the process of conjoining words and the meaning consequences. The main strategy in the tasks is to teach semantic relationships between the morphemes of multi-word items that create unique meanings.

The “MarEngine English Underway” has been created as a result of the feedback I received from my fellow maritime teachers who worked with my first handbook, “English Across Marine Engineering”. This book is still on the syllabus of the Marine Engineering faculty at Gdynia Maritime University. I was encouraged to modify and update many presentation concepts and advised to verify various practical tasks.

Three years ago, when I was delivering lectures for teachers of nautical colleges in Italy I shared with them not only my teaching experience, but also materials they needed so much. They called the handbook a bible and were very grateful for allowing them to copy it.

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Workshops

workshop
01

MARITIME ENGLISH TEACHING AND LEARNING ASPECTS FOR DECK AND ENGINEER OFFICERS WORKSHOP – ROUND TABLE DISCUSSION

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The aims and objectives of Maritime English teaching and learning activities take various shapes and forms depending on numerous factors, such as linguistic or cultural student backgrounds, student prerequisites, adaptation to national and international standards, different expectations on the attributes of certain ranks, and more. Therefore, one can expect that Maritime English trainers must be developing new approaches to Maritime English teaching and learning constantly, depending on particular groups of students and specifically adapted course aims and objectives, all of which aiming to provide progression within the discipline.

Using evaluation and assessment as a springboard, this workshop/round table discussion aims to review and supposedly contribute to the common grounds of Maritime English teaching as it is considered by Maritime English trainers. The participants will discuss terms/concepts often used in the international Maritime English pedagogical discourse, such as twinning, course development, progression and life-long learning, qualifications of officers and standardization of language, cross-cultural communication and cultural awareness.

Based on participant input, the workshop/round-table discussion aims to conclude by listing common thoughts and ideas of Maritime English trainers, with the intention to bring forth the challenges and the opportunities in Maritime English teaching.

Key words: Maritime English teaching and learning, twinning, constructive alignment, course design, course aims and objectives, intended learning outcomes, learning, learning processes.

INTRODUCTION

In order to discuss Maritime English teaching and learning activities, one needs to establish the parameters of the same, taking learning processes and the aims and objectives of Maritime English training into account. Given that Maritime English is a restricted language defined by its particular setting, aimed to facilitate communication (not solely at sea), one must also take into account the partakers in the communication processes which take place in this given setting, and the circumstances under which they might act in their various professional roles.

The Maritime English trainers of today not only need to respond and adapt to international maritime requirements and legislation, but also to national and institutional expectations and demands. In addition, the regulations of various shipping companies around the world must also be included in the presumed Maritime English curriculum, to ensure the professional future of existing cadets. Beyond this, aspects of learning as a life-long process must be included in the pedagogical framework, as to support students understand how important the ability to adapt to an ever developing industry is. The heavy responsibility to align all these parameters, lies on the shoulders of each Maritime English instructor.

Considering the above, Maritime English trainers not only need to bring the broad parameters of Maritime English on the same page, they also have to look into pedagogical aspects with regard to learning, and develop precise assessment methods which can be applied locally but also converge towards the international maritime context.

DESCRIPTION

Initiated by a short theoretical background aiming to establish a conceptual framework for its context, this workshop aims to trigger discussion around different Maritime English teaching and learning aspects with the intention to align and develop course content and assessment methods. The topics are to be chosen by each discussion group, depending on particular course descriptions and general experience, but the overall objective is to first establish course aims and then discuss the opportunities or possibilities to integrate content across the curricula (twinning) focusing on the development of assessment methods.

The participants will discuss Maritime English courses they teach and assess, and compare pedagogical approaches and theories alongside the potential to integrate the courses in a rather professional than linguistic framework. The different backgrounds of Maritime English trainers involved in this workshop will supposedly and wishfully generate subtopics to be discussed, such as different cultural aspects and different national or institutional expectations. This will hopefully contribute to a more clear awareness of the international Maritime English perspective, but also to an anticipated variation in the discussion topics.

