PROCEEDINGS

IMEC 26

Organised by

Maritime Institute Willem Barentsz
International Maritime Lecturers Association
IMLA-IMEC

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Introduction

IMEC is a sub-committee of the International Maritime Lecturers Association (IMLA). The International Maritime English Conference is a no-border forum: a round table for discussions on sea-related communication problems concerning the universal IMO imposed language SMCP and other Maritime English issues. At IMEC conferences lecturers and other parties from all over the world dedicated to improve the communication skills and competences of seafarers are invited to present their papers and workshops, share experiences and exchange ideas.

Maritime Institute Willem Barentsz herewith presents you the conference proceedings containing all the papers presented and workshops held at IMEC-26. IMEC-26 brings together professionals from the maritime and academic field from 24 countries & regions including Belgium, Bulgaria, Canada, China, Finland, France, Georgia, Germany, Indonesia, Iran, Japan, Korea, Malaysia, The Netherlands, Norway, Philippines, Poland, Portugal, Romania, Serbia, Sri Lanka, Sweden, Turkey and the United Kingdom.
IMEC's annual conferences offer a great opportunity for Maritime English lecturers from all over the world to get together, discuss matters and exchange views. These Proceedings contain some 20 papers and workshops that cover all kinds of Maritime English related issues. The new STCW and IMO's revised model course 3.17 in the centre of it.

IMEC-26's Local Organising Committee we would like to thank all members of the IMEC Steering Group and the IMEC Papers committee for the effort they (again) have put into this conference. We also like to acknowledge MIWB's educational service bureau and student helpers for their aid in promoting and assisting with the organisation of this Conference. We hope that you enjoy the Conference and your time on our island. When something has worked out well islanders take their leave by saying: 'We should do this again someday ….'

On behalf of MIWB's IMEC-26 Local Organising Committee

Wim van Leunen

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10 June 2014

Congratulation Letter to IMEC26, held in Maritime Institute Willem Barentsz, Terschelling, Netherlands, July 7 to 10, 2014

Prof. Dr. Peter Trenkner, Chairman of IMEC,
Ladies and Gentlemen, dear colleagues and friends,

First of all, on the occasion of the opening of the 26th International Maritime English Conference, I wish to extend, on behalf of the International Maritime Lecturers Association, warmest congratulations to the high-profile event convened at the beautiful island of Terschelling in the best season of the year!

In recent years, IMLA has strived more than ever to be active on the IMO stage, and I'm pleased that some very positive steps have been taken by the Association to engage in IMO related activities. Among many others, IMLA was honoured by the IMO to carry out the revision of IMO Model Course 3.17 Maritime English, for which the IMEC Subcommittee's expertise has been playing a central role. The many essential tasks within that demanding project will be one of the main issues to be discussed at the IMEC26. I trust the conference will mark a key milestone in the course of accomplishing the project.

The Steering Committee of IMEC is such a strong and passionate team, with many of the members working voluntarily for decades, out of their enthusiasm and devotion for developing a platform for world Maritime English teachers. Your efforts have reminded us our missions and commitments – to provide better opportunities of academic, educational and cultural exchanges within the global maritime educational community. As the Honorary Chair of IMLA, I am very proud to serve a lively and active Subcommittee like IMEC. Taking this chance, I would like to express deep appreciations to the whole Steering Committee and in particular, Prof. Dr. Peter Trenkner, in steering IMEC so successfully for all these years.

I hope all participants will make full use of the conference to interact with each other, in theory and practice, on an international level, and bringing together the professional knowledge, scientific consciousness, and social commitment to work on problems and issues relevant to the future Maritime English education. I believe this conference will be thought provoking in many ways.

Last but not least, I would also like to thank the local organizing committee from the Maritime Institute Willem Barentzs who has worked very hard in making this event possible. I wish you all the best for a stimulating and rewarding conference. Thank you!

Jin Yongxing

Dr. Prof. Jin Yongxing
Chairman, IMLA

Conference programme IMEC 26

At the end of every day an updated detailed version will be handed out.
The first copy of that is page 2.

Sunday, July 6	16.45 / 18.00 Arrival of ferry / fast ferry 19:30 – 21:30 Registration and "WELCOME" reception
Monday, July 7	08:30 Late Registration 09:30 Opening Ceremony / Keynote speaker(s) 11:00 Official Photo of IMEC 26 11.15 Coffee break 11:45 Session 1 12:45 Lunch 13:30 Session 2 15:00 Tea break 15:30 Session 3 17.00 End of day 1
Tuesday, July 8	09:00 Session 4 10:30 Coffee break 10:45 Nautical surprise lunch 13:30 Session 5 15:00 Tea break 15.30 Session 6 17.00 End of day 2
Wednesday, July 9	09:00 Session 7 10:30 Coffee break 11:00 Session 8 12:45 Lunch 13:30 Session 9 15.00 Tea break 15.30 Session 10 17.00 Time to change for evening programme 17.45 Blue Bite dinner 19.00 Demonstration KNRM life-boat launch from the beach of 'Paal 8' 21:00 End of day 3
Thursday, July 10	09:00 Session 11 10:30 Coffee break 11.00 Session 12 12:45 Lunch 13:30 Session 13 14:30 Tea break 15.00 Closing Ceremony 16.00 – 17.30 Time to relax and change for dinner 17:30 Island tour, conference dinner and farewell party 00:00 End of day 4
Friday, July 11	07.30 Departure fast ferry From 10.00 International departures from Schiphol Amsterdam Airport

Sunday July 6th		
17.45 / 18.00	Arrival ferries	
19.00 – 20.00	Registration	Reception MIWB
19.30 – 21.30	Welcome reception	Main hall MIWB
Monday July 7th		
08.00 – 09.30	Late registration	Reception MIWB
09.30 – 11.00	**OPENING CEREMONY**	Lecture room 5
	Welcome remarks by *Marcel Krijnen* Deputy director of Maritime Institute Willem Barentsz	
	Opening of conference and speech by *Clive Cole* Vice-chairman of IMEC	
	Congratulatory letter from IMLA Chair Jin Yongxing. Delivered by his representative *Ruan Wei*	
	Keynote Speech: *Milhar Fuazudeen* Head, Maritime Training and Human Element Section, Maritime Safety Division, International Maritime Organization.	
	Keynote Speech: *Sibrand Hassing* Director Nautical Operations Europe at Holland America Line	
11.00 – 11.15	Official IMEC26 Photo	Front stairs of MIWB
11.15 – 11.45	Coffee Break	Main hall MIWB
11.45 – 12.45	Session 1	
	Chairperson: Yuki Takagi	
	ALISON NOBLE, PETER BJÖRKROTH & PETER JOHN ***Exploiting the didactic possibilities of low-fi simulation in virtual bridge team communication exercises***	Lecture room 5
12.45 – 13.30	Island Lunch	Nautical Quarters
13.30 – 15.00	Session 2	
	Chairperson: Yuki Takagi	
	CATHERINE LOGIE & CLIVE COLE ***The revision of IMO Model course 3.17 (workshop)***	Lecture room 5
15.00 – 15.30	Tea Break	Main hall MIWB
15.30 – 17.00	Session 3	
	Chairperson: Wim van Leunen	
	LILIANA MARTES ***Maritime English for Auxiliary Personnel on board Cruise Vessels***	Lecture room 5
	BEHZAD BAREKAT ***Effect of Teachers' Attitude on Developing Intercultural Competence in EFL Learners***	Lecture room 5

Tuesday July 8th		
09.00 – 10.30	Session 4	
	Chairperson: Catherine Logie	
	WANG XIAN & ZHANG JIAQI ***Are We on the Right Track?---Observations on the Definitions of Maritime English***	Lecture room 5
	NAOYUKI TAGAKI & KOICHI SAITO ***Basic English for VTS***	Lecture room 5
10.30 – 10.45	Coffee Break	Main Hall MIWB
10.45 – 13.15	Nautical Surprise Lunch	Unexpected location
13.30 – 15.00	Session 5	
	Chairperson: Carmen Chirea-Ungureanu	
	ALISON NOBLE & AYDIN SIHMANTEPE ***Which teaching materials? Mapping linguistic competences, learning outcomes and professional standards to build an integral Maritime English syllabus (workshop)***	Lecture room 5
15.00 – 15.30	Tea Break	Main hall MIWB
15.30 – 16.15	Session 6	
	Chairperson: Clive Cole	
	ANNA TENIESHVILI ***Incorporation of Fiction Literature in Maritime English Course***	Lecture room 5

Wednesday July 9th		
09.00 – 10.30	Session 7	
	Chairperson: Alison Noble	
	CARMEN CHIREA-UNGUREANU ***Why do some people say the English Language is hard to learn, and Maritime English is hard to master?***	Lecture room 5
	HYUN-WOOK DOO ***Necessity and enforcement measures on oral examination for Maritime English: the case of Republic of Korea***	Lecture room 5
10.30 – 11.00	Coffee Break	Main hall MIWB
11.00 – 12.30	Session 8	
	Chairperson: Peter John	
	JANE D. MAGALLON ***Assessing Maritime English in Outcome-based Framework: Measuring Student's Competence as per STCW 2010 as amended***	Lecture room 5
	SONYA TONCHEVA & DANIELA ZLATEVA ***The SeaTALK Project Survey of Maritime English – current practices and challenges for the future***	Lecture room 5
12.45 – 13.30	Island Lunch	Nautical Quarters
13.30 – 15.00	Session 9	
	Chairperson: Serhan Sernikli	
	ANA ION ***Achieving Fluency Through Language Patterns***	Lecture room 5
	YUTAKA EMI ***Trainer training of Maritime English for Technical Instructors***	Lecture room 5
15.00 – 15.30	Tea Break	Main hall MIWB
15.30 – 17.00	Session 10	
	Chairperson: *Wim van Leunen*	
	ANNAMARIA GABRIELLI & RAMONA ENACHE ***Maritime Linguistics and Computational English – Innovative communication tools (workshop)***	Lecture room 5
17.00 – 17.45	Time to change into 'beachwear'	
17.45 – 18.45	School dinner: Blue Bite	Nautical Quarters
18.45	Transfer to beach by coach	
19.00 – 21.00	Lifeboat launch demonstration on beach. Show of rescue material.	Lifeboat station 'Paal 8'
21.00	Transfer back to West-Terschelling by coach	

Thursday July 10th		
09.00 – 10.30	Session 11	
	Chairperson: Anna Tenieshvili	
	NADIA NAUMOVA ***Can engine room communication be standardized?***	Lecture room 5
	LUDWINA VAN SON & CHRISTOPHE COLLARD ***Intercomprehension as Heuristic Tool: The Case of the Navigational Officer***	Lecture room 5
10.30 – 11.00	Coffee Break	Main hall MIWB
11.00 – 12.30	Session 12	
	Chairperson: Peter van Kluijven	
	DENIS DROWN, ROBERT MERCER, GARY JEFFERY & STEPHEN CROSS ***MARINER PERSPECTIVES: The Relation between Multiple Choice Questions, English Language and STCW Competency***	Lecture room 5
	ALCINO FERREIRA ***The Maritime English MOOC: using the MOOC technology to flip the classroom***	Lecture room 5
12.45 – 13.30	Lunch	Nautical Quarters
13.30 – 14.30	Session 13	
	Chairperson: Wim van Leunen	
	SERHAN SERNIKLI, SONYA TONCHEVA, DANIELA ZLATEVA & REZA ZIARATI ***Using authentic maritime materials to improve English language skills***	Lecture room 5
14.30 – 15.00	Tea Break	Main hall MIWB
15.00 – 16.00	**CLOSING CEREMONY**	Lecture room 5
	Farewell speech Wim van Leunen	
	Official information about IMEC 27	
	Closing remarks by Clive Cole	
16.00 – 17.30	Time to change into ‘dinner & party wear’	
17.30 – 19.30	Island tour	Surprise transport
19.30 – 24.00	Island dinner and farewell party	Beach restaurant ‘De Branding’
24.00	Transfer back to West-Terschelling by coach	

Friday July 11th		
Only for those who are going to depart today and want to use the designated coach service to Schiphol/Amsterdam Airport.		
7.00	Luggage transport to ferry	
7.30	Departure fast ferry to Harlingen	Ferry terminal T.
8.30	Departure coach for Amsterdam	Ferry terminal H.
Appr. 10.30	Arrival coach at Schiphol/Amsterdam Airport	

Contents

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International Maritime English Conference
IMEC 26 (7-10 July 2014)
Terschelling, The Netherlands

The Effect of Teachers' Attitude on Developing Intercultural Competence in Iranian EFL Learners

Behzad Barekat – University of Guilan (Iran), behzadbarekat@yahoo.com

Abstract

This study was concerned with teachers of foreign languages, English teachers in specific, who face with the challenge of fostering the acquisition of intercultural competence through their teaching, in the world of great change and mobility. More specifically, consideration was given to the attitudinal aspect of teaching culture in Iranian EFL teachers which had been overlooked. This study sought to understand whether EFL teachers in Iran believe that language teaching is interwoven with culture teaching and how teachers' knowledge about culture and strategies of teaching culture affect their attitude in developing intercultural competence in learners. The research was both quantitative and qualitative in nature. The participants of study were Iranian EFL teachers chosen randomly. A questionnaire was carried out on 55 teachers. Subsequently, 15 teachers were interviewed, discussed their experience and talked about difficulties in teaching culture. Analysis of the data proved that Iranian EFL teachers believe that language teaching is interlinked with culture teaching. The study also concluded that there is a meaningful relationship between teachers' knowledge about nature of cultural elements and developing intercultural competence in learners; there is a significant difference between the attitude of teachers who believe more and those who believe less in teaching cultural elements. Finally, the present study demonstrated that in order to support intercultural learning, EFL teachers need additional knowledge, attitude, competence and skills to foster intercultural competence in their learners.

keywords: *communicative competence, intercultural competence, culture teaching, foreign culture, teachers' attitude*

International Maritime English Conference
IMEC 26 (7-10 July 2014)
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Introduction

There is no doubt that we are living in times of great change, and the teachers who prepare their students for 21st century, are aware of local and global changes. Population mobility continues throughout the world, bringing extensive intercultural contact among languages and cultural groups. So teachers find themselves faced with challenge of promoting the acquisition of intercultural competence through their teaching [12]. It is definitely true for teachers of foreign languages. A careful analysis demonstrated that teaching the target culture to language learners would foster in these learners what Thansoulas [23] terms "socio-cultural competence" or what Byram [3] calls "intercultural competence". In our dynamic, multicultural world, the ability of FL learners to empathize, tolerate, and appreciate the cultures of other people is ideal. Bringing a foreign language to the classroom means connecting learners to a world that is currently different from their own. The objective of language learning is no longer defined in terms of acquisition of communicative competence of a foreign language; teachers are now required to teach intercultural competence. Gieve [11] stated that learning about the culture of another country is the highest purpose of language teaching. Therefore, to learn a foreign language is not merely to learn how to communicate, but also to discover with how much flexibility the target language motivates the learners to manipulate grammatical forms, sounds, and meanings, and reflect upon socially accepted norms both in their own or the target culture, and finally how much it requires some sort of inter-cultural awareness. Consequently, it is necessary to view the teaching of culture as a means of 'developing an awareness of and sensitivity towards the values and traditions of the people whose language is being studied' [15]. We can conclude from what we have already said that a teacher's attitude, consciously and unconsciously, conveys cultural issues and thus develops intercultural competence to the learners.

Literature Review

There are some studies which Support the Development of Intercultural or Sociocultural Competence in learners of English language. They support the ability of teachers to affect and foster an intercultural competence in language students by teaching them about culture and by engaging them in activities to further enhance the development of an awareness, tolerance, appreciation and empathy for the target culture values. Four of these researches, among all, seem to be more concerned to our study:

1. "Surfing to Cross-Cultural Awareness: Using Internet- Mediated Projects to Explore Cultural Stereotypes" (M. Abrams as mentioned in [9])

   In this study completed by Abrams (2002) sixty-eight intermediate German university students were involved in an internet-mediated cultural portfolio to determine what their stereotypical views of German, Austrian and Swiss cultures are. Two groups acted as the control group and two groups served as the treatment group. However, the results shown by the control groups varied greatly, compared with results of the treatment groups.

2. "Context and Culture in Language Teaching" [13]

   Kramsch, in this study, (1993), worked on thirty participants who were considered as advanced learners of English, and finally proved the benefits of explicit teaching of sociocultural strategies to language students.

3. "Suggestions for Developing More Positive Attitude Toward Native Speakers of Spanish" [5]

   In this research, Cooke (1989) included ethnographic studies as one of the strategies they feel is important for teaching language and culture and proved it to be a remarkable support for the FL students trying to define their own intercultural competence.

4. "Fundamental Concepts of Language Teaching" [22]

   Stern, in this book (1983), on the basis of quite a few researches related to the interrelation of language teaching and culture teaching demonstrates how teaching pure linguistic elements makes gaps to the communicative competence of learners which will be never filled.

Research Questions

In order to investigate the effect of teachers' attitudes on developing intercultural competence in EFL language learners, the present study addresses four research questions:

1. *Do Iranian EFL teachers believe that language teaching is interwoven with culture teaching?*
2. *Does the Iranian EFL teachers' knowledge about the nature and function of cultural elements have any effect on developing intercultural competence in their learners?*
3. *Does the Iranian EFL teachers' knowledge about strategies of teaching culture and their ability to apply these strategies affect their attitude toward teaching culture?*
4. *Is there a significant difference between the attitude of the teachers who believe more and those who believe less in teaching cultural elements?*

Methodology

Participants

The participants in the present study were 55 English language teachers of the institutes in two cities of Rasht and Yazd (respectively in North and South-West of Iran)

with two different cultural views. Initially the number of participants was 50 (25 from Rasht and 25 from Yazd) but for the reason of presenting this article to Maritiem Instituut Willem Barentsz, the researcher asked 5 of his previous B.A. and M.A. students now teaching in The Marine English Centre in Rasht to both answer the questionnaire and take part in a semi-structured interview already designed for the 50 selected teachers. The participants' age ranged from 22 to 57 and their years of teaching ranged from 5 to 16 years. It should be mentioned that the educational level of about a half of the teachers was B.A and that of the other half was M.A.

The participants were chosen randomly and according to their willingness participated in the survey questionnaire and were asked questions in an interview. The researcher had no background information about the participants' cultural view or their intercultural experience.

Instruments

Survey questionnaire

In this study, a survey questionnaire was prepared which consisted of three main parts: a) about the respondents; b) regarding intercultural experience; c) a Likert scale.

The Likert-Scale comprised of 60 statements and was developed to give the researcher the ability to consider the participants' opinion about probable policy decisions.

Semi-structured interview

In order to learn participants' opinions and to give them time to discuss their experience further, a semi-structured interview was conducted. Its scope was to talk about the participants' ideas of teaching culture and the development of intercultural competence in their learners.

Procedure

The study followed four stages. Stage 1 was an attempt to find out whether and to what extent EFL teachers in Iran believe language teaching is culture teaching and if they are aware of benefits of intercultural language learning, the researcher tried to prepare a survey questionnaire concerning these concepts. In stage 2 an interview was prepared to deal with what stated in the survey questionnaire and to increase the validity of research. In stage 3 the questionnaires were distributed in different institutes and the willing teachers were invited to participate. At last stage 4 was to apply a semi-structured interview with volunteer teachers.

Data Analysis

The process of data analysis in this research was somehow "Content analysis". All data were read several times in order to find it operationally adequate. The findings which emerged from these data were interpreted and categorized into major areas. The outcomes were written up in descriptive, interpretative and analytical ways.

Details of participants and instruments are given in the following table:

Table 1: Sources of data

Type of data	**Quantity**	
Questionnaire	50	
	25 (Rasht)	25 (Yazd)
Individual interview (Volunteers)	10	
	5 (Rasht)	5 (Yazd)
Audio-recorded interviews	4 hours and 15 min	
	2 hours and 45 min (Rasht)	1hour and 20 min (Yazd)

To calculate the findings, participants' answers to questions related to each research question were added up for each variable. Then, the correlation of two variables was estimated.

After identifying the extent to which the participants believe that language teaching is interwoven with culture teaching, the next step followed was to investigate whether there is a relationship between their knowledge about nature of culture and cultural elements, and developing intercultural competence in learners. Then, in association with the last part of the Likert-Scale, it was explored if there is a relation between teachers' knowledge about strategies of teaching culture and their attitude toward teaching culture. Finally, the researcher tried to discover whether there is a significant difference between the attitude of teachers who believe more and who believe less in teaching cultural elements.

To accomplish the purpose of the study, the participants were asked to discuss their further experience in an interview, voluntarily.

To estimate the reliability of this research as a sample, Cronbach's alpha (α) was used which was defined as:

$$\alpha = \frac{K}{K-1}\left(1 - \frac{\sum_{i=1}^{K}\sigma_{Y_i}^2}{\sigma_X^2}\right)$$

As the data were obtained from the questionnaire, the analysis of Pearson Correlation was utilized related to first three research hypothesis; A Significance (2-tailed) level of 0.05 was selected for rejecting the null hypotheses. Concerning hypothesis four, after obtaining the data, the analysis of t-test was utilized; alpha level of 0.05 was selected for rejecting the null hypothesis.

Results

Quantitative study

Regarding the questions posed by researcher, all the hypotheses were considered "null" to provide a good framework for reporting the inferences of the study. There were three variables, 1. Teachers' attitude which was the moderating variable, 2. Intercultural competence which was considered as the dependent variable, and 3. Cultural knowledge as the control variable. Concerning the first question, the interrelation of moderating and dependent variables was estimated. To answer the second question, the correlation between control variable and dependent variable was calculated. In question three, the researcher tested the interrelation between moderating and control variable. And the fourth question tested the relation between the moderating variables of two groups.

Measuring the attitudinal scale of teachers as the purpose of this study, a Likert-scale questionnaire was used. To analyze Likert scale data, the Statistical Package for Social Science (SPSS) was performed. Statistics in this study can be broken into two basic types: descriptive and inferential.

Qualitative study

In order to obtain in-depth information from teachers who had been directly involved with the research, the researcher conducted a 10-question semi-structured interview. This section is an important one because teachers as primary sources could provide perspectives which might not be available in other sources. Here, individual interviews are used to establish and support the previous parts of the research.

Among teachers who were volunteer to discuss their further experience in a face-to-face interview, 15 interviews were audio recorded and transcribed.

Teachers' perceptions of culture and intercultural competence were nearly the same. Almost all of them were willing to teach culture in their classrooms and develop the intercultural competence of their learners, but they mentioned that there was a big lack of available resources in institutes. Teachers' appreciation for teaching various cultural topics was clear. In a few cases, they considered religion and politics a little bit dangerous to talk about in their classrooms. Although teachers showed good attitude toward teaching culture, they stated that the timetable was too tight and not flexible enough to integrate cultural elements in it. "Searching online", "Using cultural experiences", "Making discussions", "Throwing questions for them" and "Explaining in the benefit of the whole class" emerged as most common solutions for teachers to deal with cultural questions posed by learners. All in all, in addition to teachers' attitudinal and professional backgrounds, the context of teaching included learners' culture, the institutional culture and curriculum were negotiated as the basic issues in teaching culture and developing intercultural competence in learners.

Discussion and Conclusion

In the century of population mobility and great change, promoting the acquisition of intercultural competence through English language teaching is a challenge [16]. Considering teachers as models of behavior and knowledge, investigating the effect of teachers' attitude becomes more and more important. Concerning this, four questions were raised up involving four null hypotheses.

Having all the null hypotheses rejected, it was concluded that there is a meaningful relationship between Iranian EFL teachers' attitude and developing intercultural competence in learners; there is a meaningful interrelation between teachers' cultural knowledge and developing intercultural competence in learners; and there is a meaningful interrelation between teachers' knowledge about strategies of teaching culture and their attitude toward teaching culture.

Interestingly enough all the four null hypotheses were also rejected by the sum-total of the results related to 5 maritime teachers, and the above-mentioned conclusions were true for these teachers as well; therefore, it can be concluded that there was no essential difference between maritime and non-maritime teachers regarding the outcome of their effects on developing intercultural competence at least in the area of this study. This final result might be due to the fact that cultural matters go beyond differences of genres and materials of teaching [21]. Among the teachers who had filled out the questionnaire, 68% had never had the experience of being abroad and only half of them had foreign friends in touch; This, by itself, shows that perhaps the teachers themselves due to not being involved in real situations of using English which necessarily involves observing the cultural norms, are not deeply aware of the essential role of involving cultural matters consciously in their methods of teaching [6].

In addition to what was concluded from the whole study, going through questions in the questionnaire in detail, leaves some logical results. According to literature, culture teaching is easier than language teaching [17]. The results of this research seem to confirm the findings of many studies on the inevitable link of language and culture (see for example, [7], [4], [14], [10]). They also focus on the role of three major difficulties found in Iranian ways of teaching for dealing with cultural matters in their classes, i.e.: poor knowledge of foreign culture, shortage of suitable resources and lack of time. These difficulties are focused on [2], [8], [11], and [19]. In another question in the study, it was concluded that most of the teachers themselves agree that their position with respect to cultural representation of others needs to be examined; this idea has been emphasized on [13], [18], [1], and [23].

The results also proved that Iranian EFL teachers don't know exactly how to deal with the cultural questions posed by the students. In fact Iranian EFL teachers are not capable enough to help students develop necessary abilities to locate and organize information about foreign culture. Meanwhile, the majority of teachers believe that to

stimulate critical thinking in learners, encourages their intercultural curiosity about foreign culture and motivate them in language learning, English songs, English movies, discussion on different subjects and etc. help learners in functionally language learning, and this, by itself, can be a very positive point in involving the teachers more in teaching culture.

The results of this article are in line with that Rajabi and Ketabi [20] who examined the cultural elements in four English language textbooks currently used in Iran in order to determine the most prominent cultural dimensions. In any case teaching culture is a complex issue due to its various dimensions. The following table presents an outline of this complexity:

Table 2: Complexity of teaching culture in English classes

knowledge	**Teachers**	**Resources**
(Knowledge about function and nature of culture, knowledge about cultural elements, knowledge about strategies of teaching culture)	(Attitude, belief, background)	(Policy of language institutes, curriculum, textbook, materials, etc.)
	Learners (Attitude, belief, background)	

To summarize, language teachers are very much “cultural workers” [1], socializing learners into practices that help them to change their attitude toward one’s own or another culture and make new intercultural, linguistic, social and affective connections.

As a result, language teachers are involved in the transmission of culture and their attitude is as important as the availability of language learning policies and suitable resources, with the difference that language learning policies and materials are already at hand but cultural transmission needs the creativity of teachers and their ability to make their students understand how crucial the role of culture is in learning a foreign language.

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Why Do Some People Say the English Language is Hard to Learn, and Maritime English is Hard to Master?