Still, an equally important aspect of this workshop is the pedagogical approach with regard to the student perspective on Maritime English teaching and learning. Regardless the particular setting of each Maritime English trainer, the evaluation and assessment methods for Maritime English courses must correspond internationally. Therefore, a very important question to consider is how students of Maritime English can meet this requirement and what assessment methods are needed to enable students demonstrate the learning outcomes. The participants are asked to discuss not only a specific course setting but also how different learning activities may generate an appropriate assessment at an international level.

INSTRUCTIONS

The participants are asked to form groups of tree or fower members. The members will take turns at describing a course which they teach, and assess. Based on the following questions each course will be discussed depending on each group's particular findings and challenges.

1. How are the course aims and objectives aligned with Maritime English legislation?
2. How can the students' learning process be described? What do students learn and how do they de onstrate what they have learned?
3. How is the examination designed as to meet both course aims and objectives but also Maritime English legislation? Speak about alignment at course and programme level, but also international level.
4. Are there pedagogical aspects to take into consideration from a course development point of view?
5. Can 'twinning' or the cross curricular integration of Maritime English be discussed with regard to one particular course?

Each group is asked to give an account of the most important aspects discussed and also conclude by summing up their findings. It is also recommended to give an account of the ideas that might have been generated during the discussion.

CONCLUSION

It is difficult to align the very broad and vast parameters in which Martime English trainers act and interact. It is even more difficult, if not impossible to design a common denominator for their professional achievement. The aims of this workshop are not only to maintain this conception, but also to maintain awareness of the constant challenges of this profession, and to highlight the imperative need of constantly ongoing international dialogue.

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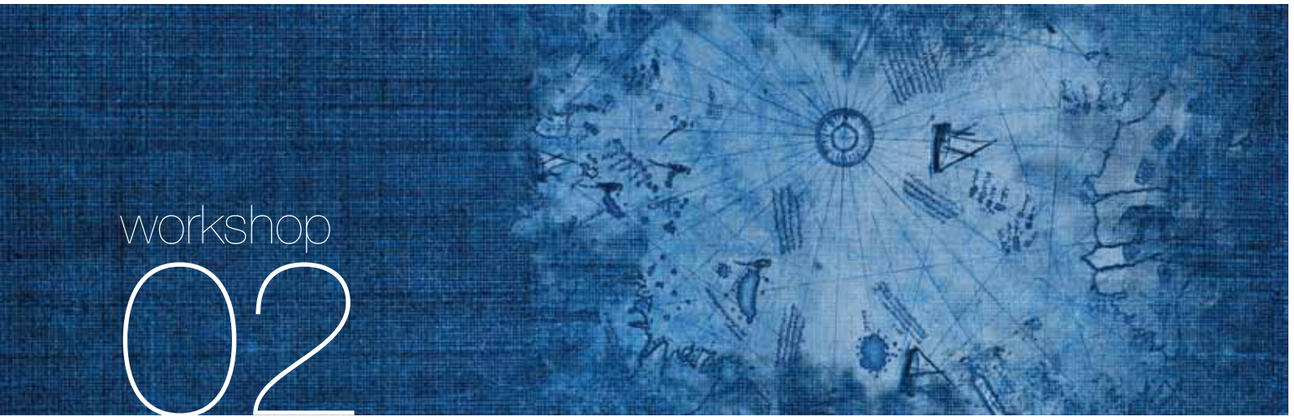

workshop
02

TESTING MARITIME ENGLISH AT MET INSTITUTIONS OFFERING BSC AND HND COURSES (WORKSHOP)

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Abstract

Building on a recent paper on Maritime English Testing – Current State of Affairs (Velikova 2010) this workshop undertakes to identify current developments and trends in testing Maritime English at MET institutions offering BSc and HND (Associate in Science) courses. This includes the types of test (proficiency tests, achievement tests, diagnostic tests, placement tests); purpose of testing (formative vs. summative, communicative language tests); media of testing (paper and pencil vs. computer-based tests, computer-adaptive tests), etc. (Hughes, 2003).