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Abstract

A lot of people seem to think that English language is difficult to be learnt. They talk about that; tweet about that; blog about that. Every thought seems to be an accepted fact. But is it true? And if it is, why is that? In my paper I try to find the proper answers to these key-questions, and in the same time to tackle the definition of the **Teacher in role** from Wikipedia: "If the role of a teacher is to teach, the role of a student must be to learn. However, it has been agreed that learning is not only an exercise in reading and reciting facts, but in gaining a deeper insight of events and situations. […], a teacher does not only teach and learn the "**what"** but also the "**why"** and "**how**".

keywords: *learning English, teacher in role, understanding Maritime English, pedagogical approach*

Introduction

"Every teacher needs to improve, not because they are not good enough, but because they can be even better."[1] (William, D. 2011)

Every teacher wants to get better. I use Dylan William's quotation① over and over because I agree with those that think it strikes a truth that all teachers must embrace. I used it to begin my **Maritime English** seminars on '***becoming a better teacher***'. We all know and understand the pivotal impact of teacher quality for our students and surely

① Dylan Williams, *Embedded Formative Assessment,* Solution Tree; US Edition edition (May 25, 2011), ISBN-10**:** 193400930X, ISBN-13**:** 978-1934009307, pp.43-45.

we all want to be better. There really is no bigger prize: better teachers improve the life chances of students. Our students could have the opportunity of a better paying job, but they need to improve their English before they can apply. Or, they want to join a foreign shipping company, but their Maritime English is not good enough. One example from Romania: students have already taken General English classes for 4 years in high school. They have studied Maritime English at the University for another 4 years. They know General English grammar and can write, but they need to learn how to ***speak*** General English and Maritime English. And they need to improve their spoken General English and Maritime English very quickly, because they need a job after graduation!

Taking into account these aspects, they should be our personal focus as committed professionals. It should be the core purpose of school leaders to develop great teachers. The government should relentlessly focus its resources and efforts into improving our current stock of teachers, supporting them to be better.

Of course, many teachers are not improving. The reality is that the impact of teacher experience on student outcomes actually plateaus after a few years. Therefore waiting to get better simply from the benefit of experience throughout your career won't happen. We may want to get better, but are we actually going about it in the right way? We must ask ourselves an awkward and challenging question. Perhaps a pretty uncomfortable question: *Have we plateaued as a teacher?*

After the whirlwind of feedback and the perilously steep learning curves of our first years as teachers the impact of experience dulls. Is the comfort derived from developing good habits of behaviour management and easing our attendant stresses a bad thing? No. Should we be flagellating ourselves with the birch over our failure to become an expert in only a few years? Of course not! Should we be looking in the mirror and looking for new answers as to how to *better improve*? I would say: Yes!

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The Problem with Continuous Professional Development

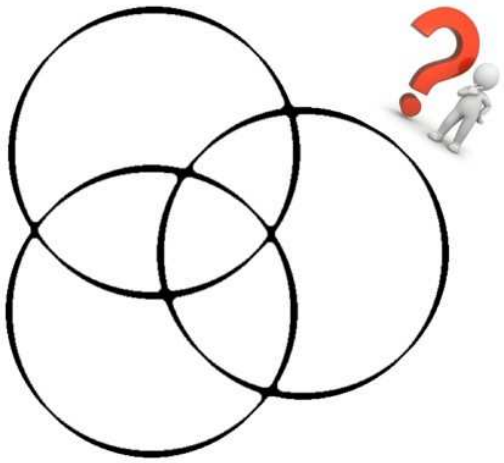
As the expression goes, no man is an island. No teacher can improve in splendid isolation. The problem with continuous professional development is that the continuous bit is too often missing. Time and money are scarce resources in our current climate. This may all sound bleak, but the heartening truth is that teachers can lead a transformation themselves. Let's not fool ourselves, it will take effort and a boatload of 'deliberate practice', but teachers can get better and do it for themselves. At our last memorable IMEC 25 in Istanbul we discussed *marinisation* of the Maritime English Teacher. That is the way!

As we are waiting for some course that will deliver pedagogical manna from heaven, we too often look in the wrong place for answers. We can too easily waste time focusing upon the latest tools and new resources and not on our *core practice* that makes the difference. We are working in different projects, we are trying to improve our students' assessment, or we are working on finding solutions in the thematic field of human communication. For teachers, that is perhaps only natural. Shiny new tools promise so much, yet their promise too often translates into a crumbling reality. Spending time making resources, like making lovely new displays, feels very much like hard work, and is often time-consuming, but the actual impact on learning can be certainly not worth the time. We need to focus upon the **80/20 rule** known as the Pareto principle[①] (the Italian economist Vilfredo Pareto, who observed in 1906 that 80% of the land in Italy was owned by 20% of the population).

We must identify the vital core aspects of our pedagogy that will have the greatest impact for our learners. We must deliberately practice those 20% of teaching strategies that have 80% of the impact on learning. **What are your strategies?** Note them down

[①] http://www.huntingenglish.com/2013/06/16/improving-written-feedback/

on this diagram and focus on your '*deliberate practice*' on these and these alone[①].[2] (cf. Ericsson, K. A. et.al. 1993)



I have been thinking about the teacher practice as I see it:

1. effective explanations (for example: *Movements of the vessel:*

Rolling: The side-to-side (athwartship) motion of a ship along the vertical line is known as rolling.

Pitching: The up and down motion of a ship forward and aft is known as pitching.

Even if you have pictures to show, don't forget that the moment you explain these, some of your students have never been on board vessel, and they will immediately ask you: *How is that*?

Forget about: "*I am your teacher of Maritime English! We have our lessons about activities described by using the Maritime Technical English terminology. I give you the definition and translation of them. Don't ask me particular explanations about e.g. the ship's movements. These are topics of* ***Ship's Handling*** *discipline!*" Yes, that's right,

① Ericsson, K. A., R. Th. Krampe, and C. Tesch-Römer, 1993, 'The role of deliberate practice in the acquisition of expert performance.' *Psychological Review*, 100: pp. 363-406.

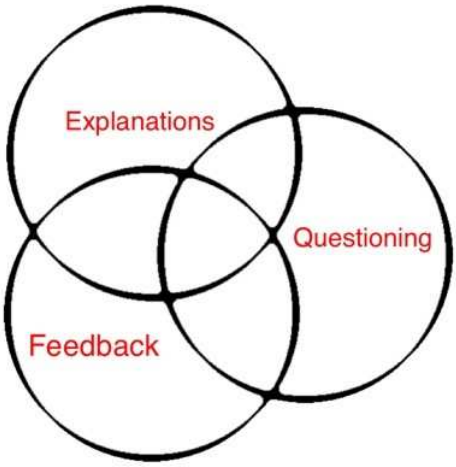
but you, the teacher of Maritime English should be prepared to help the student understand: use videos, or even a gesture to help his/her imagination in the very moment they have heard the new word. I agree with the fact that we are not "multi-purposes" teachers, but we need a little knowledge concentration about what we are teaching!),

2. **questioning**

and

3. **feedback** (both *oral feedback* and *written feedback*).

I am fully aware my choices may seem rather lacking in glamour and sparkle! There is no branded, bespoke package for teacher explanations. We do them habitually, intuitively and daily, often without even thinking, so automatic are they to our practice. But, like all habits, we need to unpick and analyse if we are to really make sustained improvements. We need to heed Dylan William's advice. *Instead we must hone, craft and perfect our* **core** *practice*. Thinking of Pareto's Principle, here is my law of the vital few, but these are *my* strategies – I have chosen them for this paper after several analyses of the existing ones: look for yours!



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The Answer is 'Deliberate Practice'

A rather gritty and sobering truth about being an expert teacher, or an expert at anything for matter, is that it takes a tremendous amount of hard work. Thousands of hours of hard work, probably unsurprisingly, is the answer. Yet, what happens with teachers who have taught for many years and who have stubbornly plateaued regardless of the time invested? The issue is that we often undertake the wrong sort of practice and our 'hard work' lacks direction. Every teacher undertakes *repeated practice*, but simply doing something over does not confer expertise – in fact, simply repeating practice can harden bad habits. Teachers need to undertake a specific type of practice: '*deliberate practice*'.

So what is it? To use a simple analogy, if you think about a top golfer, they practice specific shots, with a coach giving immediate feedback, typically including a series of corrective tweaks. *The feedback is king*. The reflection and tweaks are essential. In many ways, we need to revert to our state– constantly reflecting upon our practice with the alert mindset of the novice. Perhaps we cannot source a top golf coach, but we can find a '**critical friend'** in a colleague; we can blog and find an audience there; we can work with our subject leaders, a colleague etc. To improve we must undertake what can be a frustrating process with grit and resilience. Here is a simple step by step guide to the '*deliberate practice*' method[①]:

1. Identify a skill. Plot out the time and the space to hone (e.g. a specific class on a weekly basis);
2. Refine your focus with a *critical friend;*
3. Record and reflect more systematically (e.g. notebook, blog, etc.);
4. Find regular feedback (e.g. critical friend, audience of blog etc.);

① Ericsson, K. A., R. Th. Krampe, and C. Tesch-Römer, 1993, 'The role of deliberate practice in the acquisition of expert performance.' *Psychological Review*, 100: pp. 363-406.

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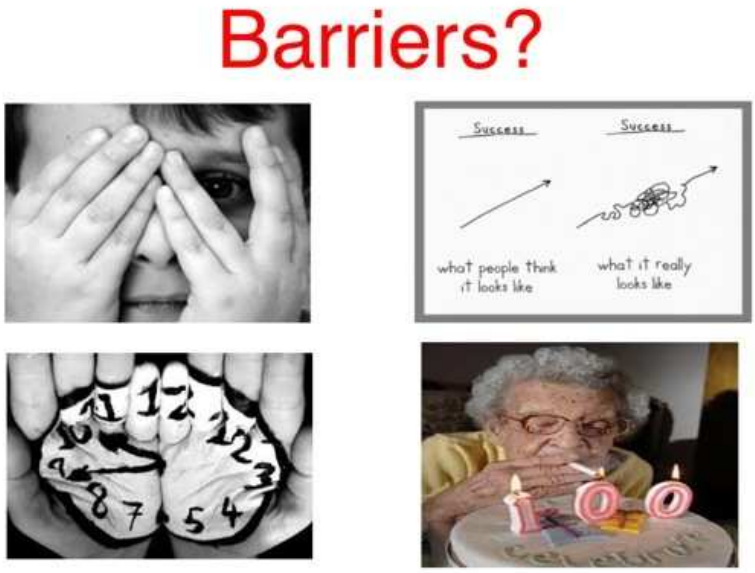
5. Repeat…and repeat (nothing is easy!)

What are the Barriers to Improvement?



Of course, such a process that demands monotony and discipline is hard to sustain. Such barriers are represented in the above image. Firstly, there are the **emotional barriers**. Exposing ourselves to failure can be a chastening business. We need to focus on the goal and be committed to getting better and being prepared to fail. Often, we will need support: inspiring leaders in our domain, appreciative students, a strong department team – not too much to ask! Secondly, we instinctively **view success falsely as a linear process**, the fixed idea of the genius not encountering failure is rooted in our psyche. We must be prepared for the messy process of concerted practice in a classroom. Of course, **time** is a crucial barrier. We must be committed to giving over extra time to hone our practice. We should look to find marginal gains in terms of time with aspects of our practice, like written feedback. Finally, we must **recognise our bad habits** – like the smoking granny! Then we need to work on improving our habits.

We can all improve upon our habits. We can allocate weekly times and places to share, research and reward ourselves. We are programmed to follow little cues when

forming new habits. We need to find time by reducing our workload in other ways, such as honing our written feedback. Find pockets of time that you can practice and plan. Ideally, this is done with a 'critical friend[①]'[3] (cf. Chi, M. T. H., R. Glaser, and E. Rees, 1982): a like-minded colleague, perhaps; an inspiring leader in our domain; a subject leader? By committing ourselves to others and publicly announcing our plans we are much likely to see it through. Too often the new habit, such as executing a new teaching strategy, will simply not pay off quickly or easily. This is where our mettle is tested. We must ride through this hump in the road and focus on the small bright spots of success that can lead the way to being a consistently better teacher.

Reflect to Improve

"Greatness isn't born. It's grown[②]." Perhaps you could become a brilliant teacher by undertaking such '***deliberate practice***' and ***doing it for yourself***. In the words of William Faulkner:

"Don't bother just to be better than your contemporaries or predecessors. Try to be better than yourself."

If the role of a teacher is to teach, the role of a student must be to learn. However, it has been agreed that learning is not only an exercise in reading and reciting facts, but in gaining a deeper insight of events and situations. A teacher does not only teach and learn the ***what*** but also the ***why*** and ***how***.

Being a leader is one of many roles a teacher plays.

A teacher's role involves more than simply standing in front of a classroom and lecturing. In fact, even though a teacher spends the majority of the day in the classroom, the actual teaching component is only part of the job. An effective teacher understands

① Chi, M. T. H., R. Glaser, and E. Rees, 1982,'Expertise in problem solving.' In *Advances in the Psychology of Human Intelligence*, R. S. Sternberg, ed. Hillsdale , NJ Erlbaum, Vol. 1, pp. 1-75.

② Daniel Coyle, **The Talent Code: Greatness Isn't Born. It's Grown. Here's How,** Bantam; 1 edition (April 28, 2009)

that teaching involves wearing multiple hats to ensure that the school day runs smoothly and all students receive a quality education [4] (cf. Zaiger. S. 2000)

Planning

At the planning stage, teachers play multiple roles. They are learners, constantly taking classes and attending professional development sessions to learn the latest best practices and strategies for effective teaching. Many teachers regularly collaborate with one another to gain new ideas for teaching, planning grade-level instruction and combining subjects to enhance the learning experience. They analyze test results and other data to help determine the course of their instruction and make changes in their classrooms. Teachers also design lesson plans to teach the standards and provide engaging activities, while taking into account each student's interests and instructional needs.

Instruction

Instead of just lecturing in the classroom, teachers are facilitators of learning, providing students with the information and tools they need to master a subject. At times, teachers act like tutors, working with small groups of students or individual students within the classroom or after class. Teachers also play the role of evaluators, constantly assessing students' abilities through formal and informal assessments, providing suggestions for improvement and assigning grades.

Student Interaction

Perhaps the most important roles teachers fill involve interacting with students. Teachers must be leaders in the classroom and in the school, earning the respect of students and setting a positive example. At the same time, teachers must show care and concern for students. A teacher has the power to build up or tear down a student's self-esteem and make a student's day or ruin it in an instant. When interacting with students, a teacher must fill the role of a counsellor, a surrogate parent, and someone who has the best interests of every child at heart.

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Why is English hard to learn?

Listen and think about…

https://www.youtube.com/watch?v=5KYIxpcYivE

In addition to …

We'll begin with a box, and the plural is boxes,
But the plural of ox becomes oxen, not oxes.
One fowl is a goose, but two are called geese,
Yet the plural of moose should never be meese.
You may find a lone mouse or a nest full of mice,
Yet the plural of house is houses, not hice.
If the plural of man is always called men,
Why shouldn't the plural of pan be called pen?
If I speak of my foot and show you my feet,
And I give you a boot, would a pair be called beet?
If one is a tooth and a whole set are teeth,
Why shouldn't the plural of booth be called beeth?
Then one may be that, and three would be those,
Yet hat in the plural would never be hose,
And the plural of cat is cats, not cose.
We speak of a brother and also of brethren,
But though we say mother, we never say methren.
Then the masculine pronouns are he, his and him,
But imagine the feminine: she, shis and shim!
Let's face it - English is a crazy language.
There is no egg in eggplant nor ham in hamburger;
neither apple nor pine in pineapple.
English muffins weren't invented in England.

We take English for granted, but if we explore its paradoxes, we find that quicksand can work slowly, boxing rings are square, and a guinea pig is neither from Guinea nor is it a pig.

And why is it that writers write but fingers don't fing, grocers don't groce and hammers don't ham?

Doesn't it seem crazy that you can make amends but not one amend. If you have a bunch of odds and ends and get rid of all but one of them, what do you call it?

If teachers taught, why didn't preachers praught? If a vegetarian eats vegetables, what does a humanitarian eat?"

We have the Same Word, but Different Meaning

Keep in mind that some key words or terms may have different meanings across disciplines and may be used as different parts of speech in different contexts (i.e., noun vs. verbs):

Word	Meaning/Use
Table	Lunch table (Social language) Periodic Table of Elements (Science) Table of Contents (ELA) Multiplication tables (Math) To table (delay) the discussion (Social Studies)
Plot	Plot of a story (ELA) Plot of land (Geography) Plot ordered pairs on a graph (Math) To plot a government coup (History)
Branch	Branch of government (Social Studies) Branch of a river (Geography) To branch out (Idiom)
Foot	Your foot (Health) One foot in length (Math) Foot in your mouth (Idiom) Foot of the mountain (Geography) To foot the bill (Idiom)

As for the Cognates… they are all here!

There is a great tool you can use to bolster English language for students. This is the use of cognates — words that have a similar spelling and meaning in both languages. More than one third of English words from Latin, French or Greek have a Romanian-language cognate! These often include technical or content-specific words that can help students make a connection between both languages, such as the following:

- institution – *instituţie*
- dinosaur – *dinozaur*
- catastrophe – *catastrofă*
- biology – *biologíe*
- equilateral triangle – *triunghi echilateral*
- ceramic – *ceramică*
- artist – *artist*

Once students know how that a connection exists, they will start noticing more words that are related and they will be able to apply their own existing background knowledge about those words to the vocabulary they encounter.

Why is English Pronunciation so hard?

There are some reasons to think before you speak….

https://www.youtube.com/watch?v=mOw7CdpK44w

The best way to learn English

Two skill areas must be emphasized if you want to learn to speak English fluently. The first is memory (which is involved in both vocabulary and syntax) and the second are the proprioceptive responses (which are involved in both pronunciation and syn-

tax).You may be able to learn simple vocabulary-related memory skills with equal effectiveness by using either verbal or visual training methods. That is, you may be able to learn pure memory skills equally well with either spoken drills or written exercises. However, it is impossible for you to retrain your individual perception sense without hearing your own voice at full speaking volume. Thus, it is a waste of your time to do written assignments for the purpose of learning spoken English.

Why is Maritime English hard to master?

When marinisation of teachers is complete, then effective communication on board vessel is the key to successful operations! [5] (cf. ALERT! Maritime Education and Training-Issue 14)

https://www.youtube.com/watch?v=HsTeo41mWL0

Shipping has never been more international. Maritime English is the language by which crew communicate with each other, irrespective of their role.

Clear, precise English is therefore vital for:

A. Health, safety, and security on-board, across all operations below and above deck in order to ensure the well-being of all those on the ship.

B. Communication with shore side authorities such as vessel traffic services, port authorities, cargo, customs, and other personnel.

C. Handling emergency situations where clear communication must be used not only on board, but also between search and rescue personnel and in possible ship to aircraft interchanges, and often between different nationalities in very challenging circumstances.

D. Customer service on Cruise and Passenger carrying ships, maintaining excellent standards of customer service and customer experience and for ensuring their health and safety while on board.

Many students studying a foreign language have very strange ideas of what will help them to improve. We have met students who think that by filling vocabulary books they will be able to speak better General English/Maritime English; many students presented with a text will actually want to go through word-by-word and will not see the point of, reading for gist for example, or scanning for particular information.

One of the tasks of the language teacher is to help the student to study more efficiently and more enjoyably. A small but important part of the teaching time should be spent making students aware of why certain things will help them, and why others will not. The more students understand about the process of learning the foreign language, the more they will be able to take responsibility for their own learning.

The aim of the IMO Standard Marine Communication Phrases (SMCP) is to get around the problem of language barriers at sea and avoid those misunderstandings which can cause accidents. The key to improving verbal communication is the recruitment of seafarers who have an understanding of English language: in education, in effective communication, and in the correct use of the English language in the maritime environment.

Conclusion and Recommendations

"*Why has it taken you so long to learn to speak English fluently?"* Grammar-based English language instruction teaches as though spoken English is primarily a function of memory. Consequently, grammar-based English lessons emphasize non-verbal (written) studies of grammar, writing, reading, and listening. All of these activities may increase recall memory for written examinations, but they have little benefit in teaching

our students to speak fluent English. The only way students can effectively learn spoken English is by using Spoken English as the method of instruction. All of your students' study (including English grammar) should be done by speaking English at full voice volume for the entire study period.

Speaking Rules our students need to know![①]

1. Don't study grammar too much

This rule might sound strange to many ESL students, but it is one of the most important rules. If you want to pass examinations, then study grammar. However, if you want to become fluent in English, then you should try to learn English without studying the grammar.

Studying grammar will only slow you down and confuse you. You will think about the rules when creating sentences instead of naturally saying a sentence like a native. Remember that only a small fraction of English speakers know more than 20% of all the grammar rules.

Do you want to be able to recite the definition of a causative verb, or do you want to be able to speak English fluently?

2. Learn and study phrases

Many students learn vocabulary and try to put many words together to create a proper sentence. It amazes me how many words some of my students know, but they cannot create a proper sentence. The reason is because they didn't study phrases. When children learn a language, they learn both words and phrases together. Likewise, you need to study and learn phrases.

① www.talkenglish.com/.

3. Don't translate!

When you want to create an English sentence, do not translate the words from your Mother tongue. The order of words is probably completely different and you will be both slow and incorrect by doing this. Instead, learn phrases and sentences so you don't have to think about the words you are saying. It should be automatic.

Another problem with translating is that you will be trying to incorporate grammar rules that you have learned. Translating and thinking about the grammar to create English sentences is incorrect and should be avoided.

4. Reading and Listening is NOT enough. Practice speaking what you hear!

Reading, listening, and speaking are the most important aspects of any language. The same is true for English. However, speaking is the only requirement to be fluent. It is normal for babies and children to learn to speak first, become fluent, then start reading, then writing. So the natural order is listening, speaking, reading, and then writing.

First Problem

In order to learn a second language, isn't it strange that schools across the world teach reading first, then writing, then listening, and finally speaking? Although it is different, the main reason is because when you learn a second language, you need to read material to understand and learn it. So even though the natural order is listening, speaking, reading, then writing, the order for ESL students is reading, listening, speaking, and then writing.

Second Problem

The reason many people can read and listen is because that's all they practice. But in order to speak English fluently, you need to practice speaking. Don't stop at the listening portion, and when you study, don't just listen. Speak out loud the material you are listening to and practice what you hear. Practice speaking out loud until your mouth and

brain can do it without any effort. By doing so, you will be able to speak English fluently.

5. Submerge yourself

Being able to speak a language is not related to how smart you are. Anyone can learn how to speak any language. This is a proven fact by everyone in the world. Everyone can speak at least one language. Whether you are intelligent, or lacking some brain power, you are able to speak one language. This was achieved by being around that language at all times. In your country, you hear and speak your language constantly. You might think the only place to study English language abroad is in an English speaking country like England. While it is true that it is beneficial to immerse yourself in the language, there are also programmes in other European countries. The Erasmus students, for example, no matter where they choose to study English Language, their studies are bound to help them in their future goals. With daily practice, students can communicate-well with others and improve their skills, show-off or expose their skills before others to impress and motivate them to come up with their English Language Communication skills.

How to become a fluent English speaker? The answer is in the palm of your hands: You only need to surround yourself with English. You can do this by making rules with your existing friends that you will only speak English. You can also carry around an iPod and constantly listen to English sentences. As you can see, you can achieve results by changing what your surroundings are. Submerge yourself in English and you will learn several times faster.

There are also certain difficulties encountered by students in the process of learning Maritime English. In this paper I tried to give some suggestions of what Maritime English teachers could do to facilitate students and improve their speaking, listening, writ-

ing and vocabulary memorizing skills. But as the saying goes, "*You can lead a horse to water, but you cannot make him drink*"

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Necessity and enforcement on oral examination for Maritime English: The case of the Republic of Korea

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Abstract

This paper deals with the consideration regarding to oral examination for Maritime English(ME) of Korean ship officer. It is based on the research and the questionnaire carried out by Korea Institute of Maritime & Fisheries Technology(KIMFT) in order to improve and verify ME objectively.

Both Deck Officer and Engineer need ME to communicate with personnel on board and shore to carry out their duties successfully. Furthermore, STCW Convention requires the certain ME ability to be qualified with officer's duty. Especially, Paper Based Test on ME has the limitation on verifying the oral communication ability practically. In order to develop the necessity and contents of the test before enforcing ME communication test concerned with Korean maritime officer. This paper analyzed the condition, situation and some issues through survey. Consequently, suggest enforcement measures for implementation on oral examination for Maritime English in Republic of Korea.

keywords*: Maritime English, communication skills, Ship Personnel Act, Korean ship officer, STCW Convention.*

Introduction

STCW convention requires the use of Standard English for maritime affairs, English writing and speaking ability for operating level officers in ships of 500 gross tons or

more. In addition, Port State Control(PSC) has become strengthened internationally and due to configuration of multinational crew, the importance of communication on board is widely known. For Korea, the ship officer according to the Ships Personnel Act is classified from Class 1 to Class 6 and in the case of deck, engineer and operator below Class 3, in accordance with the law (Article 13 of the Enforcement Decree of Ship Personnel Act, paragraph 5.) the evaluation on English communication skills can be conducted through interviews. Despite such an Article was established, due to the absence and the lack of willingness of detailed enforcement measures, it is not being conducted. In terms of the shipping industry, the problems on the lack of English communication skills are constantly being raised and in order to supplement this, a detailed enforcement measures for oral examination system is being discussed. In this regards, the Korea Institute of Maritime and Fisheries Technology(KIMFT), which has been delegated by the Korean government in charge of crew training and examination for ship officer, hosted a seminar and conducted a survey on the implementation plan targeting the crew, maritime companies and related organizations in 2012 and 2013. In this study, along with studies conducted up to date, it derives the problems of English for maritime affairs in Korea and introduced the oral examination enforcement measures.

Legal basis and necessity of English oral examination

English for maritime affairs education system

There are three types of process to become a ship officer in Korea. First, those who complete and graduate from the maritime educational courses such as maritime high school or maritime university are entitled to obtain the license by passing national examination conducted by KIMFT. Second, Korean citizens, who have not completed the maritime educational course, can complete the ship officer's training course authorized by the Korean government, which is provided by KIMFT, and then they can receive the qualification to obtain the ship officer license. Third, they can apply for the ship officer

examination according to the experience on board as ratings, and when they pass the examination they can obtain the ship officer license. For all three cases mentioned above, commonly one must apply and pass a certain paper based examination or interview examinations provided by KIMFT. According to the Ship Personnel Act, for Class 1 to Class 5 among the ship officer examination system of Class 1 to Class 6, ME examination commonly is included as a subject on navigation and engineering sector. <Table-1> presents a standard for percentage of questions for maritime English by the ship officer's class.

<Table 1> Maritime English questions ratio by ship officer's class

Exam subject	Contents of the test	Class1	Class2	Class3	Class4	Class5	Class6
English for Navigator	1. IMO SMCP and navigation English	40	40	40	100	100	-
	2. English for maritime affairs	60	60	60	-	-	-
English for engineer	1. Engineering English	40	40	40	100	100	-
	2. English for maritime affairs	60	60	60	-	-	-
English for operator	1. Engineering English	40	40	40	100	100	-
	2. English for maritime affairs	60	60	60	-	-	-

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Rising need for the strengthening of English communication ability of the ship officer

In international shipping, the Flag State Inspection (FSI) regarding the implementation of International Maritime Conventions related to the safety of the vessel, environment and labor of the crew and the Port State Control (PSC) subject to substandard vessels are being strengthened. Furthermore, not to be disadvantageous due to the lack of communication skills during the PSC inspection at the foreign port, the need to strengthen the English communication ability of the ship officer is being increased. Also, due to the configuration of multinational crew members, the communication ability, for example discussing work on board, delivering opinions and maintaining and recording the order on board, is being emphasized as essential items.

Increase the necessity of practical English oral examination

ME examination for ship officer license test in Korea is based on the following: For deck, communication English, reading and writing records, for engineer, reading and writing records. In addition, when looking at the configuration of Korea's ship officer, the number of the college graduate and higher are less than the others (college and higher : 38.8% , high school and lower :61.2%). That is why the strengthening of ME education and practical English oral examination are needed.

<Table 2> Status of Korea's ship officers by the level of education (as of 31.12.2012)

Rank \ Classification			Total	University or Higher	College	High School	Middle School or Lower
Grand Total			14,840	3,556	2,212	5,730	3,342
Merchant Vessels	Total		12,540	3,480	2,082	4,507	2,471
	Officers	Sub-total	10,178	3,462	2,056	3,333	1,327
		Deck	5,300	1,767	969	1,893	671
		Engine	4,870	1,693	1,082	1,439	656
		Radio	8	2	5	1	-
	Ratings	Sub-total	2,362	18	26	1,174	1,144
		Deck	1,021	8	13	497	503
		Engine	596	4	2	282	308
		Cook	745	6	11	395	333
Fishing Ves-sels	Total		2,300	76	130	1,223	871
	Officers	Sub-total	1,664	75	129	943	517
		Deck	767	57	89	415	206
		Engine	693	16	29	351	297
		Radio	204	2	11	177	14
	Ratings	Sub-total	636	1	1	280	354
		Deck	380	-	1	158	221
		Engine	172	-	-	81	91
		Cook	84	1	-	41	42

*Remark: Seafarers of coastal vessels and coastal/near-ocean fishing vessels are ex-cluded.

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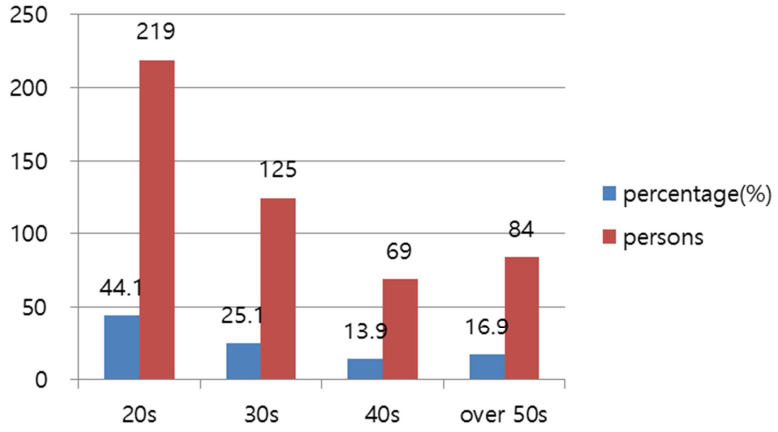
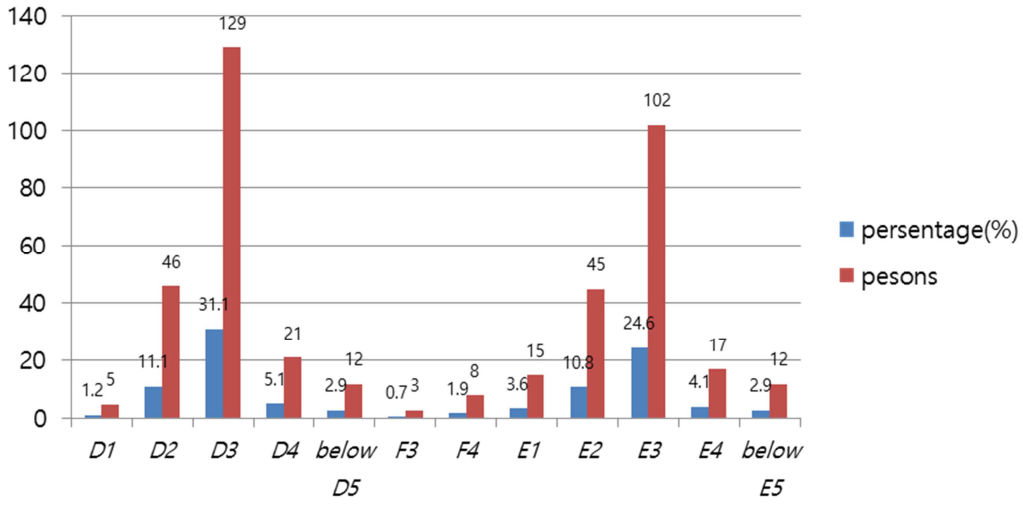
Survey results on the detailed enforcement measures of oral examination

General information of the survey

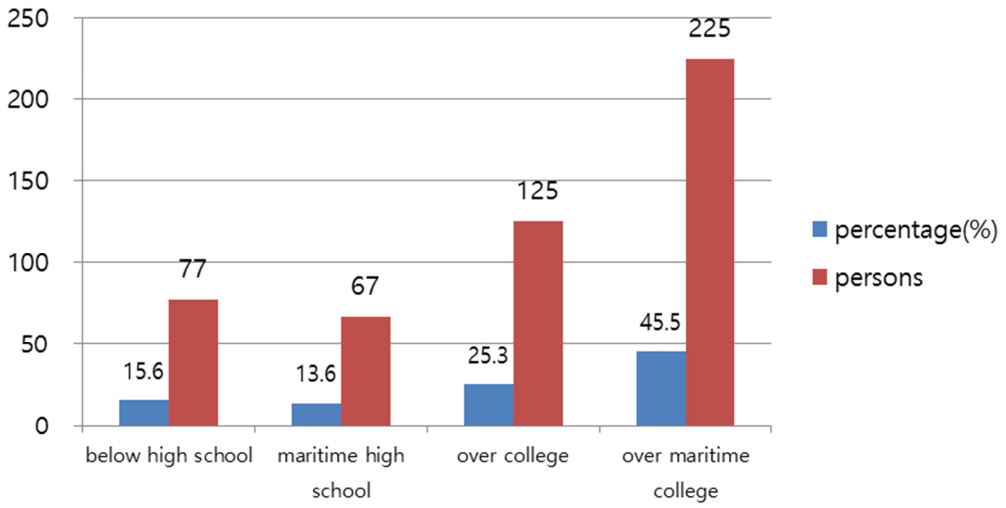
For the survey conducted in 2013, the answer was received from the total of 499 people; 319 examination candidates for ship officer, 135 students of KIMFT, and 45 people from the Korea ship officer association. The age group 20~30 years of age accounted for 70%, of whom most consist of Class 3 or higher license holders. Generally, class 3 or higher are involved in international voyages.



[Figure-1 Distribution by age]

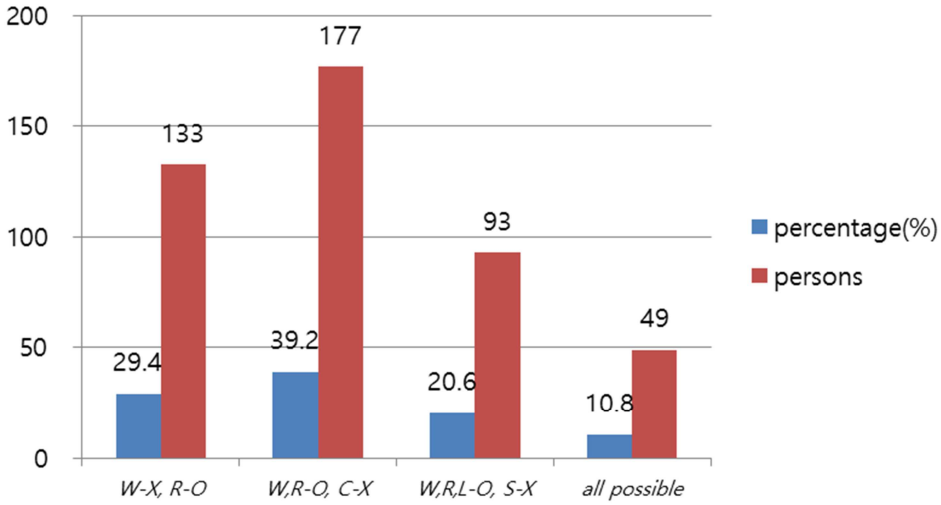


[Figure-2 Distribution of license]



[Figure-3 Distribution by education]

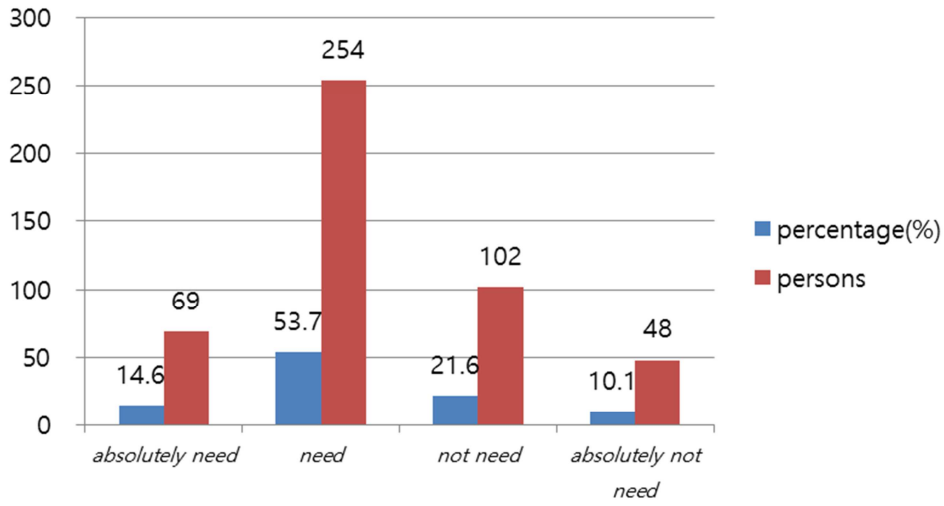
70% of the entire respondents who responded to the survey were identified as college graduates who have completed the English subject among the regular educational courses.



〔*Figure-4 Distribution of average level of English usage*〕

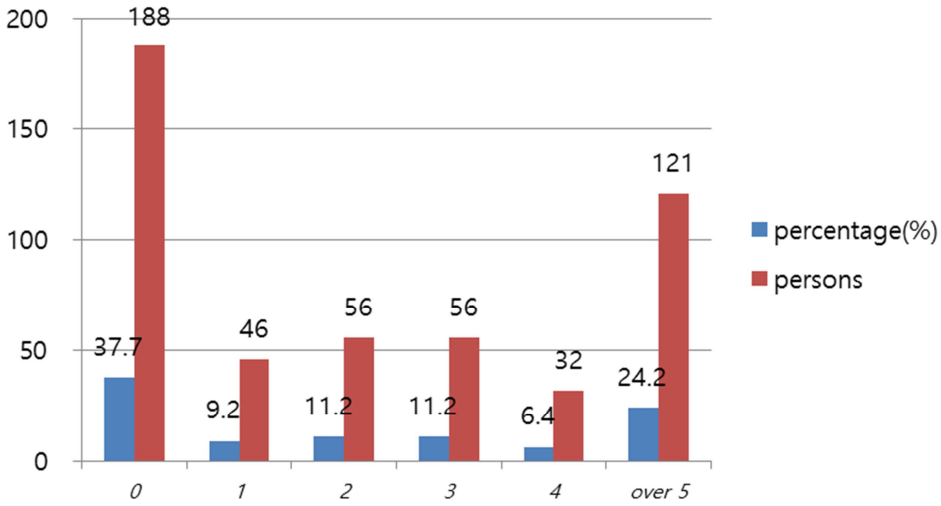
Note: W means Writing, R means Reading, C means Communication, S means Speaking.

When the analysis was conducted by the group, on the level of English usage of maritime staff at the final level of education, the response was somewhat higher in the maritime college groups but it was somewhat lower in general college groups.



〔*Figure-5 Necessity of implementing the oral examination for English communication*〕

For the necessity of the oral examination for English proficiency, 68% of the whole have answered that it was necessary and about 32% have answered otherwise.



〔*Figure-6 Experience on state registered English examination*〕

According to [Figure-6], it could be understood that many ship officers are applying for the general English proficiency examination in order to assess their English skills because there is no state recognized English examination for the field of ME.

Major items of evaluation examination for English communication skills

- Major items to be included in SMCP of ship officers

<Table 3> Status of major items in SMCP

Item	Respondent	Percent(%)	Priority	
			2013	2012
Distress, urgency, safety calls	221	25.4	1	1
Pilot tugboat work	62	7.1	6	5
Communication with VTS center	172	19.8	2	2
Call with pilot from navigation bridge	69	7.9	5	6
On call succession conversation	60	6.9	7	7
Conversation during emergency drills	78	9.0	4	4
Search and rescue-related conversation	56	6.5	8	8
Conversation on cargo management and up-loading operations	139	16.0	3	3
Conversation on passenger management	12	1.4	9	9
Total	857	100.0		

- Items to be included among PSC conversation in the deck

<Table 4> Status of items among PSC in the deck

Item	Respondent	Percent(%)	Priority	
			2013	2012
Expression during document review	159	23.9	2	2
Expression among ISM code related inspection	164	24.7	1	1
Expression among ISPS code related inspection	127	19.1	3	4
Expression among sailing related inspection	116	17.4	4	5
Expression among emergency response training inspection such as fire extinguishing and abandoning ship.	99	14.9	5	3
Total	665	100.0		

For deck officers, there was no big change compared to the survey conducted in 2012. Considering the importance in terms of safe operation of the vessel, it can be seen that distress, urgency, safety calls and communication with the VTS center is emphasized. On the other hand, the conversation on the search and rescue and passenger management on the vessel with less frequency recorded a lower rank. In the conversation with PSCO, it was prioritized by the level of conversation on the site.

- Major items to be included in the English communication proficiency examination of engineer

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<Table 5> Status of items among PSC in the deck

Item	Respondent	Percent(%)	Priority	
			2013	2012
SMCP	95	12.5	5	5
Conversation during fueling	126	16.6	3	3
Ship engine inspection	131	17.3	2	1
Conversation with a foreign crew	124	16.3	4	4
Conversation during emergency training	74	9.8	6	6
Instructing and performing on board task	142	18.7	1	2
Expression related to the living on board	26	3.4	8	8
General conversation	41	5.4	7	7
Total	759	100.0		

In the case of engineer, items can be classified into 8 types of areas as shown in Table 5. As a result of the survey, it was shown that the priorities are ship inspection such as PSC inspection and instructing work to the foreign crew. Also, the results can be utilized for referencing the ratio of questions for evaluation items.

Evaluation method

- Evaluation target

All survey subjects such as ship officer group and land based worker group have responded that they require English communication skills above Class 3 and higher for ship officer. Therefore, it proposes that an evaluation targets for oral examination for Class 3 and higher.

- Evaluation method

Internationally certified English evaluations such as TEPS, PELT, TOEIC, TOEFL are conducted in Korea, generally practical English skills focus on international business work, daily life and educational sectors. There were some opinions about using the TOEIC examination to evaluate the communication skills, but it seems realistically difficult to obtain the TOEIC scores from all ship officers. Furthermore, since TOEIC is not evaluating ME for the ship officer but Business English, it is not suitable that TOEIC scores should be accepted as an ability of the ship officer.

Since the present license examination includes the reading and writing skills, it is recommended that additional oral examination including listening and speaking should be carried out in parallel with the existing ship officer's examination system. The paper based test should be kept. Additionally, listening and speaking examination should be supplemented. Such additional examination methods can be reviewed into 4 types.

- 1st proposal: A method of listening to English questioned by the appointed committee and the committee evaluate the response of the examinee.
- 2nd proposal: A method of listening to prerecorded questions and the appointed committee evaluate the response of the examinee.
- 3rd proposal: A method of listening to English questioned by the committee and the committee evaluate the response of the examinee.
- 4th proposal: A method of listening to prerecorded questions and the committee evaluate the response of the examinee.
- 5th proposal: A method of listening to prerecorded questions and the voice recognition device evaluate the response of the examinee.
- For the ship officer's examination, considering the point to be emphasized in terms of securing the reliability of the examination rather than the cost perspective, the 5th proposal requires a lot of costs for structuring the system and developing mechanical devices and programs, and even in the technical aspect, the

verification on the reliability of the voice recognition device has not been secured so that it is difficult to be promoted.

<Table 6> Analysis of 4 types of evaluation method

Method	Committee	System	Facility	Advantage	Disadvantage
1st proposal	Appointed			○Lowest fixed costs.	○Unable to maintain the examination consistency according to the changes of the committee. ○High burden on the committee in conducting interview.
2nd proposal	Appointed	Problem of Voice recording		○Reduce the burden on the committee in conducting interview. ○Relatively low fixed costs.	○Unable to maintain the examination consistency according to the changes of the committee. ○Possible occurrence of security issues related to recording and questions leakage.
3rd proposal	Standing			○Maintain considerable consistency of interview by the committee. ○Relatively low costs.	○Increased burden on the labor cost of the committee. ○High burden on the committee in conducting interview.
4th proposal	Standing	Problem of Voice recording	Dedicated testing site	○Maintain considerable consistency of interview. ○Reduce the burden on the committee in conducting the interview.	○Requires very high costs. ○Possible occurrence of security issues related to recording and questions leakage.
5th proposal	Standing	Voice recognition device Structure program for evaluation	Dedicated testing site	○Reduce the operating cost by minimizing the number of the committee	○Requires very high costs. ○Increased cost for system structuring. ○Possibility of dispute on the reliability of voice recognition device.

In the case of 4th proposal, it will cost a lot in terms of being prerecorded and the security problems related to question leakage during the recording process can be raised so it is not recommended, and in the introduction phase, it should be conducted using the 1st proposal where the committee questions the examinee in English and the response is given but it should be operated in the method of minimizing the changes of appointed committee. In addition, by securing the budget in mid-long term basis, developing to hire a standing committee like the 3rd proposal seems appropriate.

Conclusions and Recommendations

It is true that the technical performance of the ship officer is not only important, but also English communication skills are required. STCW convention calls for ME communication skills and this study provides the necessity and enforce measures of ME communication skills of Korean ship officers.

As a result of the survey, it was noted that the English communication skills of Korean ship officers were found to be insufficient and agree with the necessity of English oral examination. Although legal basis for the oral examination has been established, before implementing the examination system, first of all, the insufficient part of Korean ship officers, ME speaking and listening ability, should have the priority for improvement through reorganization of education process because it is possible to get closer to the positive goal by practical English education. The problems of ME communication skills do not fall only to Korean ship officers. Furthermore, it is required to conduct in-depth study regarding additional cases of ship officer's oral examinations and the foreign ME education systems.

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Mariner Perspectives: The Relation between Multiple Choice Questions, English Language, and STCW Competency

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keywords: *multiple choice questions: Maritime English: competence: STCW examination*

Abstract

Over the last nine years the authors have researched the use and effectiveness of multiple choice questions (MCQ) in examination for STCW Certificates of Competency, presenting the survey and studies at IMLA and IMEC conferences, and finding that English Language comprehension is a very significant factor in MCQ assessment. In many countries MCQ are part of examinations towards STCW Certificates. Examination methods vary from country to country and from college to college.

A literature review for 2012 – 2014 covers MCQ studies relevant to the teaching of Maritime English, as well as onboard linguistic, operational and communal concerns on multi-cultural ships. The paper describes how language comprehension influences MCQ assessment, and how MCQ affects the validity of training and examination in relation to the standards of English Language implicit in SOLAS and STCW Convention, and consequently the level of competence prescribed, a situation of interest both to maritime labour employers and serving mariners. The paper presents a statistical approach from a

2010/2012 study with participating Maritime English Language Teachers, reported at IMLA-21 during which a workshop demonstrated the study method. The authors' objective is to present the results of their research for the information of maritime teachers, who must make their own judgements regarding assessment effectiveness.

Introduction

In many countries MCQ are part of examinations towards STCW Certificates of Competency, together with constructed responses and calculations, orals and practical assessments such as workshops and simulators. MCQ are more widely used in North America and Asia than in Europe. Examination methods, including MCQ, vary from country to country and even between devolved colleges in the same country. These variations are acknowledged as a result of culture, history and the generalised wording of Convention. There are no qualitative or quantitative studies of MCQ effectiveness in maritime education other than the authors' research. However, much is written about onboard linguistic, operational and communal concerns from the perspective of mariners serving on multi-cultural ships, through official reports and reports in the technical press and social media.

Background

Very briefly, the situation is that MCQ are used in exams towards STCW Competency Certification. The concerns, as expressed through a survey of MET Instructors, is that MCQ use is driven by economics and convenience, rather than effectiveness: that assessment is subject to random (unpredictable) factors, and that there is a lack of formal training in question construction and evaluation. A *Seaways* Editorial[1] comments that the proliferation of MCQ in STCW courses is worrying and may partly explain the reduction in competency levels that are consistently reported to the Nautical Institute, referencing the authors' "interesting research" and their view that MCQ have limited

value in assessing either knowledge or competence. The authors' research tenet is that the better the nature of MCQ is understood the better the estimation of assessment confidence. The authors' survey, foundations and progressive studies have been described in previous papers at IMLA-14(2006), IMEC-19(2007), IMEC-21(2009), MHRS-4(2010), IMLA-20(2012) and IMLA-21(2013), as well as in three articles for *Seaways, the Journal of the Nautical Institute.*

Literature review 2012 - 2014

General

Previous papers reviewed the literature from the 1930s. Since then the volume has increased so the selections now cover two-year periods, for this paper from 2012 to 2014, with earlier citations for context. There is little in maritime literature about MCQ except general advice in an IMO Model Course and a Nautical Institute publication. There are no quantitative studies other than by the authors, but there is a 2011 qualitative survey by Sampson [2], and a 2013 treatise by Goldberg.[3]

The experience of MCQ assessment must be sought in other disciplines' literature relevant to maritime students. Commonalities are reflected in the following: "As assessment drives learning, making accurate pass/fail decisions largely affects the effectiveness of medical education programmes. Failing competent students or passing incompetent ones is an error which could have serious implications to the community, student, and institution",[4] a statement equally applicable to mariners. The ongoing discussion of the merits or otherwise of MCQ assessment is repetitive, hence this survey focuses on language, students and instructors.

Language

Language and phrasing of the question stem is an important factor in MCQ testing, particularly with English as a Second Language (ESL) students. When the phrasing is

unclear more may be read into the MCQ than the item-writer intended, particularly if the writer is untrained, with the possibility of a word in the question stem stimulating an association with a word in the response, a confusion associated with item writing flaws.[5] MCQ and short answer assessments are easy to delivery, familiar and universal in second language instruction, even though MCQ are generally not recommended for use as language assessments.[6] The influence of linguistically modified MCQ language for ESL students has been studied in nursing education.[7]

The debate over the use of only second language or both native and second language is not conclusive,[8] although bilingual education is thought to help mariners work together, communicate and interact. In China, academic knowledge is introduced in full English and then repeated in Chinese: assessment is in English.[9] There are concerns regarding Maritime English teaching in improving Chinese seafarers' English, which is of great significance for their occupation, due to exam-oriented teaching marginalising competence to communicate for meaning and understanding.[10] There are computer assisted elearning programs simulating human tutors, where students may read a native language text with second language vocabulary and grammatical structures embedded.[11] A multilingual online MCQ examination system in three languages, English, Sindhi and Urdu, has been proposed, also suitable when English is the primary medium of instruction.[12] In the maritime industry crews have to learn and operate in a foreign language, creating a disparity in the ability to learn and absorb content. "Self-study" may accommodate language differences, providing trainees the flexibility needed to learn and fine tune their English skills.[13]

Students

Students' preferences for assessment methods influence their learning. In general, students tend to favour tradition over innovation and rank MCQ tests amongst their least preferred options. However, students can be ambivalent regarding MCQ assessment, welcoming the ease of recognition but with concerns about effectiveness, and

suspicion that instructors may, even inadvertently, deceive or mislead. There is no preference for assessment methods seen as superficial or bringing easy marks, although students preferred MCQ over essays with revision easier and higher scores a possibility.[14] In a study of Iraqi medical students, 72.7% preferred MCQ assessment and 30.7% preferred projects or papers, compared to a study of Turkish medical students who preferred, in descending order, essays, MCQ, projects or papers.[15] Ethnic and gender differences in assessment philosophies and preferences are well-documented, as in a study comparing responses to constructed response and MCQ items.[16]

New approaches to MCQ provide opportunities for practice exams, considering alternative answers and giving immediate feedback. Students take the exam then review each question to assess whether their answer was the best, using class notes and collaboration with classmates, changing their answers if necessary, with the self-corrected version determining their grade.[17] Student-authored MCQ are often of high quality and accompanied by detailed and useful explanation.[18] Students may be permitted to convert a standard MCQ perceived to be "ambiguous or confusing" into short essay answers, with a justification not scored if the correct option has been selected. There is a strong correlation between the justification and the standard results.[19]

Students continue to be innovative in their test-wise approach to MCQ assessment, adapting the 1930 Benford's Law to improve the chance of guessing numerical responses, on the premise that the first digit in a list of numbers is more likely to be a 1 than a 9, a guessing strategy that can give a score of over 50% without any subject knowledge.[20] Test-wiseness can be countered by *test-unwiseness strategies*, where instructors deduct marks for changing answers; choosing answers without processing the question, not reading the test instructions carefully; not reading the question in full, and using bad time management.[21] Students continue to collaborate, for example online at "Bored of Studies", an Australian student community, sharing techniques to 'game' examination systems.[22]

Instructors

Instructor training in MCQ test writing, and the lack thereof, continues as a common theme in literature.[23] To maximise effectiveness MCQ must be of high quality, requiring knowledge, experience, and time to validate, ascertain reliability and standardise, as well as analyse for difficulty and discrimination. Poor item writing has consequences for both borderline and high-achieving students. Item writing flaws often occur in the stem, due to efforts to imitate student thoughts while forgetting student cognitive struggles of examining seemingly reasonable alternatives. Moreover, teachers have larger vocabularies, using words requiring subtle distinctions, producing options that are either confusing or acceptable, regardless of correctness.[24] Formal training programs are extensive and require an appreciation of psychology and an understanding of statistics and probability theory.[25] Considering the training effort, colleges may rely on commercial MCQ banks, however the record of banks has not been entirely positive, with histories of mistakes and poor-quality items.[26] In the future computer assistance may be available to evaluate MCQ bank quality, to delete the bad and improve the weak questions, and generate difficulty and discrimination indices.[27]

Closed (MCQ) and open Constructed Response (CR) questions measure different aspects of comprehension processes,[28] with CR text providing an assessment data source. MCQ is apparently objective and reliable (although students are often critical of the inability to give partial credit) and reduces the time-consuming and repetitive task of marking written exams.[29] However, automatically marking and analyzing CR text is computationally challenging. A hybrid text analytics system has been proposed with the potential to accurately evaluate CR, and reduce the perceived unreliability of subjective scoring.[30] Another development is a computer based assessment system capable of automatically grading CR questions.[31]

For Maritime English, the MarTEL Plus Project's external evaluation report noted the advantages of computer-based testing (CBT), and mentioned MCQ as providing high

levels of accuracy in scoring and minimising measurement errors. However the usefulness of MC tests is often over-emphasised since it may only test recognition, and there may be guessing and harmful backwash. A drawback of CBT is use of MCQ, relying on stimulus-response rather than on communicative skills, a disadvantage lessened by improving communicative methodology.[32] Over-emphasis on MC testing means less opportunity to develop communicative competence.[33]

English and Maritime English in Convention and Practice

Before examining the relation between MCQ and STCW Competency, it is necessary to briefly review the Convention requirements regarding English Language, spoken and written. With multi-national and multilingual crews, the importance of sharing a common language cannot be over-estimated.[34] SOLAS requires a common working language understandable by each seafarer, with English as the working language for bridge-to-bridge and bridge-to-shore safety communications, as well as for communications on board between the pilot and bridge watchkeeping personnel, unless those directly involved in the communication speak a common language other than English.