In group work discussion using a specially designed questionnaire the participants are expected to provide information and exchange their own experience and views concerning the types of test, role of testing in overall assessment, frequency, and methods of testing (test tasks, knowledge and skills tested, marking schemes, technical issues, student feedback, etc.) as applied in their respective institution and courses. The feedback from group and plenary discussion is to provide the input for creating a web-based questionnaire and a forum on testing Maritime English, the results of which will be presented at the next IMEC event.

Key words: Maritime English, MET, BSc and HND courses, type of testing, methods of testing

1- INTRODUCTION

'Testing language for specific purposes (LSP) refers to that branch of language testing in which the test content and test methods are derived from an analysis of a specific language use situation, such as Spanish for Business, Japanese for Tour Guides, Italian for Language Teachers, or English for the Air Traffic Control' (Douglas 2000: 1). English for the Maritime Industry is another specific language use situation and the testing of Maritime English follows some of the rules of LSP testing. LSP tests are usually contrasted with general purpose language tests such as TOEFL , IELTS and TOEIC .

Douglas (2000:1) argues that tests are neither general purpose nor specific purpose tests, but that they are all developed for some purpose varying in the degree of specificity. Some authors argue that specific purpose language proficiency is just general purpose language proficiency with technical vocabulary. Some might even go as far to state that there is no need for specific purpose tests and that only general language knowledge should be tested, since specific uses will take care of themselves (ibid.).

We take the view that specific purpose tests, such as standard international maritime English tests, should include a certain amount of general English knowledge testing, but that the emphasis needs to be placed on testing Maritime English competence.

Velikova (2010) discusses the current state of affairs in ME testing in terms of test availability, criteria for measuring ME competence, test administration and so on. Building on that paper, this workshop undertakes to identify current developments and trends in testing Maritime English at MET institutions offering BSc and HND (Associate in Science) courses.

The paper is laid out as follows: section 1 gives a brief theoretical background on language competency requirements for seafarers, on various types of tests and aspects of testing which should raise the participants'

awareness on the different issues involved in designing and administering LSP tests. The third section of the paper informs about the current state of affairs in Maritime English testing with special emphasis on CBT test which are gaining popularity nowadays due to many advantages they offer. The main part of the paper, presented in section four consists of a questionnaire which will be presented to workshop participants. The questionnaire will be used as a basis for sharing experiences on ME testing. The feedback from group and plenary discussion is to provide the input for creating a web-based questionnaire and a forum on testing Maritime English, the results of which will be presented at the next IMEC event (IMEC 26). Finally, section five summarizes the principal points of the paper.

2- THEORETICAL BACKGROUND

2.1 ENGLISH LANGUAGE COMPETENCY - REQUIREMENTS FOR SEAFARERS

Seafarers are required to have competence, knowledge, understanding and proficiency of English as the working language. The requirements on knowledge, skills and competences, laid down in the IMO STCW Convention (1978, 1995, 2010) as provided in the IMO Model Course 3.17 (Maritime English, 2009) and further elaborated in the Yardstick for Maritime English (Cole & Trenkner 2008), are applied to national standards of MET and Maritime English. They are also based on CEFR and adaptable to national MET curricula and Maritime English syllabi (e.g. BSc degree programmes of studies for deck and marine engineer officers in national MET systems).
The requirements are as follows (STCW Convention, IMO Model Course 3.17):

(i) for deck officers:

Competence
Use of Standard Marine Communication Phrases and use of English in written and oral form.

Knowledge, understanding and proficiency
Adequate knowledge of the English language to enable the officer to use charts and other nautical publications, to understand meteorological information and messages concerning ship's safety and operation, to communicate with other ships and coast stations and to perform the officer's duties also with a multilingual crew, including the ability to use and understand the IMO Standard Marine Communication Phrases.

Criteria for evaluating competence
English language navigational publications and messages relevant to the safety of the ship are correctly interpreted or drafted.

Communications are clear and understood.

(ii) for Marine Engineers:

Competence
Use of English in written and oral form.

Knowledge, understanding and proficiency
Adequate knowledge of the English language to enable the officer to use engineering publications and to perform engineering duties.

Criteria for evaluating competence
English language publications relevant to engineering duties are correctly interpreted.

Communications are clear and understood.