STCW requires watchkeepers and senior officers to have a good command of spoken and written English. Navigational watch ratings are required to be able to comply with English helm orders. Crew assisting passengers during emergencies should be able to communicate safety-related issues in English or in the language spoken by the passengers and crew. STCW does not provide definition or guidance as to the form of English, neither for standards as expressed by TOEFL or IELTS, or specific maritime systems such as the International Shipping Federation (ISF) Marlins, or MarTEL. However, the STCW Manila Amendments do provide a practical instrument to develop Maritime English course design, material development and instruction to satisfy both convention and industry.[35] Convention requirements are indicated by keywords as in Table 1.

STCW	Reference	Keywords associated with "English"
Reg. I/14.6/.7	General	Communication in a common language.
A-II/1 & III/1	Watchkeepers	Use-adequate knowledge- communications clear and understood.
A-II/4	Ratings	Comply with orders.
A-IV/2	GMDSS	Messages correctly handled.
A-V/2	Passenger	Elementary vocabulary
B-VI/1/6&7	Safety etc.	Recommended - elementary vocabulary

Table 1 – Convention Keywords

Guidance in application of these keywords is provided in STCW Part A, requiring competence in the IMO's SMCP, building on a basic knowledge of English as a simplified version of 'Maritime' English,[36] and providing reference for teaching English in a maritime context. In addition, STCW has numerous footnotes referencing *"... The relevant IMO Model Courses ..."* which would include 3.17 "Maritime English", which in turn references SMCP, and where the entry levels are defined.[37] The 3.17 Course ensures communication is clearly given and received through listening, speaking, reading and writing, with good grammar and vocabulary, including technical jargon.[38] The ISM Code implicitly refers to English in the context of development and maintenance of management systems, requiring personnel receive information in a working language, most likely to be English.

ISF emphasises that technically there is no such thing as "Maritime" English, and the Model Course simply enables training institutes to develop a syllabus involving the practice of English communication in a maritime setting.[39] However, "English" in Convention is often equated with "Maritime English", for example, from Transport Canada, "The required *Maritime English language* course under section *A-III/1 of the 2010 STCW Code* must align with the latest published IMO Model course No.: 3.17 - *Maritime English*".[40] There is at least tacit agreement that "English" in Convention refers to "Maritime English", although there are differing definitions, one example as "..

a language used among members of the maritime discourse community which being part of English for Specific Purposes (ESP) has a particular syntax, vocabulary and structure" (M. Dzeverdanovic, 2008).

Notwithstanding Convention, there is the cultural import of language. In 2010, French and Spanish MEPs resisted a proposal to establish English as the *lingua franca* in all communication between ship and port.[41] In 2013, there was the contentious proposal to relax the 1994 "Toubon" law governing use of French language in universities.[42] In 2012, the Politechnico di Milano made the controversial decision to teach and assess most degree courses entirely in English by 2014.

There are situations where using a local language can avoid mistakes and misunderstandings, for example most pilots and assisting tug masters prefer to communicate in the local language, even though this may leave the Master out of the loop.[43] For expedience pilots must often communicate in their own language with the shore, tugs, or other pilots, following local language conversations that may effect their situation, then giving an English summary for the bridge management team.[44]

English, MCQ assessment and STCW competency

Language comprehension influences MCQ assessment, and affects the validity of training and examination regarding the standards of English Language implicit in SOLAS and STCW, and consequently the level of competence prescribed. Maritime administrations and devolved colleges have their own assessment procedures and exam combinations of MCQ, constructed responses, orals, workshops and simulators, leading to variations in STCW competency standards across countries and institutions. Overlaying these differences are variations in English definition and teaching standards.

Studies comparing the performance of English First Language (EFL) and ESL students in examination for a common technical standard (a situation similar to STCW)

found international students with deficient language proficiencies.[45] ESL students need more time to complete a MCQ test, with lower scores not always reflecting demonstrated classroom knowledge.[46] MCQ are used extensively in language training, however they may not identify learners' weaknesses as do constructed response questions that can better show difficulties in understanding English.[47]

English as a second language is highly significant in MCQ tests, since ESL students find the tests more difficult than do EFL students.[48] Maritime ESL students prefer MCQ in their native language, though shipping companies want the tests in English. In one EFL maritime college, classes sometimes have more than 50% of ESL students, who ideally require three times as long to answer a MCQ test because of comprehension difficulties. However, providing differing assessment regimes to meet the needs of particular students within the same group and for the same qualification is problematic. In another maritime college, native-born, EFL 'mother-tongue' students are sent to ESL classes as a remedial because of their poor language comprehension and communication ability.

These findings support the authors' studies showing English language comprehension influences MCQ assessment, and introduces variables in STCW examination since students with a little subject knowledge and more proficiency at comprehending English are as able to answer MCQ as well as students with less language skills but more subject knowledge. Maritime employers have different opinions about MCQ effectiveness, with many opposed to use in certification, citing rote learning; cramming; poor design; guessing; luck, and security.[49]

MCQ: English onboard

Considering that 80% of all SOLAS vessels have multilingual crew, there is a need to check whether the testing methods for English skills are appropriate, and whether MCQ are well discriminated. IMO's Maritime Safety Committee states that "It is important

that management recognises potential problems stemming from the employment of multi-national crews on the same vessels, a practice that might lead to language barriers and social, cultural and religious isolation all of which may lead to safety problems" (MSC Annex/Circ1014 6.7 Section 4.3.1).

MCQ used in English language training can be expected to influence the reliability of assessing language understanding in the same way as influencing certification validity. The Manila Amendments contain significant direction on language and comprehension, specifically attention to "leadership and management", recognising the importance of clear and unambiguous communication, sharing of understanding, clear briefing and debriefing, and the need to challenge (advocate) and respond, all the marks of effective leadership.[50]

One third of all accident and incidents at sea and ports have communication and linguistic attributions. STCW clearly states that there should be effective communication on board of vessels yet does not set a meaningful standard.[51] Language is a part of national culture, and mastering (General) English is to break cultural barriers and facilitate communication between seafarers from different countries, meaning decreased risk and greater safety.[52]

MCQ: Communicative Competence

Just as language comprehension influences assessment by MCQ and consequent worth of a Certificate of Competency, so does language comprehension, or lack thereof, influence the effectiveness of communication essential to safe and efficient ship operations. Maritime English teachers understand the need to instil the skills and knowledge to ensure that failures of communications are no longer cited as causal in maritime accidents, recognising the challenge in harnessing the strengths of linguistic diversity. This understanding is well documented in IMEC Proceedings.[53][54][55][56] Nevertheless improvements in communicative competence with English or Maritime English

have been slow, as evidenced by accident reports, IMO statements and mariners' experiences.

Language communication difficulties are often attributed in maritime accidents, exacerbated by socially and culturally conflictive situations. There is a risk of misunderstanding even when crew speak the same language; with a second language and cultural differences miscommunication increases manifold,[57] and in times of stress multilingual crews may forget Maritime English and the SMCP and revert to their own languages. Mariners are not prone to "panic in their own language" as Professor David Moreby is often mis-quoted. Different cultures react differently to unplanned situations, from the stoic to the expressive, not necessarily accompanied by hysterics. Nevertheless in a deteriorating situation there is additional stress in mental translations between the working shipboard and individual crew native language.

The 1990 *Scandinavian Star* accident report was highly critical of the crews' language proficiency.[58] The 2012 *Costa Concordia* accident report was of similar tone to the *Scandinavian Star*. The *Costa Concordia* had 1023 crew from 38 countries, with Italian the official working language, although English was used extensively. Crew spoke in Italian, or English if they did not understand each other. Officers gave orders in both languages. Safety training activities were in English.[59] There was no procedure for evaluating competence in the working language. Crew were recruited through external manning agencies ".... often situated in countries that have dubious or recent seamanship tradition...", and that "... it would have been better to have chosen a work language with a more widespread, international, known and shared language...". IMO's Maritime Safety Committee (MSC) commentary on the *Costa Concordia* accident, noted that "The presence of different backgrounds and basic training of crew members may also have played a role in the management of the emergency".[60] The Report into the 2013 *CMA CGM Florida* and *Chou Shan* collision noted interpersonal conflicts; difficulties in conversing in a second language; the Chinese Second Officer's cultural re-

spect for the Filipino Second Officer's age, experience and authority as OOW, and the compatibility of the two nationalities.[61] Studies suggest that there will be fewer human failures when power distance is low, and collectivism and uncertainty are high.[62]

In between these major events are frequently reported maritime accidents attributed to a lack of English competence.[63] Front-line managers are concerned about language proficiency, for example, in a Far East country, where the poor standard of English among both officers and crew is a barrier to effective crowd management training for passenger ships.[64] Communicative competence is also required from English 'native' speakers, because English learnt on mother's knee can be different from Maritime English learnt as a second language, important where orders/information are passed between EFL and ESL speakers. The idiomatic nature of English, where context, clues and body-language are used to comprehend and convey meaning can result in EFL and ESL speakers attempting communication in two different language forms, a situation exacerbated by regional accents.[65] Anecdotally, it does not appear that Maritime English is taught or even mentioned in maritime schools where English is nominally the first language, nevertheless this should be a requirement in preparation for life on a multicultural ship.

MCQ: Maritime English and Liabilities

There is a moral as well as legal obligation regarding education and training of ship officers.[66] The characteristics of MCQ are well-documented, and when assessing STCW competency there is a duty to maximise the advantages and minimise the disadvantages. There should be formal instructor training in item-writing and post-test analysis, and consideration of appropriate MCQ variants, even though these measures will not eliminate the inherent unreliability, because of random influences, and the unpredictability implicit in the word 'choice', that is, what is in the student mind when a box is ticked cannot be known, it *may* only be determined later. There is much research in-

dicating the advantage of short or long constructed response (CR) questions over MCQ, although CR requires more resource of instructors and time. However, if properly implemented, the application of MCQ is just as demanding, even if commercial test banks are used.

In these litigious times, in any training situation including Maritime English, it is reasonable to anticipate scrutiny and be prepared to defend current practice, whether assessment is MCQ or CR. It may be inadequate to argue that the practice depends upon the resources available, and that these are insufficient due to financial and other restraints. It may be inadequate, in an international industry, to argue that the generalised nature of STCW gives license to allow practice meeting the needs of one particular country, culture or pedagogical philosophy. IMO Convention standards are often characterised as 'lowest common denominator', based on consensus by many nations each with their own culture and agenda. There is no impediment to adopting alternatives for training and assessment if such are shown, or known, to exceed the standard, for example, to go 'above and beyond' Model Course 3.17 requirements if there is a better way. It would be prudent to anticipate this argument in litigation or in class actions following accident attributed to poor language training, flawed language tests, crew speaking little or no English, misunderstandings due to regional accents, or language skills inappropriate for a cruise ship passenger mix. There must be a counter to the argument that attempts to "impose" English as a maritime language haven't worked very well, as evidenced by accidents.

Companies are responsible for employing certified personnel, but it is Masters and senior officers who are increasingly found liable in cases of accident, and even subjected to criminal prosecution for circumstances previously accepted as a natural hazard in a risk management profession. Now companies seek to distance themselves from their employees, looking for a breach of procedure, maintaining that the officer was incom-

petent. [67] Officers may deny this on the basis of their Certificates of Competency, and question the competency of the issuing administration or school.

MCQ: Language and Community

MCQ and other assessment methods are designed to simply measure the competence (technical skills) required by STCW. Mariner competence is more than technical skill, and includes experience, communication, leadership and an understanding of multi-cultural differences. A ship is a closed community which, as a team, depends on mutually comprehensible communication, in Maritime English or other working language. Many variables between uni- and multi-cultural ships make comparative studies impractical, but it seems self-evident that a shared 'mother-tongue' fosters social cohesion and makes for a safer and more efficient operation.[68] The uni-lingual crew can communicate clearly; account for regional dialects and idioms, and share national political and social interests. Crews that talk to each other, laugh and joke together and build working relationships are likely to work better together and operate an efficient, safe and happy ship.[69]

Mixed-nation crews have been common for centuries, but now they are "consciously" assembled by networks of agencies, where the ability to fully understand a ship's working language is not necessarily a barrier to employment.[70] There are different ways of communicating, for example, in some cultures crews may be reluctant to question operations planned by senior officers, it only becoming apparent later that the plans were not understood.[71] On multi-national ships with a minimal and multi-lingual crew, there is little time and opportunity for mentoring, that is the passing down of experience. Without a common language, cadets and junior officers will not fully understand the advice and instruction of senior officers, and accumulated experience is lost.

The importance of English language training is well understood, even though the adoption of Maritime English has not been entirely successful. The English skills of

seafarers are still very basic, associated with the search for cheaper crews from less developed countries. The level of English taught in maritime education has to be more advanced for both ship and shore operations.[72]

The Studies

The Study Presented at IMEC-21

The study was preceeded by a qualitative survey (IMLA-14) and an exploratory study (IMEC-19) with 536 participants from 55 countries. The IMEC-21 study compared the MCQ test results of 930 international student mariners and student non-mariners (novices) studying subjects other than maritime technology. The supposition was that novice test scores reflect factors other than subject knowledge, and that there was a relationship between scores and the characteristics of gender, age, English comprehension, and previous MCQ experience. Study results showed novices scoring above chance, sometimes equalling or exceeding mariners. The study found that students "brought up" in an early MCQ educational environment develop a facility in answering MCQ correctly, independent of subject knowledge, and that English language comprehension was important.

The Study Presented at IMLA-20

Study participants were 132 English Language faculty, without formal maritime subject knowledge, asked to address the same MCQ tests used in the IMEC-21 study, and also to analyse the reasons for their responses in terms of attributes known to influence MCQ assessment, namely, knowledge, deduction, word/concept association, language, guessing and intuition. Because the IMEC-21 study indicated the importance of English language comprehension, the supposition was that English language specialists could obtain MCQ scores exceeding either the mariners or novices, recognising the participants' advantages of chronological age, education and linguistic expertise.

International Maritime English Conference
IMEC 26 (7-10 July 2014)
Terschelling, The Netherlands

The IMLA-21 Workshop Presentation

IMLA-21 delegates were asked to complete ten MCQ on an unfamiliar subject, namely nursing. As with the study presented at IMLA-20, delegates were asked to analyse the reasons for their responses. Delegates were asked not to seek assistance (e.g. internet) or consult with others.

The Studies and Incidental Knowledge

Although the IMEC-21 study and the IMLA-21 Workshop premise is that participants have no formal test subject knowledge, there is the possibility of incidental knowledge acquired unintentionally or extraneously through the process of doing something other than a primary activity, such as association with mariners, or by the acquisition of general worldly knowledge. Hence the attribute 'knowledge' was included to take into account the possibility that participants have some previous training, experience or general knowledge related to the study test. A high score associated with a high knowledge attribution indicates presence of subject knowledge, but a high score with low knowledge attribution indicates other attributes such as guessing or intuition.

Item Analysis and the IMLA-20/21 and IMEC-21 Study Presentations

MCQ Item Analysis

Analysis determines whether items are appropriate, and whether the test effectively differentiates between those who do well and those who do not.[73] Analysis is used to identify, modify or remove non-functioning distractors.[74] Distractors can be examined to see any word or concept associates with the stem, are similar in form to the correct answer, and are of grammatical consistency. Analysis is done by simple arithmetic; by a MS Excel program or by custom software. Items analysed and revised can be banked and organised for easy retrieval, reuse and for test improvement. Tracking the

statistical performance over several tests and monitoring the effect of each revision or refinement provides insights into which techniques work best for the students and course level.

Item Analysis and the Study Presentations

Analysis of the presentations recognises that each study involves participants unfamiliar with the study subject. Because the composition of each study is slightly different it is only appropriate to present observations, rather than comparisons. The participants (Table 2) are:

Delegates: IMLA-21 Workshop Presentation: Delegates Responding To Nursing Questions.

Nurses: IMEC-21 Study: Student Nurses Responding To Deck Questions.

Teachers: IMLA-20 Study: English Teachers (Group A) Responding to Deck Questions.

			Delegates	Nurses	Teachers
		Number of Questions	10	20	20
		Number of Participants	25	10 (Gp.11D)*	33 (Gp. A)*
			Number of Items		
Difficulty (P)	P<0.3	Difficult	6	15	13
	P 0.3 - 0.7	Acceptable	4	5	7
	P> 0.7	Easy	0	0	0
Discrimination (D)	D= Negative	V. Poor	4	6	2
	D= <0 - 0.19	Poor	0	5	9
	D= 0.2 - 0.29	Acceptable	1	4	3
	D= 0.3 - 0.39	Good	3	3	5
	D= >0.4	Excellent	2	2	1
		Mean Score	44%	36%	41%
		Range	10-80%	20-45%	25-80%
		Attributed to Knowledge	10%	No data	11%
		Attributed to Other Factors	34%	No data	30%

* Groups selected from the main studies

Table 2 – Analysis of Delegates, Nurses and Teachers Responses

# of Participants	Question	Response		Knowledge	Deduction	Word/Concept	Lang/Gram	Guessing	Intuition		Check			% Av Test Score
				1	2	3	4	5	6					
33	1	C			3	2	1	3			9			27
		A		1		1		5	2		9			
		B		1	3			4	2		10			
		D			1	1		3			5			
											33			

Interpretation

For Qu. 1 the 33 Participants in Group A attributed their (9) correct answers (C) to Deduction (3), Word/Concept (2), Language/Grammar (1) and Guessing (3) times. Responses A, B and D are incorrect. The total number of correct answers (9) divided by the number of Participants (33) is the average test score (27%) for Qu.

33	20	C		11	4	1	1	7			24			73
		A		3	3			1	1		8			
		B						1			1			
		D									0			
											33			

Table 3 - Teachers (Group A): Response Analysis

The observations are based on an analysis of the three groups regarding level of difficulty and discrimination, and effectiveness of distractors. In Table 2 the level of difficulty is high and the discrimination poor, results consistent with an unfamiliar subject. The wide range is a common feature of previous studies, as are the order of mean scores, which are higher than can be expected from chance or guessing. High scores can be expected due to the studies' nature, and can be attributed to guessing, deduction or testwise techniques, rather than the 10% and 11% attributed to incidental knowledge. The random high scores show the possibility that in examination for STCW competency a high score may be obtained by a mariner who has little knowledge of the subject examined.

The unconventional presentation in Table 3 gives a picture of both correct and incorrect responses and the reasons attributed to the choices, facilitating a closer examination as to why each was chosen. For example, Question 33's predominantly correct answer, attributed to knowledge by 11 participants, and the part knowledge played in a test for those supposedly without subject knowledge. For example, Question 1's distribution of distractors, with guessing predominating. A preliminary report on the Maritime English Teachers study was presented at IMLA-20, with the full report sent to participants in May 2012. These reports and full study data are available on request.

Discussion

Considering that 80% of crews are multi-national, commonly using English, it can be said that Maritime English training and maritime technology training are equally important. Even the most technically competent crew must be able communicate, comprehend and understand each other, linguistically and culturally, if ships are to operate efficiently and safely, without the ongoing accidents featuring language difficulties.

The authors' research, supported by the literature, shows that where training and examination is in English, either as a first or second language, the level of technical competence assessed by MCQ is dependent on language comprehension. The authors' conclusions have been consistent in previous IMLA/IMEC Papers, for example:

"It is important to show that MC testing used in maritime education and examination is reliable. That MC testing may reflect influences other than subject knowledge is a concern in any learning situation, more so in maritime education where multiple-choice is part of testing and examination leading to professional qualification." (IMEC 19).

"Properly constructed and validated MCQ have a place in checking factual knowledge and are effective assessment tools where there is dialogue between instructor and student. In the classroom, the decision on whether to use MCQ must remain within the Maritime Lecturers' areas of responsibility, and will depend on their own experience and understanding of their students, as well as their confidence in the assessment method." (IMLA 20).

These conclusions reflect the inherent uncertainty of MCQ assessment. The relationship between a MCQ test score and knowledge level is a probability, not a certainty. Only the classroom instructor *may* have an opportunity to determine what was in the student mind when a box is ticked. Probabilities can be improved through instructor training in item writing and analysis, and in use of variants and constructs to meet different educational objectives. Field-testing and post-testing can include a qualitative

analysis of questions to detect structural flaws in stem and responses; and a quantitative analysis of validity, reliability, and the indices of difficulty and differentiation. However these measures only increase a probability that a correct response indicates the student really *knows*, and a probability that an incorrect response indicates the student really *does not know*.

There are no qualitative or quantitative studies of MCQ effectiveness in maritime education other than the authors' research. For assessment generally, there are no qualitative studies of the processes and practices of maritime administrations and devolved colleges, and no comparative studies of the relative merits of international training and examination regimes. In all their papers the authors have suggested more extensive research encompassing broader aspects of maritime education, headed by an international institution. The accumulation and understanding of such data can lead to an international standard of competency being measured by an international standard of assessment.

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(Full texts of individual items are available on request).

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The Maritime English MOOC: Using the MOOC Technology to flip the Classroom

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Abstract

In today's time of economic constraints, class hours are being cut in many MET institutions and academic staff is required to bring students to at least the same results as they used to, but in fewer hours of class. Despite these facts, we have chosen to spend some class time in individual oral examination of officers of the watch, because we felt that if the students' capacity to actually "do the job" was never assessed in simulated communications, their certification would have no value. The solution we proposed relies on the principles of MOOCs (Massive Online Open Courses) to "flip" the classroom, moving lessons and the transmissive part of the training *out* of the classroom, so that more practice time was made available *in* class. This article will first describe the organization of the course, and then explain how (and with which digital tools) it was implemented. A final part will try to assess the efficiency of the new course in comparison with its previous form.

keywords: *MOOC, SPOC, flipped classroom, IT, online course, Moodle, e-learning*

Introduction

The foundational maritime English course offered to first year French Navy cadets at *École Navale* is a twenty-hour module. It is an introductory course aimed at teaching basic VHF communication to true beginners, i.e. learners who know nothing at all about it. The course's objective is to allow the students to be able to understand and partici-

pate in a conversation with another vessel or shore-based station, over the VHF. Of course, a prerequisite is to allow the students to learn first the basics of maritime English in general and SMCP in particular. This includes namely basic lexical items covering themes such as the harbor and harbor facilities, harbor personnel, ship types, ship parts, buoys and seamarks, direction, position and movement, the weather and shipping forecast, etc.

To cover this material, the teaching staff at *École Navale* has created several job-specific booklets over the years. These are built around exercise-based chapters, organized in a dozen themes. Since the question of general language is dealt with in other courses, these booklets do not focus on grammar *per se* (tenses, modals, plural, adjectives, etc.). Instead, the Maritime English Basics course is really an ESP course, with an aim to teach only job-specific vocabulary and procedure (i.e. standardized syntax), as well as maritime "culture", i.e. information about the Navy and its missions, safety at sea, etc. In other words, first year navy cadets learn simultaneously what an LHD[①] is and the word for it in English; they learn what a relative bearing is, and how to say it in English; they learn that whenever someone finishes a sentence over VHF, they mark that with a specific procedure word, and they learn *what* that word is in English.

It is important to mention that being a naval academy (military), it is very unlikely that our cadets ever have to communicate with their crew in English (simply because only French citizens can legally join the French Navy). Intra-ship communication is therefore *de facto* excluded from our syllabus. The main focus of the Maritime English Basics course is thus on VHF communications, (both ship-to-ship and ship-to-shore), with an exception for conversations with a pilot or another mariner during a boarding inspection.

① LHD : Landing Helicopter Dock. A multipurpose amphibious assault ship capable of operating helicopters and fitted with a well deck.

In the past, it took about 8 to 10 hours of class to allow the students to learn vocabulary basics, in order to prepare them for the core of the course, which is the study of the "VHF" chapter (through a mix of lectures/slideshows, listening, reading, writing and speaking classroom tasks, done by the students and corrected in class with a teacher). The "VHF" chapter includes many listening comprehension exercises (based on audio tracks), as well as speaking activities (typically in the form of pair work, simulation and role-play). It covers both VHF basics (prowords, procedure, international alphabet, interrogation of a vessel, etc.), and priority messages (distress, urgency and safety communications). After completing that material, students move on to more complex routine conversations such as pilotage, berthing and mooring, getting underway, etc., as well as navy-specific scenarios (such as law enforcement, drug interdiction or anti-piracy operations), again mainly through examples of such communications (listening) and practice (role-play).

Because of the time constraints, it was never possible to fit in an oral practice examination at the end of the course. Students did two hours of test (one hour of listening comprehension and one hour of reading/writing) which proved their knowledge of the vocabulary and procedure. However, we felt something was missing: we did not allow them to prove their capacity to actually "do the job" in an exam through the well-adapted use of the knowledge acquired during the course. What is more, we felt that, given the time spent of vocabulary basics, we did not have enough class hours to instruct and train the cadets properly for them to pass such an exam. After a thorough examination of the course's material, we concluded we needed to make a few extra hours available in order to 1) increase the amount of practice and 2) test each student's individual capacity to summon their knowledge and use it in a real-life situation.

The first part of this paper will explain the solution we adopted, and the pedagogical choices we made, as well as describe the organization of the course. The second part will explain how, and with which digital tools we implemented the course. A final part

will try to assess the results we obtained, and point out the benefits we gained, while mentioning the constraints involved.

Why we chose a SPOC

Flipped classrooms

The solution we decided to implement uses the MOOC[①] technology. However, our course was neither "massive" (30 students), nor "open". It was a SPOC (small private online course). SPOCs support a current trend in education known as "blended learning", "hybrid learning", or "flipped classroom". The rationale is to combine the glitz and flexibility of online resources and technology with the personal engagement between faculty and students that in-classroom teaching provides [5], [10]. In a SPOC, students typically access lectures and accompanying interactive quizzes on their own time, at their own pace. When they believe they have achieved well enough, they move on to the next chapter. However, knowledge without practice is information, not training [7]. Therefore, practice is done in class, with the group, overseen by the teacher. It generally relies on the principles of task-based learning, and much of it is conducted with actual VHF radios in hand.

Early research results have shown improved learning and student outcomes using this blended model [6], [11], [13]. The literature also shows that much of the satisfaction and success of blended learning experiences can be attributed to the interactive capabilities of Internet communication technology [4], [12]. Most importantly, using the

① MOOC: Massive Open Online Course. A MOOC is an online course designed to be simultaneously run for a large amount of students (several thousand). It is typically built on a Web 2.0 site, where course material is made available at a scheduled pace (a MOOC is a social event whereby all participants learn together, at the same time, not just a repository of online material). Typical course material includes videos and online quizzes. C-MOOCS (connectivist) also add group work, through extensive use of forums and peer assessment, while X-MOOCs (Expert/Extended) are usually limited to the "video + quiz" format. Major MOOC platforms include Coursera, Udacity, EdX and Khan Academy.

MOOC/SPOC technology allows teaching staff to use their time with students in different ways, such as allowing for more practice and hands-on work. Most students will appreciate flipped classrooms because they would rather have the teacher's assistance when they are engaged in more challenging tasks than when they are learning the basics [8].

We decided to start the course six weeks before our first meeting with the cadets. Our plan was to use our LMS① platform (*Moodle*) to make course material available online, at a controlled pace. Thus we would be able to monitor each student's activity, and apply corrective measures if need be. We decided we would shoot a number of short video snippets covering the material for each chapter, voluntarily limiting their length to less than 10 minutes (so as to allow learners to watch and re-watch them at any convenient moment for them, including lunch breaks or bus and ferry transits). We would also limit their content to only one or two themes. Secondly, we would design interactive quizzes that would provide immediate feedback for the learners, letting them know how well they were learning, and giving them a sense of achievement (thus keeping their motivation high), while allowing the faculty to monitor students' progress. Thirdly, we would create self-study aids (rapid-learning tools), to allow the students to learn the material, and fourthly, we would gamify② the course, to boost their motivation, through the use of badges, scores, and a reward [3].

The course's schedule

The course was experimented first on a mixed target audience of Customs officers, Coastguards, and Contract officers. It was scheduled to be run (in-class) over six weeks. However, there were only three weeks of class for each population, alternating with

① LMS: Learning Management System. An LMS is a web 2.0 (collaborative) site designed for the delivery, administration, documentation, tracking, and reporting of online education courses or training programs. The most famous ones include *Blackboard*, *Moodle*, and *Desire2Learn*.

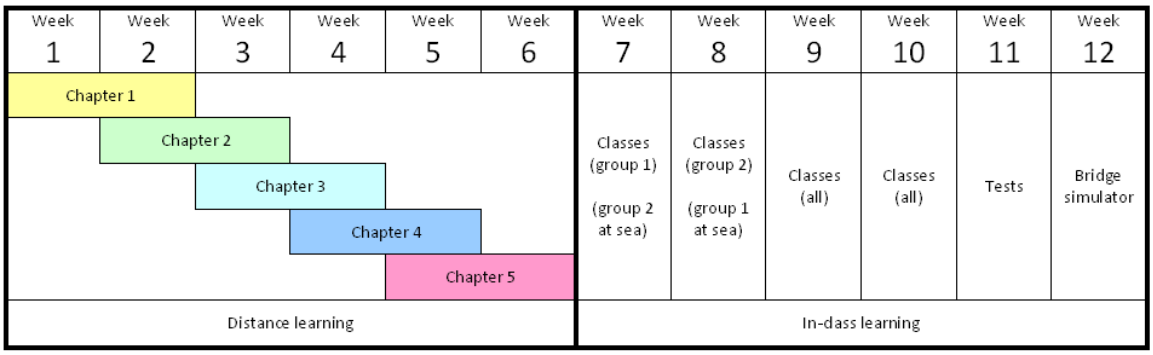
② Gamification is the addition of gaming elements (scorification, for example) to non-game activities. It is a means to increase learners' engagement. See [9].

deployments at sea (Fig. 1). Our analysis of the syllabus led us to identify five chapters which could be dealt with outside of class. These were:

- Maritime environment basics
- Ship types
- Ship parts
- Directions, positions and movement
- The weather, and shipping forecasts

We wanted to implement a flexible schedule of classes (in which each chapter would partially overlap with the previous and next chapter), for ease of use. Thus, cadets would have more time to cover the material assigned for any given week, according to the schedule set forth in Fig.1.

Fig. 2: Schedule of the course



The first chapter was to open in week 1, and to be available for completion online during two weeks. The second chapter, in turn, would appear online in week 2, and remain available for completion for two weeks, and so on, and so forth. We chose not to put all the material online as soon as the online course started, because we did not want students to rush into completing it, and then forget it before in-class work began. Moreover, we believe that maintaining a common pace favors group dynamics. After the completion of the self-study period, classes were to start (in week 7), beginning directly at the VHF chapter. There were 8 hours of class in week 7 or 8 (depending on the

group) and 8 more over weeks 9 and 10 for everyone. Assessment was to take place in week 11, and threefold:

- 1 online quiz (1/3 of mark)
- 1 listening test, in class (1/3 of mark)
- 1 oral test (individual, 2 exercises; 1/3 of mark)

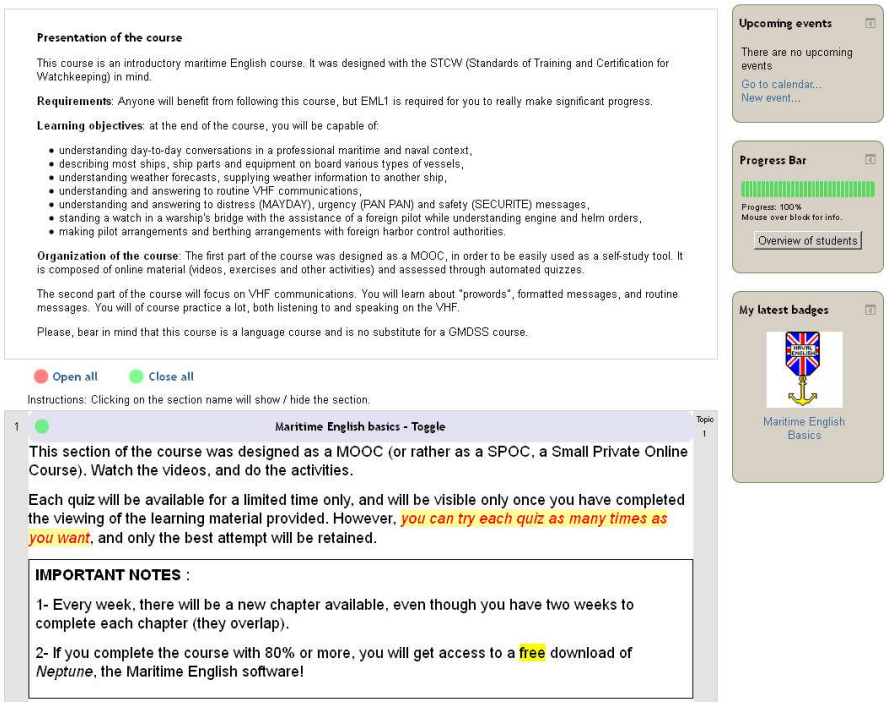
Finally, a bridge simulator session was added as an extra practice session, in week 12, after the final assessment (because we were not able to schedule it sooner).

Implementation

Digital tools

For cost reasons, we needed to implement the course using only free or very cheap pieces of software. Since *Moodle* is deployed at *École Navale*, we decided we would rely on it. We created a page for the course (Fig.2), on which we explained what the learning objectives were, and how the course would be organized.

Fig. 3: The Moodle page of the course



We added three blocks to the page, in order to maximize learners' engagement:

- A *Calendar* block: we added group events for the beginning of each chapter, for the deadline of each chapter's quizzes, for each face-to-face class, for the exams, and for the bridge simulator sessions. Thus, each student connecting to the course's page would be informed of upcoming events and deadlines[①].
- A *Progress Bar* block: this is not a standard *Moodle* component, but may be downloaded from the internet[②]. It allows the teacher to choose activities and resources within a *Moodle* course that he/she wants to monitor[③]. Once this is done, each student will see a graphic representation of his/her progress in the form of a bar made up of one block for each monitored resource (Fig.2, middle-right), as well as a score (in percentage). Each block will appear in blue when not viewed (if it is a video) or not passed (if it is a quiz), in red if not done and it has a deadline (which will be displayed upon hovering), and in green if viewed or passed. Moreover, teachers also have access to an "overview of students" button, which allows them to monitor the progress of a class or group (Fig.3).
- A *Badges* block: *Moodle* allows instructors to award achievement badges[④]. Hence, a student's achievements are rewarded, and he/she may display the badges he/she earns in his/her profile page. Our population being military, we designed a badge which looks like a military medal, and informed students that they would earn the badge upon completion of the course (Fig.2, bottom-right).

① On Fig.2 (top-right) nothing appears in the Calendar block because the snapshot was taken after the completion of the course. When the course is running, upcoming events are listed there.

② https://moodle.org/plugins/view.php?plugin=block_progress

③ A video presenting the Progress Bar block is available at http://youtu.be/06LA5Cv9Fhw.

④ For more information on badges in general and Open Badges in particular, see http://openbadges.org/faq/

Badges have been proven to increase students' motivation and engagement in learning, both individually and collectively [1], [2].

To boost students' motivation, we informed them that they would be able to download a free version of N.E.P.T.U.N.E, the maritime English software we have created, upon completion of the course with a score of 80% or more for each quiz.

Figure 4: The Progress Bar block / overview of students (partial)

An initial video gave learners a tour of the *Moodle* course, explaining how it was organized, and how to interact with it. A direct link to that video was sent to all students in the introductory message of the course.

The chapters

The online course was organized in five chapters. Each chapter contained a number of videos as well as the related quizzes and rapid learning activities (such as flashcards and interactive exercises). Next to each video, its duration (in minutes and seconds) was mentioned (Fig.4). Each video lasting between three and eleven minutes, this motivated learners to watch them several times. If video lessons were longer, learners would wait until a large chunk of time is available to begin watching one. This implies that during the planning and design of the course's material, it must be the faculty's concern to create *short* videos. Also, it is worth noting that each chapter was designed to include no more than 30 minutes of video and 30 minutes of quizzes, so it could easily be covered in one week despite the midshipmen's busy schedule.

Fig. 5: A typical chapter, on the Moodle page of the course

Flashcards and other rapid learning activities were created using *Quizlet*™ (Fig.5)[①]. For the videos, we made "screencasts"[②] of commented *PowerPoint*™ slideshows and *Prezi*™ presentations[③]. The 3D illustrations were designed using *SketchUp*™[④] a free, user-friendly 3D-modelling piece of software produced by Google.

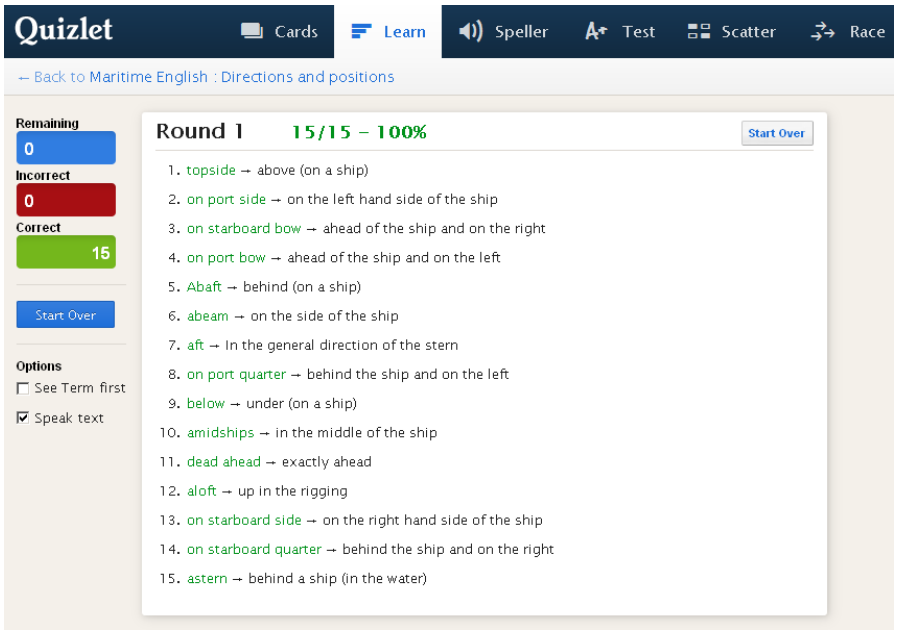
① http://quizlet.com. All *Quizlet* activities created by the author for the course are free to use, and are gathered at http://quizlet.com/class/862646/.

② A "screencast" is a capture of one's screen and audio input in video format. Thus, one may run a slideshow while commenting upon it, creating a film. The software used to capture the "screencasts" is available at http://screencast-o-matic.com. It is programmed in Java™, and thus portable on most operating systems. The "full" version costs 15 Euros per year and includes screen annotation tools, while a "light edition" is available for free.

③ *Prezi* (http://www.prezi.com) is a dynamic presentation web application. Is does not have all the animation functionalities of *PowerPoint*™, but is much easier to use, and the presentations created are a lot more dynamic. Instead of slide shows, they allow for the creation of documents in which information is placed in a spatially coherent way, somehow mimicking a mind map.

④ Available at http://www.sketchup.com.

Fig. 6: A Quizlet activity (quizlet.com)



The feedback quizzes were created using *Free Quiz Maker*™[①]. This application allows the easy creation of SCORM-compliant packages. This means that, even though the quizzes can include video, audio or picture elements, the software wraps all necessary files into a single .zip archive, which one simply adds to the *Moodle* page of the course as a SCORM package. What is more, it also means that the information regarding the learners' activity (number of attempts, time spent on each quiz, responses given, scores) are extracted seamlessly into any SCORM-compliant LMS. In other words, once a quiz in online, the teacher can monitor the students' progress, and material can be made available (automatically) based on each individual student's achievements! For example, the instructor may decide that only students who achieve 80% or more in a given quiz may have access to the following chapter.

[①] The free edition of the application is available from http://www.ispringsolutions.com/free-quiz-maker.

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Benefits … and constraints

Benefits

The online course was a success. Almost all learners completed 100% of the SPOC before the first face-to-face class, as expected. This means that each of them watched each video at least once (and sometimes many times more!) and passed each quiz with 80% of correct answers or more. The only student who did not manage to complete the course was a foreign student from Africa whose main problem (beyond a low general English level) was computer literacy. However, the *Progress Bar* tool allowed us to detect this by the end of week 1, and we were able to apply remedial measures[①].

The online part of the final test was created using *Moodle*'s *Quiz* and *Question Bank* features[②]. We created eighty questions, in 12 categories. To make the creation of meaningful questions easier, we added the *TinyMCE*[③] module to *Moodle*. Then we created a framework for individual randomly generated tests which would draw 50 random questions from the question bank, while drawing the same number of questions from each category for each test. Thus, each student took a different, although equivalent, test. We allowed two attempts, and informed the students that the best attempt would be retained. The reason for that choice is that this was in fact a ruse to encourage them to study, before the final in-class test (more difficult).

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① We printed paper-based material and gave the student individual support in the form of one-on-one lessons so as to help him achieve the course's objectives. We were forced to give this student private tuition (outside of class) also during the VHF chapter.

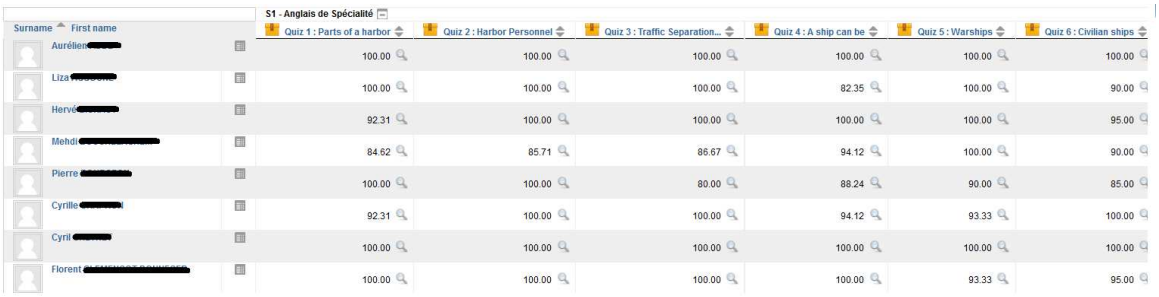
② A video tutorial on how to create questions within a question bank, and how to use them in a *Moodle* quiz is available at https://www.youtube.com/watch?v=dNVTrD5O1qc

③ *TinyMCE* Cloze Editor is a *Moodle* add-on which facilitates the creation of cloze-type questions. It allows the easy (thanks to a WYSIWYG tool) creation of open questions, and the creation of lists of correct variants for each response. Available at https://moodle.org/plugins/view.php?plugin=tinymce_clozeeditor

As planned, we were able to spend a lot more of class time (almost three times as much) on pair work and simulated conversations, thus allowing learners to practice a lot more.

The in-class test results were excellent and, more importantly, the orals were beyond our expectations. All students passed the oral exam, including the foreign student whom we had worried about. He did not, however, pass the written exam. When we took the group to the bridge simulator, at the end of the course, they did very well, despite the added stress of real-time movement and watchkeeping.

Fig. 7: Moodle's Grades feature



Surname / First name	S1 - Anglais de Spécialité Quiz 1 : Parts of a harbor	Quiz 2 : Harbor Personnel	Quiz 3 : Traffic Separation...	Quiz 4 : A ship can be	Quiz 5 : Warships	Quiz 6 : Civilian ships
Aurélien [redacted]	100.00	100.00	100.00	100.00	100.00	100.00
Liza [redacted]	100.00	100.00	100.00	82.35	100.00	90.00
Hervé [redacted]	92.31	100.00	100.00	100.00	100.00	95.00
Mehdi [redacted]	84.62	85.71	86.67	94.12	100.00	90.00
Pierre [redacted]	100.00	100.00	80.00	88.24	90.00	85.00
Cyrille [redacted]	92.31	100.00	100.00	94.12	93.33	100.00
Cyril [redacted]	100.00	100.00	100.00	100.00	100.00	100.00
Florent [redacted]	100.00	100.00	100.00	100.00	93.33	95.00

As we have said, since all quizzes are SCORM-compliant, the student's results were automatically available for us to see in *Moodle*'s *Grades* feature (Fig.6). This served two purposes:

- It allowed us to monitor each student's individual progress,
- It allowed us to see that on average, all students did worse on the weather and shipping forecast quizzes than on all other quizzes. This permitted remedial measures during the in-class sessions.

Constraints

However, this was achieved at a cost. First, the amount of work to create the 22 videos, 12 quizzes (over 250 questions), and 6 *Quizlets* for the course was colossal. On average, it takes over one hour of work to create one minute of video. For the 2 hours of

video that we created, we estimate the work load to about 60 to 80 hours for each of the two teachers involved in the project, i.e. a total workload of 120 to 160 teacher hours. Not included in this figure are the time spent creating the course itself on *Moodle*, uploading all files, creating the groups, calendar events, monitoring student's progress, etc. Luckily, some of this work is now done, and will not have to be repeated for the next session. However, following students' feedback, many things will be changed in the future, at an extra time cost.

Secondly, we quickly realized that we had to provide the learners with a document in print summarizing the chapters covered in the SPOC, lest they might forget everything they had learnt before the end of the course. In the old version of the course, booklets were filled in during classes, thus guaranteeing that all students would go away with correct information. Since that is no longer true, we therefore printed a teacher version (corrected) of the 5 first chapters of the course's booklet, which we handed to the students on the first day of the face-to-face classes. In the first four periods of class, we checked with the students, that they had understood all the material in those chapters.

Thirdly, one must be aware that the major issue with online courses is the very high drop-out rate. Most MOOCs face an 80% or 90% drop-out rate, on average. To counter this, we closely monitored students' progress, using the *Progress Bar* tool. As each chapter was scheduled to run over two weeks, we made sure we checked how well students were doing by the end of the first week. Then, we sent a personal message to the 10-15% of students who were lagging behind the group, which was enough to get them back with the class. We also sent a message every week, to announce the availability of new online learning material, so as to keep students' motivation high. In retrospect, this close monitoring and frequent communication with both the group and individual students in difficulty was probably the most important ingredient for the success of the online course.

Conclusion

This paper has explained the reasons which motivated us to conduct a SPOC to flip our Maritime English Basics course (making the best of class time, increasing the amount of practice). It has described the pedagogical choices we made and explained which digital tools were used to implement them. It has shown that the results were very satisfactory, while mentioning the constraints involved (time cost; need to monitor students' progress). The author realizes that it does take some computer literacy to implement such a course, but believes that IT in general and MOOCs and the internet in particular are changing the definition of a teacher's job. In the future, it is likely that creating online material officially becomes part of a teacher's job, if not already the case. At *École Navale*, we believe this is an opportunity to conquer new territories, and "boldly go beyond" the limits of known waters.

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Achieving Fluency through Language Patterns

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Abstract

Safety at sea relies on technical knowledge related to shipping, as well as on effective communication between ship members, port officials, ship owners, and all those involved in working at sea. The International Maritime Organization (IMO) requires that ship crew members possess good knowledge of English. The way people understand and render messages in a foreign language may highly influence the final outcome of their activity.

Ineffective or misunderstood communication within professional and interpersonal relationships may give rise to awkwardness, hesitation, embarrassment, and finally failure in achieving whatever goal aimed at.

One healthy solution to all these obstacles is to gain fluency in speaking. The subject under discussion here refers to students belonging to a part time system of study. Their ages may differ within the members of the same class; some of the older ones may possess enough, or at least a necessary amount of technical vocabulary, i.e. maritime terms, required by their workplace as they have already been at sea, working as able seamen, helmsmen, or other. However, a good part of them fail in communicating fluently at both professional and social level.

In trying to help them improve their language skills, keeping in mind, that there is no "recipe" for language learning, we thought of developing a series of patterns, or drills with fewer grammar rules included, so as to set them for success in achieving fluency in communication aboard ships. Chunks of language set within grammar models, based

both on maritime related, and interpersonal topics can create language automatisms, which is the main purpose of the present paper.

keywords: *professional communication , interpersonal communication, grammar patterns, language automatisms, accuracy vs fluency*

Introduction

We have to admit that communication is universal, and a lot of human experiences are related to it, or more, depend on it. Communication means informing, requesting, convincing, entertaining, describing, etc., in the professional and personal field in whatever language of the world people need to communicate. Verbal communication has always been problematic, though. It may sometimes appear incomplete, incorrect, or not accurate enough to "fit the needs" of certain types of human interaction. All of us may have encountered difficulties, at some point, in finding the most appropriate words and expressions in our mother tongue in order to express ideas, thoughts, or emotions. This becomes so much more difficult when it comes to using a foreign language.

Narrowing down this topic, and thinking of the importance of communication among crew members aboard ships, also having in mind how important it is that seafarers possess knowledge and understanding of the English language, I found it natural to think of ways of improving the performance and progress of the students I train, in a maritime academy.

As it has been agreed upon that English is the language of the sea - I have also thought of dedicating a few paragraphs to some aspects of professional, and also interpersonal communication onboard ships, for I consider that the issue of on board communication is two-fold, i.e. workplace terminology and general English, although these are not completely separated from each other - . According to the STCW Convention developed by IMO the main purpose in the instruction of maritime students is " to en-

sure that communication is clearly and unambiguously given and received, both in their general skills, and in the" technical and maritime jargon" (ref STCW Table A-II/2).

This article arose as a result of my experience with groups of students in the part – time programme, attending optional English classes, in their first year of study.

Most of them possess thorough theoretical knowledge of English (they attended and graduated from courses in another faculty), they are able to describe language and present grammar rules, but they can hardly manage a conversation. However, their instruction level differs as do their ages.

Professional communication at sea

Workplace communication consists of vocabulary, i.e. terms and phrases, necessary for oral, or written communication, strictly related to technology and equipment existing on ships, to modes of operating them, or to types of messages that are already set by the Standard Marine Communication Phrases (SMCP), as developed by The International Maritime Organisation (IMO). The latter just need to be assimilated as such. Maritime terminology, standard phrases, and regulations need to be applied and used after thorough assimilation. It would be impossible for a ship and its crew to navigate in safe conditions unless all members of the crew are acquainted with the common language, i.e. English, required to be used in communication on board.

Also, the STCW Convention suggests methods to use in teaching Maritime English so as to achieve good communication, i.e. the communicative approach, with all the activities it implies.

Irrespective of their rank or position, all crew members have to posses the necessary language competence to use the technical vocabulary in their work environment. This does not imply new ideas or emotions, or low frequency vocabulary, other than those strict workplace requirements. Work-related terminology will never mean anything else

except for what it names or describes (parts of the ship, equipment, operations, etc.). In a maritime context *bow* will always be the forward part of a ship's hull, *stern*, the most backward one, etc. It would be difficult for people outside the seafaring profession to understand words and expressions such as *list (*inclination of the ship to either sides, port or starboard). Certain phrases describing the operation of equipment and installations aboard become routine for those serving ships or port operation activities, i.e. *to make fast* (to tie a ship to shore), *to run aground* (to bring the ship on the ground) etc. These certain terms do not call for the use of language at high standards, nor low frequency words and phrases, or excellent speaking abilities. By mentioning this we do not intend to say that the users of technical vocabulary should be exempted from using certain skills in different areas of communication within workplace context. On board job communication skills may also involve listening, reading, writing, use of computer applications, since jobs aboard ships also imply receiving and sending messages, reading and filling in forms, completing and writing documents, etc. The language for the above mentioned has to be extremely accurate, since this is directly linked to exact duties and regulations.

However, work is not the only activity taking place onboard a ship.

Interpersonal communication at sea

People of different nationalities "live" on ships, each spending a part of their lives away from what is dearest to their heart, i.e. their homes, families, and familiar environment. In such an environment and location the need to interact - share ideas, thoughts, and feelings is acute; seafarers need to verbalize what they think and feel, and reconstruct a new world in a new environment. It is in human nature to find companions, to establish connections, and build relationships. This is what helps seafarers go on, and bear the harsh conditions at sea. Getting on well with each other will lead to creating a safe and pleasant work and leisure environment in the small-scale society, in

other words the ship's crew. None of the above can be achieved without communication. Still, the same problem arises in what communication is concerned, i.e. failure in getting messages right, in managing conflicts, in establishing any type of relationship. Most of such conflicts can be the result of communication failures. Seafarers have to make themselves understood in as clear a way as possible.

This is one more reason why seafarers need to possess language knowledge and skills so as to be able to manage any professional or personal interaction, i.e. to know how to produce speaking, and thus, be able to easily carry on meaningful conversations, and also to have appropriate communication skills for managing conflict, which are not rare, due to cultural differences. The problem is to find the best way to train them since their school years for this final goal, i.e. fluency and accuracy to the extent to which it doesn't hinder message content. It is the role of teachers and trainers to prepare students for this side of life at sea, by "feeding" them with appropriate knowledge and skills, through the use of the best –fit method.

What is the best language acquisition technique?

A lot of theories have emerged around finding the right methods and techniques for effective teaching of a foreign language. However, it was not only once that methods were combined or shifted in search of the most appropriate teaching practices. Whether there is a best way to achieve a foreign language it is not agreed upon yet. So far, the communicative approach has proved to work at its best, with all types of learners, and for whatever objective the learners and teachers had in view. I have chosen to adopt an eclectic view on teaching methods, since there is not only one single method or technique that provides the teacher with good content. The direct method is very simple, I should say, and the most common form of instruction; in it the teacher presents the language material and checks understanding. It should not be used exclusively as many students need a more dynamic strategy to learn a language.

This is the lecturing method of teaching, and helps teachers cover large amounts of material in a short period of time. However, this is not the most effective teaching method to reach all students needs, especially younger ones, who often need a more engaging, hands-on strategy in order to learn effectively. In addition, it is hard for teachers to tailor instruction to students at different levels, and to adjust to any type of learner, which is nevertheless advisable.

A more student-centered method is based on questions, and it gives students the opportunity to get involved in different activities for language learning. By using the cooperative learning we understand to group, or pair students so as to accomplish any task by working in teams. Specific tasks may be assigned to students with different levels, too. The teacher monitors all the activities in order to supervise and control language production. However, it is beyond the scope of this paper to describe teaching methods. Still, as I am training non-linguistic students I favour the natural, communicative approach, which lays stress on how the language works rather than on what its components and rules are. Steven Krashen's [1] and Steve Kaufmann's [2] ideas on achieving communication by this method are embraced by a lot of teachers who no longer find traditional ways of teaching of much use.