Assessing English language proficiency for maritime purposes includes:
(i) testing the ability of students with different language training backgrounds;
(ii) showing whether the students have reached a given level of general language ability;
(iii) showing whether the students have sufficient competence to be able to use a language in the specific area of Maritime English.

The emphasis is on seafarers' communicative competence:
'For seafarers to be able to communicate effectively, they need to be able to use and understand English in a range of situations. 'Being able to use English' means that the seafarer can combine the 'building blocks' of language (grammar, vocabulary, phonology) to express himself clearly and appropriately in speech and writing. 'Being able to understand English' means that the seafarer can interpret messages that he hears and reads correctly and can respond to these messages appropriately and comprehensibly. When a seafarer can demonstrate the ability to do this, he proves his communicative competence in English' (IMO Model course 3.17, p. 105).

2.2 TYPES OF TESTS

In this section of the paper we will present the different types of tests and summarise the most important points which will provide a foundation for the workshop discussion. The main definitions on types of tests can be found in Hughes (2003: 11-25).

2.2.1 PROFICIENCY TESTS

Proficiency tests are designed to measure people's ability in a language regardless of any training they may have had in that language. There are various types of proficiency tests and they all differ in the level and purpose of proficiency required.

2.2.2 ACHIEVEMENT TESTS

Unlike proficiency tests, achievement tests are directly related to language courses and their purpose is to determine how successful individual students have been in achieving the course objectives. There are two types of achievement tests: final achievement tests and progress achievement tests. Progress achievement test are usually designed and administered by teachers and final achievement tests can be designed and administered either by teachers or by the members of the teaching institution.

Some testers believe that the content of a final achievement test should be based directly on a detailed course syllabus or on the books and other materials used. This is called the syllabus-content approach. The advantage of such an approach is that teachers test only what they teach. However, the disadvantage might be reflected in a badly designed syllabus and teaching materials.

2.2.3 DIAGNOSTIC TESTS

Diagnostic tests are used to identify students' strengths and weaknesses. They may serve as an aid in ascertaining what further teaching is necessary, such as speaking skills, writing skills, etc.

2.2.4 PLACEMENT TESTS

Placement tests are intended to provide information which will help to place students at the stage of the teaching programme most appropriate to their abilities. Teachers usually conduct placement tests at the beginning of the academic year or before the course commences.

2.2.5 DIRECT VS. INDIRECT TESTING

Direct testing requires the candidate to perform precisely the skill which you wish to measure, e.g. the pronunciation, writing a report.

Indirect testing measures the abilities which underlie the skills which you want to test., e.g. testing pronunciation by asking students to underline pairs of words which rhyme, or assessing students communicative competence by asking them to use specific components of ME vocabulary, such as SMCP.

2.2.6 DISCRETE POINT VS. INTEGRATIVE TESTING

Discrete point testing refers to the testing of one element at a time (e.g. different items for testing a particular grammatical structure) whereas integrative testing requires the candidate to combine many language elements in the completion of a task (e.g. writing a composition, taking notes while listening, etc.). Discrete point tests are usually indirect whereas integrative tests are usually direct.

2.2.7 NORM-REFERENCED VS. CRITERION REFERENCED TESTING

Norm-referenced tests relate to one candidate's performance to that of other candidates (e.g. candidate A performed 30 percent better at the test than all the other candidates). On the other hand, a criterion referenced test classifies candidates' performance not in relation to one another but in terms of candidate's ability to perform the set out tasks, such as (exchange information on personal background, exchange information on failures that occurred, take a job interview in English, write a cover letter).

2.2.8 OBJECTIVE VS. SUBJECTIVE TESTING

Objective vs. subjective testing refers to different methods of scoring. Scoring is said to be objective if no judgement is required by the scorer (e.g. correcting a multiple-choice test). Subjective scoring involves the scorer to make judgement on the task to be performed. Objective scoring is considered to be more reliable.