Effectiveness vs. accuracy and fluency

Fluency refers to a certain flow of language, i.e. to the ability to speak with few pauses, to participate in a conversation, to ask questions and to respond to them, while accuracy refers to speaking, writing, pronunciation, and spelling without mistakes. In order to achieve effectiveness in communication accuracy and fluency should go hand in hand.

Grammar is the support of good communication. Accuracy can be achieved through knowledge of grammar rules. The way grammar is achieved may generate good or bad results in its practice. Too much theory and specialized language about structure may

not lead into effectiveness and fluency, while practice by repetition and construction by analogy, do add to effectiveness. In addition, it would be more pleasant and less boring to create new, phrases rather than drill or repeat a certain structure. Again, rather than exemplifying rules, creating the ability to produce utterances will be more efficient and will more quickly result into correct speech.

The author's experience with her groups of students showed that what mostly hinders their ease in speech is the students' tendency to let linguistic aspects of their mother tongue interfere with the English language. Permanently translating or wanting to find correspondence in structure with native language make them run slow in speaking. They try to find similarities in tenses, prepositions, etc., without remembering that there is no direct correspondence of these structures, in their language. This is the reason why I have always tried to remind them not to think in their mother tongue any longer, and take into account the function of each grammatical structure of English. They should forever keep in mind what they want to express, for example, something that happened at a definite moment in the past will require the use of **V(erb)+ed** pattern , for regular verbs, or **V 2nd form**, selected from the list of irregular verbs.

Useful patterns

As previously mentioned when it comes to teaching a foreign language, especially to technical students, as it is the case, we need to de-emphasize complicated grammatical explanations, and resort to patterns of that language, either in context, or isolation. Ability to learn a language is best possessed by children who, without effort, or inhibition, are amazing in achieving language by analogy, by listening and then producing their own sentences. It is in an automatic way that they come to master the language. The verbal group in English is more likely to enter such patterns, along with other structures. In what follows I try to present a few patterns and activities that help students use language, randomly selected.

Use : S+ V+ed /S+ V2nd form SAY WHEN (yesterday, last night, week, month, …ago, in ..1986)	**Use: S+ have/has + V3rd form** DON'T SAY WHEN
*I arriv**ed** late **last night***	*I **have arrived** late.*
*He **left** an hour **ago.***	*He **has left**.*

Another way of contrasting present perfect and past simple is shaped in the dialogue presented below. It is preferable for simplicity and transparency of the structure that the answer to the first question be affirmative.

Speaker A: Have you ever visited the Louvre?

Speaker B: Yes, I have.

Speaker A: When did you visit it?

Speaker B: I visited it last year.

For this pattern the teacher may provide students with a list of verbs, or ask students to brainstorm them and write on the board, so as to easily pick the verb and not create pauses to search their minds for those verbs. The latter variant fits better to lower level students. In the same way, present simple and present continuous may be contrasted. Instead, the first column's requirement is to say what one does repeatedly, with appropriate adverbs of frequency, on one hand, and what is happening at the moment of speaking, with time markers (now, etc), on the other hand.

Another pattern can be conceived on modal verbs to express any function. I have selected here past probability. Before drilling this pattern I write on the board a line of a song, which is also its title, "It must have been love" (Roxette), continuing "but it's over now". I go on telling them that this is a logical deduction about something that happened in the past; I, then, ask them to provide example on the pattern:

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S+ must +have + V3rd form,

to express the same function. To this I expect to hear examples like,

"**Her plane must have arrived earlier than expected**". (She is already at home).

Afterwards, this pattern can be extended to a more general one:

S+ modal verb + have +V3rd form,

to express past impossibility, past probability, and so on. This generates a lot of speaking, and offer students possibilities for creative content. Questions in the present and past with auxiliaries (do, does, did) can be drilled in such a way engaging students to work in pairs or groups of three. The teacher asks one of the students something about his colleagues: ***Does*** *Maria* ***drive?*** He may answer "*Yes*" or *"No"*. If the answer is positive he should report: *Yes, she does. Maria drives*. Thus he will practice the "s" ending in the 3rd person singular. If the student doesn't possess such information about Maria, he will have to ask her: ***Do*** *you* ***drive****?* Depending on Maria's answer his report will sound like: *Yes, she drives, or No, she doesn't drive*.

Vocabulary can be achieved easily by presenting students with the most common suffixes for noun formation. I usually start from an example and allow students to draw the rule. The inductive method is what works better than others in such situations. There is more than one category of endings which can be classified according to the part of speech to which the ending is added.

Thus, a verb can form a noun by adding "-er". Under a more systematic pattern this will appear:

Suffix –er

Noun to Verb

work- worker

teach-teacher

The pattern being provided by the teacher, the students are given a few more verbs to derive nouns from. Such verbs are: begin, command, explore, invade, make, produce, skate, ski, etc. Then the students are reminded that suffix -er attached to a verb generates the name of a profession, and that these endings are called occupational suffixes. The same function is sustained by "**-or**" ending, added to a verb to derive a noun, act-actor, create-creator, sail-sailor, etc).

In order not to become boring such a pattern may be refreshed by creating a definition for the derived nouns. An actor will be someone who acts, a worker someone who works; the teacher may switch to a reverse structure, by asking students, what they call "someone who bakes , for example.

To a more productive stage students may be asked to provide definitions for a waiter, an alien, a servant, etc.

Other useful words to prompt the students with, for further practise:

a librarian - someone who works in a library

a resident - someone who lives, or "resides" in a place

a servant - someone who serves

a waitress - someone who serves in a restaurant

an alien - someone who comes from another place

These were just a few instances in which patterns may be used as starting point in achieving both accuracy and fluency.

Conclusions

According to Bialystok, Hakuta [3], who wrote about the use of patterns, we can say that a learner should employ a strategy which 'tunes in' on regular, patterned segments

of speech, and employs them without necessarily having knowledge of their underlying structure.

However, the user of the target language should become aware of the situation that calls for a particular pattern.

Again, we should bear in mind that second language teachers must create users or the language, not linguists. This is the reason for my lining up to production and use of patterns. Our trainees are common people who will be working in a technical environment, not in a language specialists field.

My experience in teaching both general English and ESP, i.e. maritime English, has revealed a lot of aspects in language acquisition which I managed differently according to the types of learners and content of knowledge taught.

The groups of students are rather large and also heterogeneous. All of them are adults, of different ages, different backgrounds and literacy levels, from quite low to quite high. Some of them have received language input directly through the media, others have studied mostly from textbooks, or have been taught theoretical rules, which they can just state, but not apply. The point is that nobody would ask them how they had achieved knowledge if they were able to communicate without being hesitant, embarrassed, or inhibited.

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Assessing Maritime English in Outcome-based Framework: Measuring Student's Competence as per STCW 2010 as amended

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Abstract

STCW prescribes the use of English in both oral and written communication and further recommends the use of the IMO Standard Marine Communication Phrases for all the navigation and engineering officers as well as all the crews onboard. This study presents how assessment in Maritime English is conducted among the students of the Maritime Academy of Asia and the Pacific using the outcomes-based education (OBE) framework that practical assessments should be assessed in similar context on how they should be performed [9]. The assessments are designed and implemented to measure the student's performance based on the competences required in the STCW after completion of the English course. This study also adopted the framework of Bigg's Constructive Alignment [7]. Assessment must be aligned to the intended learning outcomes and to the teaching-learning activities. This paper presents some practical suggestions on how to assess classroom instructions in Maritime English.

keywords: *practical assessment, STCW competencies, outcomes-based teaching and learning*

Introduction

Over a long period of time, numerous studies on teaching and learning of Maritime English have been conducted and Maritime English, in a broader sense, was the common interest among cohorts in the maritime education and training, in the administra-

tion and in the industry. Another equally important issue in Maritime English that received the same interest is the standard for Maritime English assessment.

In the study of Velikova [1], she thoroughly reviewed the three major existing tests for Maritime English proficiency: the Marlins, TOMEC and MarTEL, and found out that these tests tend to be paper-based and computer-based tests predominantly using the multiple choice question. She concluded that these tests are not sufficiently valid and reliable as the test rating process and interpretation of scores are not clear.

Trenkner and Cole [2] attempted to provide a standard in assessing Maritime English with the yardstick describing the levels of competence considering the requirements in the STCW 95 and the MET instructions using any test tool.

To date, there is no standard assessment being used among the Maritime Higher Education Institutions (MHEIs) that is compliant with the required competencies in the STCW 2010 as amended. This paper will present an assessment practice done in the Maritime English course for Navigation or Deck students, Advanced level, at the end of the 54-hour classroom instruction in the Maritime Academy of Asia and the Pacific (MAAP).

Outcomes-based Education

Why OBE in the baccalaureate program? If STCW requires competence, then, students in the academy must be prepared in school with the skills onboard that are expected from them to perform when they go to their workplace – the seafaring world or the maritime industry.

Spady [3] postulated OBE as a combination of what the students are able to do, the organized curriculum, instruction and assessment. Learners have different ways of learning or the same student learns differently depending on the tasks given and the same is true with teachers who have different teaching ways. Whether there are a varie-

ty of learning styles and teaching approaches for students to learn, the course objective/outcome has to be met. The course outcome is the defined competence of the course that is achieved through the acquired concepts and skills of the student [4].

The Maritime English for Deck course in the Maritime Academy of Asia and the Pacific is one of the requirements by the Philippine Commission on Higher Education (CHED) for the degree program of the Bachelor of Science in Marine Transportation. It also satisfies what is stipulated in the International Convention on Standards of Training, Certification and Watch keeping for Seafarers 95 (STCW), as amended in 2010 (Table A-II/1), that an officer in Navigation at the Operational Level should have the competence on the '*use of the IMO SMCP and use English in written and oral form'* [5]. With this mandate, MAAP adopts OBE on its Maritime English course to outline the knowledge, understanding and proficiency (KUP) in the classroom instruction and in the assessments as outcomes-based teaching and learning will make students demonstrate the learned skills and content [6].

Articulating the outcome-based framework in the Maritime English in MAAP is formulating this course outcome: Use the IMO Standard Marine Communication Phrases and English language in oral communications to possess mastery of the maritime technical vocabulary and to be familiar with the communication situations onboard through classroom simulated exercises.

Constructive alignment

Being outcome or result-oriented, espousing the theory on constructive alignment, the teacher has to ask three questions, [1]'*What do I intend my students to be able to do after my teaching that they couldn't do before, and to what standard?*' [2]'*How do I supply learning activities that will help them achieve those outcomes?*' and [3]'*How do I assess them to see how well they have achieved them?*' [7], which the first question is the intended learning outcome (ILO), the second is the teaching-learning activity (TLA) and

the third is assessment (A). Figure 1 below shows how the teaching and learning activity is designed to meet the learning outcomes, and how the assessment method is aligned to meet the same learning outcomes.

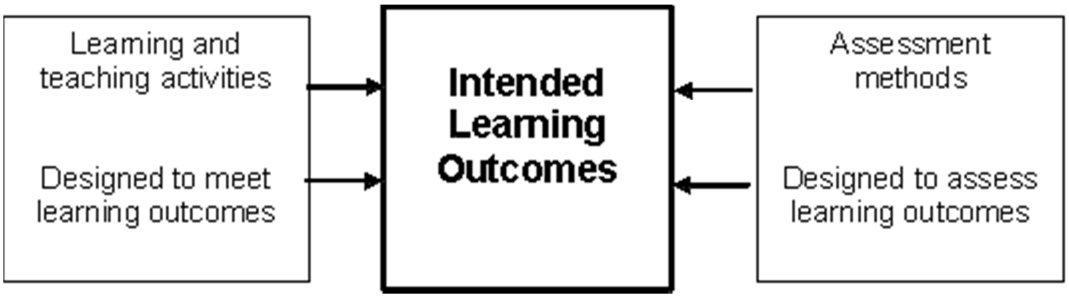

Figure 8- Adapted from Biggs (2003) constructive alignment of the intended learning outcomes, teaching-learning activities and assessments.

Designing an instruction in Maritime English class theorizing that students construct meaning from what they do to learn is to carefully choose an intended learning outcome that targets any of the Knowledge-Understanding-Proficiency (KUPs) in the STCW Code Chapter II, Table A-II/I in column 2 below. The teacher aligns the planned learning activities with the learning outcomes. The example lesson below outlines a specific topic from the IMO SMCP, i.e. '*Introduction of IMO SMCP and General Procedures'*, which is a dictated required competence in column 1 '*Use the IMO Standard Marine Communication Phrases'* of the STCW. Since both competence and KUP are expressed in the verb '*use'*, communicate using the VHF is an appropriate learning outcome because to communicate can be the best task suitable to the performance in achieving the target competence. Using a multi-media teaching aid, the teacher uses interactive and episodic lecture that the teacher calls out students to mimic/say-a-loud sample phrases on the general procedures (i.e. phonetic alphabet, saying number in giving position of a ship, message markers, etc.) and the teacher pauses from the lesson and asks the class questions.

Competence	**Knowledge, Understanding and Proficiency**	**Learning Outcome**	**Topic**	**Method (TLA)**	**Assessment**
Use the IMO Standard Marine Communication Phrases and ….	…. ability to use and understand the IMO SMCP (see: STCW 2010, p.)	Communicate using a VHF radio on the general procedures.	INTRODUCTION OF IMO SMCP AND GENERAL PROCEDURES	Interactive and episodic Lectures Paired Work	Oral/practical exam in Nav. simulator

Attaining the intended learning outcome (ILO) of the lesson is not only describing the students' task to perform but also the level of competence under a certain situation. So, the assessment procedure must be clear by giving the assessment criteria.

STCW Maritime English Competence

Taking one example of competence in Maritime English, (STCW Code Chapter II, Table A-II/1) for Navigation at the Operational Level, a junior officer or a newly-graduate of Nautical Science or Marine Transportation should acquire the six (6) KUPs and one competence to be certified as competent in Maritime English. How these STCW requirements are translated to the Maritime English course is what this paper would like to suggest.

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Table 1-STCW Code Chapter II, Table A-II/1, Navigation at the Operational Level

Competence	**Knowledge, Understanding and Proficiency**	**Methods for Demonstrating Competence**	**Criteria for evaluating Competence**
Use the IMO Standard Marine Communication Phrases and use English in written and oral form.	[1.] English Language Adequate knowledge of the English language to enable the officer [2.] to use charts and other nautical publications, [3.] to understand meteorological information and messages concerning ship's safety and operation, [4.] to communicate with other ships, coast stations and VTS centers and [5.] to perform the officer's duties also with multilingual crew, including the ability [6.] to use and understand the IMO Standard Marine Communication Phrases (IMO SMCP)	Examination and assessment of evidence obtained from practical instruction.	English language nautical publications and messages relevant to the safety of the ship are correctly interpreted or drafted. Communications are clear and understood.

With some other KUPs (knowledge-understanding-proficiency) in this particular Maritime English competence for navigation at operational-level officers, there are KUPs that can be put together in a long string of lessons, for example, in the KUPs [2.] *to use charts and other nautical publications,* [3.] *to understand meteorological information and messages concerning ship's safety and operation,* [4.] *to communicate with other ships, coast stations and VTS centers*. Carroll suggested breaking down the long lesson into individual elements as a useful way of measuring practical skills, although the skills are not used in small bits in a real situation [8].

Below is an example of a teaching and assessment plan that could cover the 3 KUPs in interrelated lessons as it is in the real-world operations or activities onboard. However, these lessons would cover a very wide scope in technical English language and technical knowledge. With one ILO, there are five chunks of lessons on pilotage, tug assistance, VTS communications, Wheel and engine orders and the hand-over of the watch.

Table 2- Teaching and Assessment Plan for related KUPs in STCW A-II/1 Competence

Intended Learning Outcome	**TOPIC/LESSONS**	**Method (teaching-learning activities)**	**Assessment**
Demonstrate communications on pilotage waters using SMCP.	EXTERNAL COMMUNICATION: ROUTINE COMMUNICATIONS (PILOTAGE, TUG ASSISTANCE, VTS)	Contingency Lecture (use of chart in plotting waypoints upon entering a port) Group Work/Group discussion	Oral/practical exam in the Nav. Simulator (full mission bridge) Script writing
	ONBOARD COMMUNICATION: WHEEL AND ENGINE ORDERS	Simulated exercise Group Work	Oral/practical exam in the Nav. Simulator
	ONBOARD COMMUNICATION: HAND-OVER THE WATCH	Lecture Group Work	Oral/practical exam in the Nav. Simulator

As STCW 2010 further specified the method of assessment in a practical instruction, assessing a student or candidate must be done in a performance test to demonstrate the student's knowledge and skills. However, there is a great demand of technical knowledge on the part of the teacher-assessor who should not only teach the language aspect or the technical vocabulary but also be knowledgeable on the content of the different operations onboard on the targeted lessons to make the lesson's exercise/activity and assessment realistic. Nicol [9] posited that practical skills (as highly required in STCW) should be assessed in a similar context to how they should be performed. With this argument, there is no better substitute for the Full Mission Bridge Navigation simulator when conducting lesson's activities and assessments.

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Assessment Practice of Maritime English in the Maritime Academy of Asia and the Pacific

Aside from the formative assessments based on the intended learning outcomes (ILO) given to the students during the progression of the course in order to improve the students' learning, MAAP is practicing having a final examination as a summative assessment [10].

Using a criterion-referenced assessment, where the student's performance score is compared to a specific standard, the final examination of the Maritime English course is done during the final week of the course. In a class of 25 students, the teacher sets the test procedures and parameters by identifying the topics/lessons covered and sets the assessment criteria weeks prior to the final examination for the students to prepare themselves in groups. A qualified assessor who is a management level navigation officer and holder of IMO model course 3.12 or Assessor's course will assess the students' performance, not the teacher of the course. Below is an example of the assessment procedure in Maritime English.

Maritime English FINAL PRACTICAL EXAMINATION Test Procedure

1. Each group draws a specific DISTRESS situation (MOB, Piracy and Capsizing due to dangerous list) and writes a script based on the drawn situation and the specified scenes listed below (departing from a port and enroute to the next port of call). The script must be submitted to the instructor on the date prior to examination and will be forwarded to the assessor prior to the start of the assessment on a scheduled date. The group should include any part of the SMCP applicable to the scenes of the script.

2. The group will present the script in Practical Simulation or Role Play at the Vessel Training Center (VTC) in not more than **30 minutes**.

3. Each group is provided with a Marking Sheet and the names of members must be indicated in every scene before submitting it to the assessor prior to the assessment. The Final Practical Grade is computed from the Performance Grade with the total score of 48 points as the highest score.

Required situations to portray during the assessment:

A. Type of Vessels to choose from: TANKER, CONTAINER, BULK CARRIER

B. Port of Origin and destination

FROM: (Port) _____ TO: (Port) _____

C. Script must include the following: (suggested sequence of events)

1. Undocking maneuver with TUG ASSISTANCE/Pilot onboard

2. While Underway (Wheel Orders; Hand-over of Watch)

3. Safety Communication Messages (Shore to ship or Ship to shore)

4. Simulated Fire Drill of the Crew

5. VTS (e.g. transiting Suez/Panama Canal or channeling inland water; narrow passage)

6. Emergency (choose only ONE from 1. MOB; 2. Piracy; 3. Dangerous List-Capsizing)

7. Sending Distress Message

8. *Action Taken (1. SAR; 2.Avoided pirates ; 3.Abandonship)

9. *Result (1. Proceed to Navigation; 2. Pirates controlled and proceed to Nav.; 3. Rescued/picked up survivors)

10. *Ending (1. Anchoring at Port of Destination; 2. Anchoring at Port of Destination; 3. End upon the rescue)

Using this method of practical assessment in Maritime English entails a carefully crafted assessment tool- that is the rubric. In column 1, the Area are the topics and sub-topics of the lessons that were covered in all lessons and in the second column are the performance criteria or the behaviours to be tested. The various levels of achievement are written with the rate and descriptors also.

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Table 3 Rubric in assessing the Final Practical Examination in Maritime English

Area	Test Criteria	1 (performed the required action/s incorrectly and performed it beyond the time expected)	2 (performed some of the required action/s correctly but took a long time)	3 (performed all the required action/s correctly and promptly)	Remarks
1. Undocking Maneuver (Tug Assistance, Pilot onboard, VTS)	1.1Gives commands for standing by engine, letting go, stand by forward anchor, tug fast up, etc.				
2. Underway: A. Wheel Orders B. Hand Over the Watch	(OOW) 2.1 Gives clear and concise wheel orders. 2.2 Gives feedback to the AB after execution.				
	(AB) 2.3 Repeats every wheel command.				
	2.4 Conducts hand-over and relief of the Watch conforms with accept-				

	ed principles and procedures.				
3. Safety Messages	3.1 Responds correctly to the Coast Stations message.				
	3.2 Sends navigational warnings to other ships/stations				
4.Simulated Fire Drill of the Crew	4.1 Raises the alarm.				
	4.2 Musters and follows the Muster List on respective responsibilities.				
	(Team Leaders) 4.3 Gives proper commands based on the function of their team.				
5. VTS	5.1 Sends message to the VTS in acquiring information or gives correct response to the VTS inquiry.				
6. Emergency (MOB/Piracy/CAPSIZING	6.1 Gives clear and concise in-				

due to dangerous List)	structions on the procedures and actions in accordance with established principles and plans for crisis management onboard.				
7. Sending Distress Message	7.1 Observes correct format on the Distress message.				
	7.2 Sends out the message in clear and slow manner through the VHF.				
8. Action Taken (SAR/PIRATE AVOIDANCE/ABANDONSHIP)	(SAR) 8.1 use and establish correct communication procedures at all stages of the search and rescue operations. (Abandonship) 8.1 Actions in responding to abandon ship and survival situations are appropriate to the prevailing circumstance and condi-				

	tions and comply with accepted safety practices and standards. (Fire Fighting) 8.1 Gives correct instruction to the team members in extinguishing the fire.				
9. Result (PROCEED TO NAVIGATION/FIRE UNDER CONTROL/PICKED UP SURVIVOR)	9.1 Sends message to Coast Station that emergency is under control/ Asks Coast Station for medical assistance on the survivor.				
10. END (ANCHORING/END OF SAR)	10.1 Gives orders on preparation for anchoring.				

However, assessing the Maritime English course in the Academy in this kind of framework using OBE and being compliant to the STCW 2010 pose some challenges to the Maritime Education institution and teachers in redesigning or developing the course syllabus in Maritime English in such a way that is aligned to the STCW required competencies and mandated KUPs. Another issue is on the logistics. This type of approach requires simulators where the classes and assessments can be conducted. A course syllabus of Maritime English that is highly technical in content needs also a teacher who is not only well-versed in the technical language but also in the technical content.

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Maritime English for Auxiliary Personnel on Board Cruise Vessels

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Abstract

Under the Manila amendments to the STCW which came into force in January 2012, all crew members on board cruise vessels, mainly those assisting passengers during emergency situations and not only, "should be able to communicate safety-related issues in English or in the language spoken by the passengers and other personnel on board."

"Maritime English for Auxiliary Personnel on board cruise vessels" is a course in Maritime and specialized English addressed to auxiliary personnel working on board cruise vessels.

The course covers the specific language used to describe the parts of ships, organisation on board ships, all essential safety-related matters and work-specific topics. It also reflects the situations in which auxiliary personnel need to communicate, with each other, with other crew members and with shore side authorities. The final goal of this course is to improve fluency in spoken English in real life situations which can of course be both routine and non-routine.

keywords: *Maritime English, English language competency, auxiliary personnel, cruise vessels, fluency in spoken English*

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Introduction

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.

Having in view that navigational and safety communications from ship to shore and vice versa, from ship to ship, and intra-ship communications, must be precise, simple and unambiguous, so as to avoid confusion and error, besides the need to standardize the language used, there is a growing demand of developing communication skills in English, especially for personnel working on cruise vessels, but also on RORO vessels, yachts, ferries and small passenger vessels. This is of particular importance in the light of the increasing number of internationally trading vessels with crews speaking many different languages since problems of communication may cause misunderstandings leading to dangers to the vessel, the people on board and the environment.

Now that the revised STCW Convention has entered into force, having in view the requirements regarding English language skills for personnel working on board cruise vessels and the growing number of auxiliary personnel applying for various positions on board cruise vessels via Romanian crewing agencies, our centre decided not to waste time but to begin to develop the curricula of Maritime English for auxiliary personnel working on passenger vessels, the teaching materials and the assessment tools in order to embrace the new or amended requirements set out in the Convention. Appropriate teaching/ learning methods need to be applied as discussed and promoted by the relevant professional bodies and in IMO’s Model Course 3.17 as, for example, content-based teaching/learning based on the communicative approach.

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A modern cruise ship is like a floating city, there are all kinds of job positions available. Some jobs require highly developed professional skills, others don't. In order to be hired by a cruise ship company successfully any applicant should be able to communicate in English, have enough experience to perform various cruise ship jobs and understand job-specific requirements.

This new course is addressed to personnel working or going to work in the following departments on board passenger vessels, both entry and managerial levels: Beauty Salon/ Spa, Casino, Cruise Staff, Entertainment, Food & Beverage, Galley/Culinary, Gift Shop, Housekeeping or/and Hotel Operations.

English language requirements for auxiliary personnel working aboard cruise vessels

Regarding Communication with passengers during an emergency, the additional safety training required by regulation V/2, paragraph 5 of STCW 2010, says that every auxiliary personnel shall at least ensure attainment of the abilities as follows:

1. the language or languages appropriate to the principal nationalities of passengers carried on the particular route;
2. the likelihood that an ability to use an elementary English vocabulary for basic instructions can provide a means of communicating with a passenger in need of assistance whether or not the passenger and crew member share a common language;
3. the possible need to communicate during an emergency by some other means, such as by demonstration, or hand signals, or calling attention to the location of instructions, muster stations, life-saving devices or evacuation routes, when oral communication is impractical;

4. the extent to which complete safety instructions have been provided to passengers in their native language or languages; and
5. the languages in which emergency announcements may be broadcast during an emergency or drill to convey critical guidance to passengers and to facilitate crew members in assisting passengers.

In addition, according to Table A-V/2 which includes specifications of minimum standard of competence in crisis management and human behaviour, all auxiliary personnel should establish and maintain effective communications, meaning:

1. Ability to establish and maintain effective communications, including:
   1.1 the importance of clear and concise instructions and reports;
   1.2 the need to encourage an exchange of information with, and feedback from, passengers and other personnel;
2. Ability to provide relevant information to passengers and other personnel during an emergency situation, to keep them apprised of the overall situation and to communicate any action required of them, taking into account:
   2.1 the language or languages appropriate to the principal nationalities of passengers and other personnel carried on the particular route;
   2.2 the possible need to communicate during an emergency by some other means, such as by demonstration, or by hand signals or calling attention to the location of instructions, muster stations, life-saving devices or evacuation routes, when oral communication is impractical;
   2.3 the language in which emergency announcements may be broadcast during an emergency or drill to convey critical guidance to passengers and to facilitate crew members in assisting passengers.

Regarding Safety Familiarization Training on board, in order to understand all orders and instructions, every auxiliary crew member should be able to communicate with other persons on board on elementary safety matters and understand safety information symbols, signs and alarm signals.

Course framework

Aims and Objectives

For auxiliary personnel working onboard cruise vessels, and not only, to be able to communicate effectively as required by STCW 2010, they need to be able to use and understand English in a range of situations.

The *"Maritime English for Auxiliary Personnel on board cruise vessels"* course is aimed at teaching English at elementary to lower intermediate language level to trainees who are going to or will be working onboard cruise vessels, as promoted in IMO's Model Course 3.17.

But what does elementary and lower intermediate language level mean? Below we are providing a broad description of Elementary and Lower-intermediate English language levels, as presented in the IMO Model Course 3.17.[①]

Elementary level means the trainee is able to use English for very basic, everyday needs but without sustained fluency and with many errors. He/ She has a limited understanding of spoken English, requires a lot of rephrasing, repetition and simplification of language.

Lower intermediate level means that the trainee can communicate satisfactorily about everyday topics with a restricted range of language. He/ She is able to understand native speaker English talking at a measured pace with some rephrasing and repetition. Comprehension is likely to fail under pressure.

[①] IMO Model Course 3.17, *Maritime English*, 2009 edition, p. 17

The material will be taught according to the principles of communicative approach and content-based teaching/learning instruction intended to develop the trainees' communicative competence. That is:

- the language is used as a practical tool of communication;
- teaching is trainee-cantered;
- English is taught through English;
- trainees learn by active involvement;
- learning tasks reflect real life communication.

The Task Based Learning (TBL) instruction will help the trainees use the new language in a meaningful way, so that he/she will remember the language adequately. The TBL lesson will be based on the completion of a task and the language studied will reflect the trainees' needs. For example, the task could be a problem-solving activity, replicating a workplace-style scenario, such as galley, restaurant, casino or bar scenario. This type of instruction will help activating useful language and the trainee will be given the opportunity to improve on his/her use of the language in an enjoyable and motivating environment.

The Objectives of the "Maritime English for Auxiliary Personnel on board cruise vessels" course are:

- to develop trainees' ability to use English to lower intermediate language level (equivalent to the Council of Europe Common European Framework for Languages (CEFR) level B1) that is:

"LISTENING: can understand the main points of clear standard speech on familiar matters regularly encountered in work, school, leisure, etc.; can understand the main point of many radio or TV programs on current affairs or topics of personal or professional interest when the delivery is relatively slow and clear.

READING: can understand texts that consist mainly of high frequency everyday or job-related language; can understand the description of events, feelings and wishes in personal letters.

SPOKEN INTERACTION: can deal with most situations likely to arise whilst travelling in an area where the language is spoken; can enter unprepared into conversation on topics that are familiar, of personal interest or pertinent to everyday life (e.g. family, hobbies, work, travel and current events);

SPOKEN PRODUCTION: can connect phrases in a simple way in order to describe experiences and events, my dreams, hopes and ambitions: can briefly give reasons and explanations for opinions and plans; can narrate a story or relate the plot of a book or film and describe his/her reactions

WRITING: can write simple connected text on topics which are familiar or of personal interest; can write personal letters describing experiences and impressions."

- to teach basic maritime English, as recommended in the English language guidelines of part B-VI/1 of the STCW Code;
- to improve trainees' competence in English to the level required by shipping companies, so that trainees be able to successfully pass the job interview and fulfil the requirements of job description on board vessels;
- give trainees wide-ranging opportunities to practice communicating in English for both maritime and general purposes at elementary to lower intermediate language level and, last, but not least,
- improve trainees' competence in English to the level required to being promoted to higher positions.

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Course Outline and Assessment

Course Outline

The *"Maritime English for Auxiliary Personnel on board cruise vessels"* course is intended to be a "teaching package" that will follow the list of competences and areas of knowledge, understanding and proficiency as promoted in IMO's Model Course 3.17 and STCW 2010. The course will last 5 days (40 hours).

Entry level positions onboard cruise vessels (cleaner, messman, Cabin Steward / Stewardess, Crew Cook Utility, musicians, etc.), are required to have Basic/ Fair command of the English language, in other words Elementary or Lower Intermediate proficiency in English.

In order to achieve this goal, the course is structured on 12 modules and trainees will be taught the following competences and areas of knowledge, understanding and proficiency:

M1 Ask for and give personal data – the trainee understands key questions in listening; exchanges and notes personal information; fills out a particular form clearly and accurately with personal information using pronouns, Present simple, adjectives of nationality.

M2 Describe crew roles and routines on board passenger vessels – the trainee notes ship's call signs correctly from speech; identifies correctly numbers and times in writing and speech; understands and transmits messages using times and the international maritime alphabet; describes key responsibilities according to her/his job description; uses prepositions of time, numbers, basic verbs, Present simple (question and negative form; third person singular).

M3 Name types of vessel; describe parts of a RORO, yacht, passenger, ferryboat, cruise vessel – the trainee identifies and names the main parts of a passenger vessel in

speech and writing; exchanges information about vessels orally; uses *there is/are*; articles; prepositions of place; learns to express possession.

M4 Describe the location and purpose of safety equipment on a RORO, yacht, passenger, ferryboat, cruise vessel – the trainee identifies items of life-saving equipment in oral commands; describes the position of safety equipment on board orally and in writing; uses prepositions of place.

M5 Name positions on board; ask for and give directions on board and ashore – the trainee identifies places on board by listening to descriptions; asks for and gives clear directions; learns to use the imperative form, yes/no and wh-question forms, prepositional phrases to indicate directions.

M6 Express personal likes and dislikes; discuss leisure time on board – the trainee asks and answers questions about frequency of activities; speaks about and writes a description of routine leisure activities on board and ashore; uses gerunds (*like + noun, like + -ing*); adverbs of degree to express personal opinions; adverbs of frequency to describe activities on board and ashore.

M7 Describe job responsibilities on board; understand orders, activities specific to job description – the trainee understands activities she/he is engaged in by listening to/ watching a description of events in process; exchanges information about current and routine activities on board and ashore; demonstrates understanding of standard orders by explaining their meanings and indicating the correct actions; demonstrates understanding of duties by reading a text and answering questions correctly; uses common vocabulary and verbs to describe work routine according to job description and Present Continuous to describe activities currently in progress on board and ashore; understands the differences in form and meaning between Present Continuous and Present Simple.

M8 Understand commands in emergency and distress situations on board – the trainee correctly identifies message types when listening to instructions, questions and

answers which use SMCP; understands short oral commands in simulated emergency and distress situations; reacts to simulated emergency and distress situations with single spoken commands which are clear and accurate; uses SMCP for simulated distress and emergency communication regarding fire/ explosion/ abandon ship/ piracy/ drug smuggling/ stowaways/ armed attack; reads and understands written instructions for carrying out emergency and distress procedures; understands how to use demonstrative adjectives (*this, that, these, those*); the imperative for giving urgent commands; *must* to express obligation and *must not* to express prohibition in appropriate circumstances.

M9 Describe passengers on board – the trainee learns how to identify a passenger on board from oral and written descriptions; gives a full spoken description of someone; accurately describes PPE and clothing; uses a wide range of adjectives to describe various people's physical appearances; modifiers and adjectives to give opinions about various people's personalities; names various articles of PPE, work-clothes and uniform, casual and formal wear using the structures: *What does/ do.....look like?* to ask for physical description and *What is ..... like?* to ask for subjective descriptions.

M10 Report events from past voyages – the trainee describes jobs performed during previous contracts; explains events that occurred during previous contracts; writes notes about key details of specific past events by listening to spoken accounts; correctly interprets written reports of activities; writes a report of events that occurred at a certain moment/ during a previous contract using verbs relating to sea voyages and job description; vocabulary of safety, Past Simple, regular and irregular verb forms.

M11 Explain personal injuries at sea; request medical assistance – the trainee identifies type of injury from spoken description of physical symptoms; describes orally physical symptoms of a type of injury; listens to description of injury and completes basic reports of the causes of minor accidents on board; identifies articles of protective clothing; parts of the body; uses verbs describing injury and items used in basic First Aid; requests medical assistance.

M12 Discuss future events; negotiate future plans – the trainee, using ways of expressing Future, describes personal plans for the future and predicts likely events in speech; negotiates a social arrangement that includes the wishes of everyone in a group; plans a course of action based on reading information from a variety of authentic documentation; writes an application letter/ formal letter describing a proposed plan of action; debates the best course of action in a simulated formal meeting.

Furthermore, in order for trainees to reach the required levels of competence, the course intake will be limited to not more than 25 (twenty-five) trainees, so that each participant can be given proper attention in accordance with the principles of the Communicative Approach.

Course Assessment

Trainees' competence in English will be assessed as recommended in the IMO Model Course No. 3.12 "Assessment, Examination and Certification of Seafarers", that is:

- tests will be based on the specific learning objectives set out in the course syllabi;
- tests will assess the trainee's communicative competence, that is his/ her ability to combine knowledge of areas of English language with the various language communication skills in order to carry out a range of specific tasks

On the first day of the course the trainees will take an assessment test in order to evaluate the existing language level of each trainee.

There will be progress testing which will be carried out as a continuous assessment of each trainee's classwork and homework at regular intervals during the course and a final assessment test, at the end of the course in order to measure objectively whether the trainee has attained the goals of the course.

Conclusion

The development of the *"Maritime English for Auxiliary Personnel on board cruise vessels"* course will help individuals wishing to work as auxiliary personnel on board cruise vessels, passenger ships, ferries, ROROs, yachts to improve their level of English so that they have more chances to pass job interviews, be employed in the desired job, carry out successfully their job responsibilities in the department and have chances of promotion.

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Can Engine Room Communication Be Standardized?

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Abstract

People live and work in what they conceive as "objective reality", yet in communication they use different "mediators", i.e. different languages, which name and arrange "objective reality" differently. We can say that when people communicate successfully, they view their environment in the same way, living and working in "shared subjectivity". So, efficient work presupposes equal linguistic competence in a shared language.

Proficiency in technical communication is achieved alongside the acquisition of new knowledge in the native language of the learner. Reaching that level of linguistic skills in English, when taught as a second language, is a close to impossible time consuming ambitious effort (to use a noun cluster specific for technical discourse).

Is it possible to communicate successfully without having to master the specificities of academic discourse? Can the technical English of the Engine Room undergo simplification? How will it affect communication? The author offers a different approach to the technical language used in Engine Room communication. The paper analyzes what lexical and grammatical minimum might be adequate for a clear and consistent exchange of information (both written and spoken). The idea is to eliminate any problems related to the structural complexity of English scientific and technical texts, like: the existing synonymy of terms and 'sub-technical' words, linguistic conversion and polysemy, long noun clusters, the confusing use of *-ing* forms, etc. The analysis is aimed at developing Standardized Shipboard Technical English.

keywords*: engineering communication, Simplified Technical English, comprehension*

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Introduction

Shipboard engineers are at the centre of operations, interacting with machines, technology and the machinery space work environment. They should not only properly operate, service and maintain the mechanical systems onboard, but should also be capable of communicating efficiently while doing so both orally and in writing. However, a recent analysis of accidents in ship machinery spaces claims that almost 20 per cent of all accidents can be attributed to the deficiency in knowledge and skills of shipboard engineers. “Research has identified that inadequacy of professional knowledge is one of the factors responsible for shipboard accidents”, and further identifies the inadequacy as resulting from: “Diversity in Maritime education and training (MET) standards, methods of curricula delivery, assessment procedures and employment pattern of marine engineers constrain the process of comprehensive understanding of engineering concepts as well as learning on the job.” [1].

Diversity per se should not be a problem in our present-day existence: quite the contrary, viewed from such a perspective, diversity equals identity of individuals. Diversity becomes a problem when and where people of different cultures, languages and professional competence work in one team to operate, service and maintain equipment of diverse design, manufacture and operational condition. That is what happens on board over 86% of the world’s merchant fleet manned by multinational crews. Overcoming this diversity is only possible by sharing a common language mastered with equally adequate proficiency.

English language competence as a factor contributing to engine room accidents is exclusively mentioned elsewhere: “Increasingly, safety investigation reports tell us that a causal feature of a breakdown was a failure to diagnose the problem, largely because the technical team had not been properly trained on that system; or because the manufacturer’s handbook and ship system operating procedures were not written in the native

language of the reader and were difficult to understand; or that the signage or system labelling was not in the native language of the crew." [2]

What are the problems experienced by multinational crews, what is their impact on teamwork? And how do these problems relate to language?

Two major factors should be considered: (1) uniqueness of the work environment for each ship – shipboard equipment varies in design, manufacture and operational condition (due to continuous service life, and good/poor maintenance) to such an extent that it is unmatched. Furthermore, knowledge of the systems, machines and technologies in machinery spaces are specific for each ship. All possible operational problems, machinery conditions and work situations cannot be perceived, documented or studied for prescribing solutions. This uniqueness is matched with (2) an equally unique multinational team due to: international manning and periodic turnover of engineering crew.

Language and professional knowledge

What one learns is reflected in the way s/he speaks about it, because language mediates conceptualization, hence the very process of acquiring knowledge. The most influential factor to be taken into consideration, when discussing the problems of multinational crew members is how they have attained their generic professional knowledge. Future shipboard engineers (mechanical and electrical) are educated in the academic environment of their native countries. Since"Almost all of what we customarily call 'knowledge' is language, which means that the key to understanding a subject is to understand its language." [3], then "learning science is, in many ways, like learning a new language" [4] Viewed from such a perspective, the acquisition of engineering knowledge in different languages might lead to (i) subjective differences in the conceptualization of the same objects and phenomena. What is more, future engineers acquire the fundamentals of their professional knowledge through the formal, highly abstract and sophisticated language of science. Thus they are introduced to the rhetoric functions

and techniques of academic discourse in their native language, which correspond to (ii) the specificities of the linguistic structures featuring academic engineering texts in general.

Subjective differences in the conceptualization of the same objects and phenomena.

Education in any field of science is a higher cognitive process of conceptualization and learning which takes place using the medium of language. Cognition and language are intertwined, because science and academic language resort to conceptual metaphors [5]. In other words, conceptual development and language development are inextricably linked, as no scientific knowledge can be possibly attained "in the absence of any insight into the metaphors on which it is constructed" [6]. Therefore, when we speak of cultural differences between crew members, we should understand conceptual differences as well.

Viewed from this perspective, it is only natural that the conceptual metaphors used in the cognitive process of learning science in the native language may differ from the conceptual metaphors underlying this conceptualization process in other languages. This is explicitly illustrated when comparing how the different theoretical approaches to the phenomenon of electricity: the *electron flow theory* (formulated in English) and the *conventional current flow* theory (formulated in Bulgarian) differ not only in their conceptual metaphors, but also in their use of different linguistic structures. The electron flow theory uses the 'water flow', or the 'freely moving crowd' conceptual metaphors combined with the prevailing use of active voice constructions. The *conventional current flow* theory applies the 'forced moving crowd' metaphor requiring an extensive use of passive voice. [7]

Another creation of the metaphoric scientific mind involves the mental analogies underlying the existence of the so-called 'sub-technical' words, defined by Trimble as:

"those words that have one or more 'general' English meanings and which in technical contexts take on extended meanings" [8]. The verb *discharge*[①] is a very good example of the metaphoric transfer in sub-technical words. Its underlying meaning of 'transportation from one place to another' is mapped onto the multiple uses of *discharge*, each in a different area of human existence: *cargo is discharged, wastes are discharged, a battery is discharged, a pump discharges fluid*. An engineer educated in a language different from English may have conceptualized the same phenomena through different analogies, and expects *discharge* to express his concept. Thus, for the Bulgarian mechanical engineer *discharge* may mean '*pressurize'*, for the electrical engineer it means '*dilute'*, for the navigator it means '*unload'*.

Specificities of the linguistic structures featuring academic engineering texts in general

Understanding an academic engineering text is based on background knowledge not only in the field of science, but also knowledge of its functional organization in general. Languages may differ with respect to the underlying conceptual metaphors used in scientific discourse, but they share the linguistic rhetorical functions specific for scientific and technical discourse which are 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* [8].

However, although these rhetorical functions constitute the organization of any scientific and technical text, the linguistic patterns used to express them may vary with the

① The word discharge originates from: the Latin dis- + Late Latin carricāre, meaning to load, which in turn comes from Latin carrus, meaning Gallic type of wagon. (The American Heritage Dictionary, Fourth Edition)

different communicative situations, hence with the different registers and genre. This fact is of crucial importance when onboard communication is concerned.

Language and onboard communication

Ship engineers have acquired their generic professional knowledge (which involves metaphoric conceptualization) in one language, register and genre – the academic language of a particular field of science used in their native country. But in their working environment they communicate on operational, not academic level and in a language different from their native one – the English language. In her analysis of Engine room communication, Naumova [5] outlines three basic types of intra-ship communicative situations and relates them to the type and level of the specific communicative skills required for an efficient transfer of information.

Communicative situations

(a) procedural communicative situations. The procedural communicative situations in the Engine room require speaking skills, follow established procedures, are either face-to-face, or via intra-ship communication aids. Standard phrases (SMCP) have been developed, aiming to avoid ambiguity and misunderstanding and thus reduce operational errors and increase safety onboard. “In 2001, IMO adopted the Standard Marine Communication Phrases (SMCP) and via STCW95 they became a mandatory part of the education of officers at all whitelisted training institutions.” [9] They cover watchkeeping communication (A2/2 Standard engine orders; B1/1Handing over the watch), as well as safety-related communication (B2 Safety on board – B2/1 to B2/6). The procedural communications related with Engine room equipment cover filling in log books, or check lists. The required language skills are reading and writing, and language proficiency involves the use of terms, abbreviations (*F.W.E. - finish with engine*), occasionally concise and/or elliptical sentences (*inspected FFE fire fighting equipment*), and

nominalizations (*F.O. leakage into sump*) as required by the technical documents (TD) on board, because their form is not standardized.

(b) problem-solving communicative situations. Problem-solving communication is provoked by operational failures. There are no written procedures, or standardized language to be followed. The only written reference in such situations is provided by the Technical documentation on operation, service and maintenance of onboard systems and equipment written by manufacturers. Such communicative situations are spontaneous and involve (1) the professional expertise acquired in the native language, (2) 'reading for speaking' skills in English, 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* 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.

(c) task-oriented communicative situations. Communication is spontaneous, informal, face-to-face, and predominantly instructive. Dialogues are expected to be short and clear, giving only the minimum information about objects and activities in: (1) routine and non-routine task-assignment situations, followed by (2) task-oriented while-working communicative situations.

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Language proficiency

The analysis reveals that although ship engineers have acquired their generic professional knowledge in the academic environment of their native country, once onboard, they actively use neither the same language, nor the same genre in their day-to-day professional communication. The procedural communication Engine room teamwork presupposes the use of the Standard Marine Communication Phrases (SMCP) in specific standardized procedures onboard. The spontaneous informal communication mainly involves good knowledge of terminology and sub-technical words; ability to formulate: *instruction, description, temporal and spatial orientation, hypothesis, causality*, etc.

The most problematic, with respect to command of English, is the problem-solving communicative situation – where *diversity* is the crucial factor. Each technical problem, even when occurring on an identical system, sub-system or a piece of equipment is unique for the given ship, just as the team expected to solve it is unique in its background knowledge, professional experience and language proficiency. The 'reading for speaking' skill presupposes the ability to read a formal technical text having the genre specificities of academic texts, to comprehend it in detail and the ability to transfer the obtained information into the language of spontaneous informal communication. This is a very difficult task, and requires a very good command of English.

Language and Technical Documentation

Reading a technical text for detailed understanding is a special type of communication – one between the manufacturer and the user. This type of communication involves two participants: a reader (the professional in need of information) and a text (the informant). Efficient communication depends on two factors: text readability, and reader comprehension. Understanding of the meaning, which is the aim of this communication, depends on both participants – the text and the reader, or, rather the writer of the tech-

nical text, and its user. Therefore, it is important, when writing technical documentation, to bear in mind the diversity of its potential readers.

(a) text quality - readability is the ease with which text can be read and understood. It is affected by content, register, genre and organization. The language typical of written academic technical texts is very formal, i.e. with a complex syntactic structure (multiple subordinate clauses, reduced participial clauses, absolute constructions, complex cohesion patterns, extensive use of passive voice), highly technical (abounding in terminology and sub-technical words), abstract (frequent use of nominalizations), highly informative and compact (long noun clusters in attributive position) can be defined as very difficult to read. Thus readability is a quality within a text but it is also important to adapt the text depending on the reader.

(b) reader ability - comprehension Comprehension, on the other hand, is an active process that requires thoughtful interaction between the reader and the text. An engineer has to be highly proficient in reading in order to comprehend the technical documentation available on board. Comprehension depends on background professional knowledge, operational experience and reading level of the text user.

To summarize: efficient reading and understanding of technical documentation depends on readability and comprehension, readability is the quality of text language, whereas comprehension is a quality within the reader.

What strategies should be applied in an attempt to enhance successful engine room communication when a detailed understanding of technical documentation is the aim? The problem can be approached from either perspective: (1) by identifying the necessity of high proficiency in reading, and setting high standards as comprehension requirement[①] for the Engineer Officers, and/or (2) by recognizing the need of improved text

[①] Under the STCW Convention, and its 2010 Manila amendments all officers in charge of a watch (navigational or engineering) must have a good command of spoken and written English.

readability and developing a standard for the language of onboard technical documentation.

The key word is *diversity* again. Multinational manning brings together engineers acquiring their generic professional knowledge and learning English in the monolingual academic environment of their native countries. Speakers of different native languages need different learning hours to be able to master the proficiency level required for successful Engine room communication, thus the time allotted to language studies may be (and, usually is) inadequate. Instead of focusing on their speaking skills, Engineering students devote much effort not only to learning terminology and sub-technical words, but also to mastering the difficulties they encounter in their attempts to understand the specific language of academic English.

Diversity has yet another aspect – the different equipment on board manufactured by different builders presupposes diversity not only of design and technology (hence in content), but also of the authors writing the technical documentation. When non-native speakers write/translate a technical document, they are influenced by the structure of the original document, and may use different terms for the same objects and phenomena. Even the very name of the technical document providing information about the operation, service and maintenance of a given product has not been unified. We speak of *Instruction manual, User guide, Manufacturer's handbook, Operation manual, Technical Operating Manual, Instruction book,* even *Project guide*. These texts usually have more than one author, who may (or may not) be engineers, native or non-native speakers of English. Translation might further reduce readability if technically incompetent multiple translators convey meanings they don't understand. There might be one possible solution – to develop and use a controlled simplified language and set it as the standard language used for writing the onboard technical documentation.

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Simplified Technical English (STE)

In fact, such a language has already been developed and is used in the airspace industry. It has been approved as an International specification for the preparation of maintenance documentation in a controlled language – under the name of Simplified Technical English – ASD[①]- STE100.

The Specification consists of a controlled vocabulary. Each word in the Dictionary has a clearly defined meaning with an approved part of speech. Besides the general vocabulary, the technical writer can use words that belong to Technical names (terms) and Technical verbs (sub-technical verbs specific for the given field of science). Moreover, the Dictionary is supplemented with an additional set of rules for using that vocabulary. These rules are grouped in 9 categories that govern the style and the approved grammatical constructions.

STE distinguishes between two basic types of text according to rhetoric function – (1) Procedure – the language of instructions, and (2) Description – the language of descriptions and operations.

STE Dictionary

The controlled general vocabulary contains words chosen for their simplicity and ease of recognition.

- General vocabulary words must be used only as the part of speech given: *close* is a verb, not an adverb. Therefore *Do not go near the landing gear*[②] is acceptable, but *Do not go close to the landing gear* is not.

① ASD stands for the Aerospace and Defence Industries Association of Europe.

[4] All examples in the description of the Specification are quotations from: ASD - STE100, issue 4 January 2007, © ASD.

- One meaning – one word – Each meaning (whenever possible) is restricted to one word:
  operate is an approved verb, *run* is not, while *function* and work are approved nouns
- One word – one meaning - Each word is restricted to one meaning: *to fall* means *tomove down by gravity*, therefore *the pressure decreases* is acceptable, but *the pressure falls* is not.
- Technical names – can only be used as nouns or adjectives NOT as verbs: *Put oil on the machined surface* and *oil leak* are acceptable; but *Oil the machined surface* is not.
- Technical verbs – the accepted technical verbs must not be used as nouns or adjectives: *Ream the hole larger than standard* is acceptable, but *Give the hole non standard ream* is not.

Rules with noun phrases

- Do not make noun clusters of more than three nouns –if noun clusters are too long,

They can confuse the reader and are almost impossible to understand for non-native English speakers.

- rewrite the whole sentence: *Engine exhaust gas cooling is accomplished by mixing it with APU enclosure ventilation air*. The resultant approved version is: *The exhaust gas from the engine mixes with ventilation air from the APU enclosure to decrease the exhaust temperature*.

Clarify the noun cluster using hyphens, or explanations :

Main landing gear water spray detector -- Main landing-gear water-spray detector

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- Use an article, or a demonstrative where appropriate – Never omit articles – they show the non-native speaker where the noun phrases are:

Lift up assembly and put it in box. becomes: Lift up the assembly and put it in a box.

Rules with verbs

- Verbs and adjectives must be used only in the forms given in the Dictionary. Verbs

  can be used only as to infinitive (*to adjust*); the imperative (*Adjust the …*); the Simple present (*it adjusts*); the Simple past (*it adjusted*); and the Simple future (*it will adjust*).

- Past participles listed in the dictionary may be used only as adjectives preceding nouns

  (*Connect the disconnected wires*), or after the verbs *to be* and *to become* (*the wires are disconnected, the wires become disconnected*).

- *-ing* forms of the verb are not accepted – STE does not accept the use of *-ing* forms, as

  their appearance in diverse syntactic roles is extremely confusing for non-native speakers. However, the specification accepts attributive *-ing* adjectives before nouns only if they are used in Technical names (*welding torch, grinding wheel*).

- Active and passive voice –

  - only active voice is accepted in procedures: *Oil and gas are to be removed with a degreasing agent* should be changed to: *Remove oil and grease with a degreasing agent.*

  - active voice should be used as much as possible in descriptions, thus instead of: *The circuits are connected by a switching relay,* writers should say: *A switching relay connects the circuits.*

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Sentence construction

- Writers should keep to one topic per sentence, and use simple connecting words and phrases such as *and, but, also, then, at the same time, so, thus, as a result,* to join consecutive sentences and related thoughts.
- Words (nouns, or verbs) should not be omitted with the aim of making sentences shorter.

  In: *Rotary switch to INPUT* the action should not be omitted: Set *rotary switch to INPUT.*
- A vertical layout of consecutive actions should be used, to help readers follow the sequence of events easier. Example:

  From top to bottom the controls of the main panel consist of an ON/OFF main switch, a START push button, and a STOP/TEST push button.

STE layout: The controls on the main panel from the top to the bottom are:

- An ON/OFF main switch
- A START push button
- A STOP/TEST push button.

Warnings, Cautions and Notes

Warnings and cautions tell a technician that part of the procedures can be dangerous and/or cause damage. They are introduced with the respective word, so that the reader is informed about the degree of danger. A WARNING means that injury or death is possible if the instructions are not obeyed. A CAUTION means that damage to equipment is possible. A NOTE is added to give more information about a procedure. Notes should not be written in the form of instruction/command.

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Writing practices

Sometimes the "translation" of a technical document (procedure, or description) from standard English into clear and correct Simplified Technical English is not a simple task, because one cannot simply change one or two words. A writer cannot always write a sentence as he has originally intended to. S/he may have to replace an unapproved word with an approved word that is a different part of speech, or may have to use a different phrase. This is called Different construction in the Specification. Therefore, the Dictionary is organized like a thesaurus – for words that are not approved it suggests approved alternatives, and offers examples of their usage.

Simplified Technical English and Engine room technical documentation.