2.3 ASPECTS OF TESTING

Table 1 presents some aspects of testing which need to be taken into consideration in the discussion (section 4):

ASPECT OF TESTING	DESCRIPTION	QUESTIONS TO BE ANSWERED/DISCUSSED
Validity	interpretations of test performance	Does the test measure accurately what it is intended to measure?
Reliability	consistency and accuracy of measurements	Would the test yield the same or similar results on repeated trials? How will the test be assessed?
Situational authenticity	relationship between target situation and the test taker	What is the degree of match of the test with the real world situation (e.g. VHF communication)?
Interactional authenticity	interaction of the test taker's specific purpose language ability with the test task; the test taker's engagement in the task	Is the test related to the field of study (ME)? Is the test designed in such a way to engage the test taker's communicative language ability?
Practicality	constraints on issues such as: money, time, personnel, educational policies	Which resources are required and which resources are available?
Testing methods and skills	Techniques/tasks used in testing and skills which are tested (pen and paper vs. CBT): - Multiple choice - Gap filling - Yes/No; True/False - Short answer - Writing - Speaking - Listening (comprehension) - Reading (comprehension) - Combinations of the above (listening-multiple choice, listening-speaking, reading-multiple choice, reading-speaking, listening-writing); etc.	Which techniques / tasks are used to test the test taker's linguistic competence (grammar and syntax; phonology (pronunciation, intonation, articulation); vocabulary and (applied maritime) terminology)? Which are the advantages and disadvantages of using a particular technique? Which skills are tested (reading comprehension, listening comprehension, speaking, writing, a combination)?

Scoring	Rubric - instructions to a test taker at the head of the examination paper - contains elements such as: instructions/ directions, time and length, establishing a context and communicative purpose; descriptors, levels of performance, choice of topics, sample examples, etc. - should clearly state the scoring scale used to assess student performance along a task-specific set of criteria Rating scales - a range of intuitive, qualitative and quantitative methods in test assessment (cf. Authentic Assessment Tool) - should be linked with CEFR[9] & IMO Model Course 3.17 - should take into consideration the 'Yardstick[10] for Maritime English assessment Purposes' (Cole &Trenkner (2007) - rating speaker's competence – holistic or analytical approach[11] ?	How much time is required for the completion of the test? Are the instructions for test takers clear? Are there any sample examples? Have the assessment criteria been explained in advance?
Backwash (Washback)	the influence of testing on teaching and learning	What effect will the assessment procedure have on teaching and learning?

3- CURRENT STATE OF AFFAIRS

In this section we will briefly summarise the advantages and disadvantages of CBT[12] testing (as compared to paper and pencil (P&P) testing) and provide links for existing ME tests (commercial or non-commercial/free/ downloadable).

3.1 CBT TESTING

Table 2 summarises the advantages and disadvantages of CBT testing (cf. Noble & Pritchard 2012; Zilbert 2013).

9 CEFR – six levels: A1, A2, B1, B2, C1, C2

10 Yardstick - 9 bands: non user, intermittent user, limited user, modest user, effective user, competent user, good user, very good user, expert user (cf. Cole & Trenkner 2007)

11 Holistic assessment is making a global synthetic judgement. Different aspects are weighed intuitively by the assessor.
Analytic assessment is looking at different aspects separately. There are two ways in which this distinction can be made: (a) in terms of what is looked for; (b) in terms of how a band, grade or score is arrived at. Systems sometimes combine an analytic approach at one level with a holistic approach at another.
Distinguishing the holistic approach from the analytical may arguably prove more difficult when assessing speech than assessing writing. A holistic assessment approach may lead to a fluent, rapid speaker being highly rated overall but an analytical approach, namely careful scrutiny of separate strands of speaking, might reveal flaws in accuracy (Noble & Pritchard 2012).

11 CBT - Computer Based Testing

Advantages	Disadvantages
• High levels of accuracy in terms of scoring, whereby measurement errors are reduced to a minimum – certainly true of multiple choice type questions; • Dramatically reduced cost of scoring constructed response items; • Immediate feedback; Can provide nearly instant results; • User-friendliness: test takers can work at their own pace and experience less frustration due to the fact that the test procedure is less overwhelming compared to P&P tests. Questions and instructions are presented one at a time: • Provide more engaging stimuli; High appeal rating: test takers (especially male test takers who form the majority in the maritime sector) often like using computers and even enjoy the testing process; • Sustainability: future advantages will include the option to store an extensive bank or database of test material to form a pool of available questions; • Can increase test security by varying stimuli; • Dramatically reduces chance of correct answer by guessing; • Speed of response can be used as additional information on proficiency; • No more lost or damaged answer sheets; • Field testing of items is simplified; • Faulty items can be immediately removed; • Better measurement of problem solving, critical thinking, and analytic skills.	• No or scarce availability of computer equipment; • Security issues, for example «hacking» of test material; • Relative effort: computer test design demands a tremendous amount of time; • A pilot test is required to administer the final version of a test; • Administration logistics more complicated, technical support required; • Equipment for testing more costly; • Technology requirements; • Possibility of power/equipment failure interrupting testing; • System functionality, reliability, and recovery more complicated; • Unfamiliarity with computers may disadvantage some students.

3.2 Current State of Affairs

There exist a number of commercially available tests of Maritime English :
- Marlins Marlins English Language Tests http://www.marlins.co.uk/isf_test.htm
- Seagull On-Board Library - On-line test centre www.cbt.seagull.no/cbt/index.aspx
-MarineSoft TOME (Test of Maritime English) www.marinesoft.de

- SECMA Tool (Sistema para el Estudio de las Comunicaciones Maritimas) - tool for learning SMCP, (ESM, centro Jovellanos, Simulare, Univesidade de Coruna)
- S. Murrell. & P. Nagliati, Safe Sailing CD-ROM - SMCP Training for Seafarers Cambridge UP http://www.cambridge.org/other_files/Flash_apps/safesailing/safesailingv6.htm
-MarTEL http://tests.maritime-tests.org/; http://www.martel.pro
- IMETS (International ME Testing System) http://www.maycoll.co.uk/imets/imets-developers.htm

There are only a few Maritime English tests which are non-commercial (free; downloadable). These will be discussed in Section 4.

4- WORKSHOP ACTIVITIES

4.1 PLENARY DISCUSSION

The questions listed below will be discussed in groups and the most important elements of the discussion will be summarised in the plenary discussion.

(a) Drawing on your experience in designing and administering Maritime English tests, answer the questions below and discuss them in your group.

1. Which ME tests do you use? (official tests, online tests, your own tests)?
2. What are the advantages and disadvantages of the respective tests?
3. Which skills do you test? Do you test only the things that you teach?
4. Which types of questions do you use? (open-ended questions, multiple choice, true, false,…). Discuss the advantages and disadvantages of each (which are easier to compile, to correct, which are more reliable, etc.).
5. How do you administer the tests (materials and equipment, rooms, candidates, rules of conduct)?
6. Do you get feedback from students on the tests taken?
7. Are students given feedback and explanation of their test results?
8. In your experience, which are the strengths and drawbacks of computer based testing (especially the ones that have not been mentioned in section 3.1)?
9. Which (methodological, linguistic, maritime English) resources do you use for compiling the tests?
10. Backwash. Which impact does the test have on the test takers, testers (Maritime English teachers), administrators, course designers, etc.?

4.2 GROUP WORK AND DISCUSSION

(a) Analyse ONE of the following tests and answer the questions below.

- 'TOMEC-TUMSAT http://www2.kaiyodai.ac.jp/~takagi/mei/english/tomec/tomec.html
- MarEng, MarEng Plus http://mareng.utu.fi/
- Maritime vocabulary
http://www.tolearnenglish.com/exercises/exercise-english-2/exercise-english-89004.php
- Maritime English Test - Epsilon Hellas
http://www.docstoc.com/docs/20882210/MARITIME-ENGLISH-TEST
- Maritime English Testing http://ebookbrowse.com/ma/maritime-english-test
- IMETS -International Maritime English Testing - http://www.maycoll.co.uk/imets/the-test.htm (interview, presentation, listening and conversation, report and discuss
- Moodle.srce.hr (Maritime English) – B. Pritchard http://moodle.srce.hr/2013-2014

1. Who is the test for (e.g. engineers, deck officers, ratings, other (cruise ships, special craft, and hospitality dept.), etc.)?

_____
_____

2. Does the test meet the standards and requirements on testing (ALTE, CEFR, IMEC and other requirements/level)?

_____
_____
_____

3. What is the aim of the test?

_____
_____

4. Which skills are assessed? Which tasks are used in testing?

_____
_____
_____
_____
_____

5. Is the content of the test relevant (situational and interactional authenticity)?

_____
_____

6. Describe the structure / layout of the test? Discuss the timing for each section. How much time is required for the completion of the entire test?

_____
_____
_____

7. Describe the marking scheme and scoring (percentage in overall assessment), credits, assessment chart. Are there rating scales for pronunciation, vocabulary, grammar, fluency, comprehensibility?

_____
_____
_____

8. Are the instructions for test takers clear? Are there any sample examples? Have the assessment criteria been explained in advance?

_____

_____
_____

9. What is the expected performance?

_____
_____
_____

10. Are there any learning resources (sample tests, handbooks), courses and tutorials that are offered to candidates prior to test-taking?

_____
_____
_____

5.- CONCLUSION

The aim of this workshop is to raise ME teachers' awareness on some issues in LSP (in particular ME) testing. The workshop is designed to prompt ME teachers to share their experiences on testing. The feedback from group and plenary discussion is to provide the input for creating a web-based questionnaire and a forum on testing Maritime English, the results of which will be presented at the next IMEC event (IMEC 26).

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workshop
03

JOINT WORKSHOP (Piri Reis University and Nicola Vaptsarov Naval Academy)

Aydın Şıhmantepe
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Abstract:

SeaTALK Project aims to establish a harmonized comprehensive framework for Maritime English Education and Training where a standard approach to teaching, learning, assessment and transparency of qualifications throughout Europe is established for each type and rank of seafarers. It will seek to establish Maritime English ECVET model for mutual recognition and transparency of learning outcomes and competences.

The framework will take IMO and EU requirements into consideration as well as incorporating the achieved outcomes of recent EU funded Maritime English projects. The SeaTALK Project is also expected to support Maritime English standards developed as part of Eu funded MarTEL and MarTEL plus projects.

An initial research in form of a survey has been conducted to collate information regarding competences and learning outcomes pertaining to Maritime English from European Maritime Education and Training Institutions throughout Europe. The survey tried to identify the existing learning outcomes and competences which vary considerably in number and content, with the view of producing acceptable common learning outcomes.

The workshop intends to focus on the Maritime English competence and the learning outcomes and validating the learning outcomes produced. The workshop will seek to gather definitions and perceptions of the participants on the two concepts. Participants will also be requested to match a set of given statements which are devised from IMO STCW, Model course 3.17 and CEFR to assess the required competence versus language skills and learning outcomes.

The workshop, by participants' input will seek to bring a new insight to :

1. Definition of language competence (for the seafarers)

2. Definition of learning outcomes (related to seafarers' language training)

3. How the two concepts can be interrelated to meet the need for a common recognition of (Maritime English) qualifications within the EU.

4. Validate the learning outcomes produced so that a harmonized framework that will enable seafarers to undergo common Maritime English Training is created.

Keywords: Maritime English, SeaTALK, Competence, Learning outcome, validation, Seafarer language skills,

Program: (Running Time: 1 hour)

00:00 – 00:10 minutes: **Introduction**
The role of Learning outcomes in Maritime English training.
Defining the concept of LOs

00:10 – 00:30 minutes: **Group Study**
Producing LOs for Deck and Engine based on a specific competence (distributing handouts and tables for reference)

00:30 – 00:40 minutes: **Evaluation of the study**
The input from the participants will be compared with the statements from the competence grids (Deck and Engine)

00:40 – 00:55 minutes: **Open Discussion and General Remarks**
The participants will be invited to give their views on:
1. Definition of language competence (for the seafarers)
2. Definition of learning outcomes (related to seafarers' language training)
3. Validation of group study suggestions

00:55 – 00:60 minutes: **Conclusions and end statement**
Authors' closing statement briefly summarises the workshop conclusions and thanks the participants for their involvement.

Requested Equipment:

1. One computer connected to a projector and loud speakers.

2. Sufficient amount of blank sheets and writing utensils for use by participants.

3. A wireless microphone for the participants to voice their comments and views.

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