The merits of STE if used for writing the Engine room technical documentation are obvious: the language will be accessible to and easier to understand for a much greater (if not all) part of the engine room crew members. Consider the examples taken from Operation manuals and written in standard English, and their STE versions:

Standard English	**STE English**
Engagement and disengagement of the turning gear is effected by displacing the pinion and terminal shaft axially. To prevent the main engine from starting when the turning gear is engaged, the turning gear is equipped with a safety arrangement which interlocks with the starting air system.	Move the pinion and the end shaft axially to engage or disengage the turning gear. A safety device on the turning gear blocks the starting air system. It does not let the main engine start when the turning gear is engaged.

Displace is not an approved word and is replaced with *move*. *Engage* and *disengage* are approved as verbs, not as nouns. As *-ing* verbs are not used, the verb *prevent* is substituted with *block*. The lack of alternative of the unapproved verb *interlock* and the passive construction necessitated a different syntactic arrangement.

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Standard English	STE English
The engine is provided with a minimum of two electrically driven auxiliary blowers, the actual number depending on the number of cylinders as well as the turbocharger make and amount.	The engine has minimum two electrical auxiliary blowers. Their number depends on the number of the cylinders, the type and the number of the turbochargers.

The first sentence uses an unapproved verb *provide* in the passive, so it has to be completely reformulated. *Ellectrically driven* is reduced to electrical, in order to reduce the noun cluster *electrically driven auxiliary blowers* to three words. The absolute construction is formulated as a separate sentence, thus avoiding the ambiguous and unapproved *-ing*. The phrase *the turbocharger make and amount* is very confusing, as *amount* should be used with uncountables, and *make* is used as a noun. Therefore *make* is replaced with *type*, and *amount* with *number*, notwithstanding the repetition.

Standard English	STE English
The fuel valve must be given the utmost attention and care, as the greater part of the irregularities during the running of the engine can be attributed to defective fuel valves. If the engine gives normal performance, with smokeless exhaust and without its speed dropping or the temperature changing, it is only necessary to inspect the fuel valves after the service period started. When valves are being dismantled, all parts should be handled very carefully, and be kept completely clean, only clean non-fluffy rags, or pieces of wash leather, must be used for cleaning. Cotton waste must not be used.	Monitor and carefully inspect fuel valve, because defective fuel valves are the most frequent cause of unusual engine operation If the engine operates correctly: without any smoke, decreased speed, or tempera-ture changes, inspect the fuel valves only after the service period started. When the valves are disassembled, move the parts very carefully and keep them fully clean. Use only clean non-fluffy rags, or wash leather. Don’t use cotton rags.

These two examples illustrate the need to sometimes completely reformulate the text. The use of *give* with nouns *attention, care, performance* is not acceptable, and the whole idea has to be expressed differently. Same holds valid for the other words: *irregularities, running, normal, dismantled, necessary,* and *handle. Drop* can be used only as a noun. The absolute constructions are transformed into nominal phrases, the passives are turned into active constructions, which allows the use of the accepted word *cause* implying reason, instead of the unacceptable *can be attributed to* implying result. Special attention should be given to the use of *temperature changes* in the plural to express the idea of repetitiveness prompted by the -*ing* form.

The above examples reveal that STE can be used to express the information of Engine room Operation manuals. Furthermore, the STE text has substantially increased text readability. The rewriting followed the rules and the dictionary of the existing ASD - STE100 Specification. It has been developed for the airspace industry, and for that reason, some of the words, or their use as a certain part of speech might not be suitable for the Engine room documentation on board ship. This is particularly relevant for Technical names and Technical verbs. A list of acceptable terms and sub-technical words can be complied, thus eliminating the use of synonymous terms, and possibly reducing polysemous sub-technical words. Such a task presupposes long and arduous work of a large group of people of versatile knowledge and experience. It is definitely worth consideration, but would it be worth the effort? How could a document written in a controlled language affect Engine room communication? The question recalls the diversity problem again.

The most important positive impact of STE resides in the fact that it eliminates one of the potential diversities hampering Engine room communication – it provides the same simple language for equipment that differs in design, manufacture and operational condition and for a group of people of different background knowledge and language proficiency. If a Simplified language specification is developed intended to control the lan-

guage of the technical documentation of ship equipment in the Engine room, it will provide the terminological minimum required for successful communication, the minimum to be mastered and tested respectively. The other positive result is circumstantial (its effect would probably take much longer time) and relates to spoken communication. When the Engine room team relies on a simple and readable text, there will be no need for the reader to transfer complex formal constructions into informal technical speech, because the writer of the text has already done the hard work, and the reader could use ready phrases. Isn't this in accordance with the communicative approach? The circumstantial result will eventually be increased spoken communication, and a reduced number of accidents caused by communicative failures.

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Exploiting the didactic possibilities of low-fi simulation in virtual bridge-team communication exercises

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Abstract

The research paper is the second in a series of studies on an improved use of the Standard Marine Communication Phrases (SMCP) during an international low-fi simulation exercise in a classroom setting. Following a briefing on the use of relevant SMCP by means of an e-learning platform, students of Maritime English at several maritime universities participated in a virtual bridge team exercise. The communication patterns employed in their situational assessment and decision making were compared to previous low-fi simulations whereby participants had not received any briefing on the use of SMCP prior to the exercise [1] (cf. John et al., 2013). Based on the different features observed in both exercise settings, the scope for using a constructivist learning environment as offered by low-fi simulations is discussed and possibilities for an integral pedagogical approach towards teaching standard phraseology are outlined.

Keywords: *bridge team communication, low-fi simulation, Standard Marine Communication Phrases (SMCP), integral pedagogical approach*

Introduction

"*Educational institutions should give up filling the learners' minds with a bunch of pre-planned content*." [2] (Er & Er 2012, p. 1445)

This heartfelt plea by Er & Er [2] (2012) to depart from conventional didactical methods stems from a belief in constructivist learning principles, whereby the creation of a student-centred environment motivates the learner to enhance his or her knowledge through active participation in authentic and meaningful situations. In this paper the authors build on the findings set out in previous research [1] (John *et al* 2013) and explore whether low-fi simulation of bridge team communication upholds constructivist learning principles. Within the constructivist environment the paper discusses pedagogical opportunities for the instruction of the Standard Marine Communication Phrases① (SMCP) [3], as employed in external and internal communication② on the bridge of commercial vessels.

The paper first briefly reviews the literature relevant to the instruction and acquisition of Maritime English. It investigates associated constructivist learning principles and considers whether the low-fi simulation described may be justifiably considered as "constructivist" in the true sense of the word. There follows a description of the methodology employed throughout the low-fi simulation exercises. The next section sets out the data collected from a series of low-fi simulation exercises conducted between students at maritime academies throughout Europe and offers a (comparative) analysis of the findings. The final section of the paper offers additional discussion and conclusions.

Brief review of the literature

The constructivist approach to learning suggests that *"learning through participation is more likely to facilitate critical thinking and problem solving skills as students work collaboratively to advance learning through doing"* [1] (Er & Er 2012 p.1442). Con-

① The Standard Marine Communication Phrases were adopted as Resolution A.981(22) at the 22nd Assembly of the International Maritime Organization in November 2001.

② External communications may be defined as ship to ship, ship to shore and/or shore to ship. Internal communications take place within the ship itself, primarily between the Captain and officers forming the bridge team.

structivist learning is just one of many student-centred options which have come to the didactic fore, promoting learner-centred environments often bolstered by state-of-the-art technology. The constructivist environment aims to provide "*interactive, complimentary activities that enable individuals to address unique learning interests and needs, study multiple levels of complexity and deepen understanding*" [4] (Hannafin & Land, 1997, p. 168).

Meaningful and *relevant* appear to be popular adjectives in constructivist literature and are often applied to the pedagogic process or to the learning environment selected. Learners are encouraged to interpret authentic (*meaningful*) situations in order to enhance, expand and, to some extent, create their own knowledge through interaction with the physical and social world. The passive transfer of information from instructor to learner is largely excluded and active participation to solve relevant and complex issues is central to the learning process.

The creation of practical and meaningful learning contexts has always been a challenge, not least in maritime education. To this end, technology has proved a valuable tool in meeting instructors' needs, offering tools to tailor learning experiences "*through innovative learning environments, including simulations […] and OpenCourseWare*" [1] (Er & Er 2012 p. 1443). Today's tech-savvy teachers almost all use the Internet in class. Er & Er emphasise that information and communication technologies "*should not be an add-on but an integrated part of the learning process*" and that online learning becomes a "*powerful*" experience when done collaboratively with other students and/or instructors.

Taking the constructivist theory a step further, Dawson [5] (2010) argues that principles of constructivism and experiential learning, set in culturally, ethnically and socially diverse classrooms, "*demonstrate the potential of group-work as a catalyst for positive intercultural interaction and social inclusion*." Social interaction within a diverse environment will move learners out of their domestic "comfort zone" and allow them to

engage with colleagues, to enhance team-building skills and to negotiate cultural difference in real situations. The argument is that such experiential learning thus serves as realistic preparation for the global workplace.

Thus, constructivist principles of learning reject passive, transmissive processes and, instead, focus on reciprocal activities involving the learner's intention, action and reflection. Traditional instructional approaches might fail to support higher order thinking skills (HOTS) and problem solving while cultivating compliant and superficial understanding [6] (Jonassen & Land 2000). Constructivist approaches, on the other hand, nudge learners towards pro-active, self-conducted accumulation of knowledge, thus obliging them to create meaning from context relevant to their situation. Although constructivist approaches seem to embrace much that is good, traditionalists would argue that such (student-centred) methods are unproven and impractical. Suffice to say that each approach has its advantages and disadvantages; its supporters and opponents.

Where maritime education and training is concerned, the communicative approach to language learning is of prime importance in the pedagogy applied to the acquisition of English for communication purposes on board. There is general agreement amongst Maritime English educators that all those involved in ship operations should have sufficient language skills to enable them to engage in the specific communicative needs associated with duties and rank during any operational event [7] (Cole & Trenkner 2009). Absolutist principles of linguistic accuracy should not, it is often argued, be exacted in the Maritime English classroom whereas the ability to communicate in concise and unambiguous Maritime English, specific to the profession, is mandatory. Some would say that this is unattainable without a certain level of General English, but this discussion takes us beyond the scope of this paper. In addition to placing emphasis on communicative didactic teaching and learning methods, the need to offer instruction within authentic and specific maritime contexts is also vital to the student's progress in the language.

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Within the maritime communicative approach, the IMO SMCP play a specific role, establishing a mandatory linguistic means by which officers on the bridge resort to a standard, recognized body of phraseology to assist in the safe navigation of the vessel. Gustafsson [8] (2004) argues that the SMCP, similar to Airspeak or Aviation English, present "*a body of restricted special language based on English*" (idem. p 165) designed to simplify and, more importantly, clarify navigational and safety communications from ship to shore, shore to ship and ship to ship, as well as on board ship, especially between the bridge team members.

It could be argued that a constructivist approach to teaching SMCP is at odds with the mandatory nature of the Phrases. Given that use of, and, consequently, learning of the phrases contained in Part A of the SMCP is *required* (mandatory in other words) by the Standards of Training, Certification and Watchkeeping (STCW)[①] and the International Convention for Safety of Life at Sea (SOLAS), there would seem to be a contradiction between students "*constructing their own knowledge*" and learning the phrases. Regarding constructivism, Saricoban [9] (2014), for example, states that "*the learners do not accept the knowledge as it is, and they create or discover it on their own*". In the case of the SMCP, it is unlikely that the cadet or student will somehow "*discover*" the Phrases; the knowledge of their existence has to be imparted or transferred to the student by the instructor. In this sense, knowledge of the SMCP has to be accepted as it is, contrary to Saricoban's constructivist theorising.

However, once the general principles and introductory guidelines of the SMCP[②] have been addressed, the actual process of learning to use the Phrases in communication during authentic situations on board may, the authors argue, be suited to low-fi simulation within the constructivist environment. The next section of the paper describes the meth-

① STCW 1978, as revised, table A-II/1, as well as phrases applicable on board vessels in conversations between pilots and bridge teams as required by regulation 14(4) of chapter V of SOLAS 1974, as revised.

② Namely the section of the SMCP entitled "*General*" and the "*Glossary*" of technical terms

odology and provides details of the series of low-fi simulations undertaken since the authors produced the first paper [1] (John *et al* 2013) on this subject.

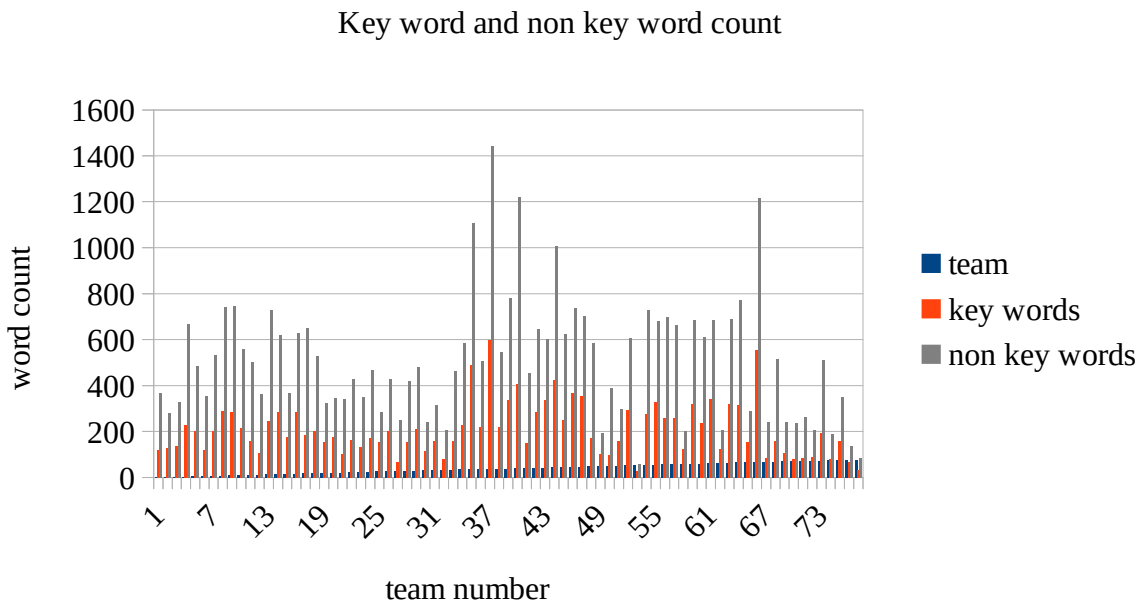
Description of low-fi simulation

In line with the approach outlined in John *et al*. [1] (2013), students were presented with a challenging navigational situation in the English Channel, displayed as three consecutive figures which appeared for ten minutes each. Students were given instructions to assess the risks and determine the best possible navigational manoeuvre to avoid a close-quarters situation. Towards the end of the exercise participants were encouraged to express their intention. The somewhat ambiguous situation was chosen intentionally to spark off a lively and active team discussion. This paper focuses on those students who were presented with a supplementary briefing on SMCP prior to taking part in the bridge team simulation.

Word production

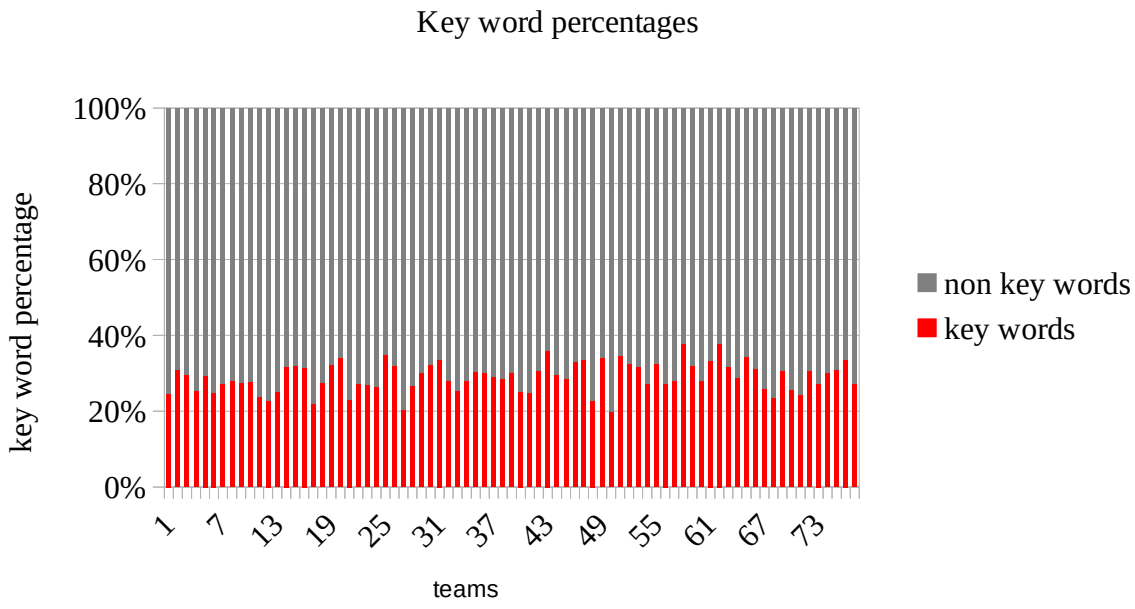
By the date of publication, the different low-fi simulation sessions had been attended voluntarily and anonymously by a total of 212 students enrolled in Nautical Sciences at Antwerp Maritime Academy (Belgium), Chalmers University of Technology (Sweden), Escola Náutica Infante D. Henrique (Portugal), Jade University of Applied Sciences (Germany), the Latvian Maritime Academy (Latvia), Novia University of Applied Sciences (Finland) and the University of Ljubljana (Slovenia). They came from 21 different home countries (Belgium, Benin, Bulgaria, Cameroon, Finland, France, Germany, Ghana, Italy, Latvia, Luxembourg, The Netherlands, Nigeria, Portugal, Russia, Slovenia, Spain, Sweden, Switzerland, UK and Ukraine) and spoke 17 different mother tongues. Students were grouped into a total of 77 teams, each of which consisted of two to four people speaking different mother tongues, thus reflecting the truly international and multicultural work environment of the shipping industry. On average they had

worked on board a ship with an international crew for 9.4 months. All communication was carried out in writing ("Internet chatting") in English language producing 54,453 words in total. Emoticons and other signs used were disregarded in the word count. Based on the fact that all exercises had a duration of 30 minutes, an average word production of 2.5 words per team and second has been computed. In other words, each person produced one word every eight seconds throughout the whole exercise. Achieving such a fluent communication by all students is hardly achievable in a normal classroom setting. The low-fi simulations, however, had enabled all students to communicate with their international and intercultural peers in a synchronous manner. On average, the simulated bridge teams produced 714 words in the 30-minute exercise (SD=374, see figure 1).



Following the method adopted by the authors in their previous paper on the low-fi simulation, words were separated in two classes: maritime key words and non key words whereby it is assumed that the maritime appropriateness or idiomaticity can be seen by the percentage of maritime key words included in the discussions, i.e. the high-

er the ratio of key words the more appropriate or idiomatic the language used. The term "maritime key words" refers to all content words (nouns, adjectives, adverbs and verbs with the exception of "be", "have" and "is") included in the SMCP. It can be argued that the terms "proceed" or "position" are less *maritime* than "leeway" or "anchor", but as they are included in the mandatory standard phraseology, their correct usage is of equal importance. On average, the 77 simulated bridge teams used 208 key words (SD=114) equalling 29 percent of all words used (see fig. 1 and 2).



Grammar diversity

It was also found that the grammar diversity used by participants was nearly identical with the expected value for verbal communication. Following the method outlined in John & Brooks [10] (2013) which compares the observed grammar diversity with expected values computed on the basis of part-of-speech (POS) diversity, the participating students' special POS diversity index was 0.99 on average (SD=0.15) with the expected value being 1.00. When compared to the original radio discussions analysed in the paper

[10], it can be seen that the low-fi simulation presents a significantly more homogeneous spread in the inter-quartile range and a clearly more homogeneous spread in the first and fourth quartile (see figure 3). In the low-fi simulation, outliers tended to spread strongly below the first quartile whereas in the radio discussions this was the case above the fourth quartile. The two samples were tested for a normal distribution by means of an Anderson-Darling test, resulting in a non-normal distribution with $p<0.000$ for both samples. For this reason, their distributions were compared using the non-parametric Mann-Whitney-U test which also resulted in a significant difference with $p<0.000$. As a result, students' grammar diversity presented a much stronger homogeneity than that of the invited guests in the radio programme interviews.

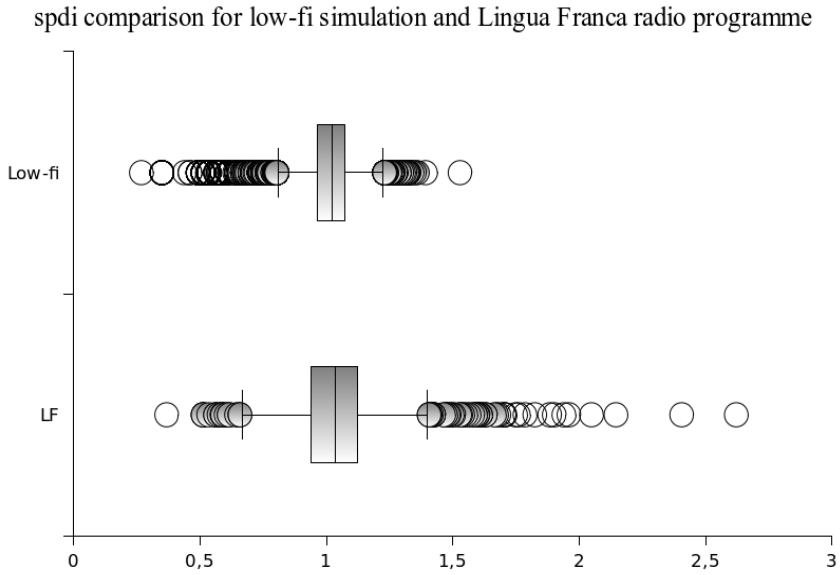


Fig 3. - Grammar diversity comparison

Impact on briefing on communication patterns

The focus of this paper is to see what impact a briefing on the SMCP has on communication strategy adopted by the team members. Exemplarily, this is carried out for the word count, key word count and grammar diversity observed for participating students. For this reason, a 30-minute online exercise was prepared which had to be completed by

the students prior to the low-fi simulation. In a learning management system, 29 teams with a total of 80 participants received a brief explanation on the use of relative positions (e.g. *ahead, astern, abeam, reciprocal course*, etc.), the correct use of markers and other terms required for this particular exercise (e.g. *fairway, stand-on vessel, obstruction, overtaking*, etc.). The learning part was followed by gap texts to be completed by students using the appropriate terms they had been introduced to. The learning management system provided students with an immediate feedback on the correctness of their answers.

Those 132 students who had not received any briefing produced 43,465 words in total which equals 329 words per participant, whereas the 80 students who had been briefed produced 11,559 words or 144 words per participant. A Mann-Whitney-U test carried out on the distribution of the word count in both groups leads to p=0.09 so that no significant difference can be assumed between the two groups.

Students without prior briefing used a total of 12,654 key words while those having been briefed produced 3,367 in total. This equates to 96 key words produced by non-briefed students and 42 key words for students who had received a briefing on relevant SMCP. As these figures are directly correlated with the total word count, a comparison of the key word percentages was performed which turned out to be nearly identical: 29.113% without briefing and 29.129% with briefing). A Mann-Whitney-U analysis of variances resulted in p=0.204, so that no significant difference between the distributions can be assumed.

Looking at the grammar diversity of participating students it was found that the values were slightly higher in the group without the briefing (0.994) than in the group which had received the briefing (0.985). The Mann-Whitney-U test carried out resulted in a significant difference at an adopted level of 0.05, with p=0.003.

To summarise, it can be said that the briefing exercise prior to the low-fi simulation clearly influenced participating students albeit not in the manner which had been expected. Briefed students communicated less than non-briefed students, producing 30% fewer words on average. The distribution of word production did not differ significantly. Looking at maritime key words used, their percentage over the total word count was nearly identical in both groups (29%). No significant difference could be detected between the key word distributions. The grammar diversity observed in both groups differed very slightly, although a significant difference could be found in the distribution of grammar diversity with the non-briefed bridge teams offering a clearly more homogeneous use of different word classes.

Discussion

The low-fi simulation exercise exploits the motivational capacity of simulation and offers a learning environment which allows students to actively engage with fellow students in order to assess situations, draw conclusions and make decisions. It caters for a fluent synchronous communication of all students involved, and due to its international and multicultural nature, English is automatically selected as the language of choice. Apart from solving the navigational task at hand it offers secondary learning outcomes to students related to group work in heterogeneous teams and distributed decision making in a virtual setting. In a student-centred environment the learner is able to enhance his or her knowledge and work-related skills by actively participating in authentic and meaningful situations.

The comparison between teams which had received a prior SMCP briefing and those that had not revealed some surprising findings. Encouraging responses were received from the students regarding the perceived attractiveness of the simulation. In addition the exercise was considered to have pedagogical value. Nevertheless, the results were

not as expected. Following the online briefing on relevant SMCP phrases, students communicated less and did not change their use of maritime key words at all.

Post-simulation discussions led in various directions. One discussion brought to light some interesting comment about current best practices in the use of technology in the classroom including, significantly, how to tailor the briefing and subsequent lo-fi simulation to the learner's interests and needs, thus boosting motivation. The discussion came to focus on the profile of the tech-savvy participant and his or her apparent inability or possible unwillingness to assimilate and apply the information contained in the SMCP briefing. One hypothesis that arose was that overfamiliarity with computers and intensive online activity places high demands on the use of technology in the classroom, with the result that the technology used by the teacher has to surpass or at least match the student's technological expectations. If expectations are not met the exercise is perceived by the learner as not being challenging or interesting enough. This would seem to be substantiated by Carron *et al* [11] (2007*)*, who have carried out research into online multiplayer games in education. Their creation of a virtual learning environment (a dungeon) where students collect knowledge related to a learning activity, supports the view that the virtual environment needs to be technologically attractive. If this is not the case the student will tend to consider the environment unexciting. It is possible that the SMCP briefing prior to the lo-fi simulation failed to fire the participant's imagination and, as a result, transfer of information was minimal. A more challenging presentation of the standard phraseology, whereby the learners have to "game" their way through the information, passing pedagogical challenges and collecting points as they progress, might be more successful. This would, however, entail specific, possibly more costly, software agents.

Another discussion led to a more significant line of thought. One problem when teaching the SMCP, from a constructivist view, is that it is difficult to encourage so called higher order thinking skills (HOTS). HOTS refer to e.g. the educational psy-

chologist Benjamin Bloom's taxonomy [12] on learning in which, for example, being able to evaluate and analyze the subject matter is considered a higher order skill than e.g. understanding or simply remembering. In an SMCP context this means that being able to use a phrase in its proper context demonstrates a deeper knowledge than merely remembering and understanding it. The problem, as discussed above, to create a learning environment to enable using a phrase is thus put in focus. Low-fi simulation does exactly this; provides the students with a context in which HOTS are trained. The results in the simulations support this conclusion.

Initially the authors were surprised by the fact that an increase in the amount of SMCP or maritime vocabulary did not occur. It was anticipated that "learning maritime English in a briefing" would increase the usage, and the fact that the briefing appeared not to have resulted in learning of SMCP was initially considered as not being fortuitous. The initial reaction was a result of reasoning that more usage of SMCP and maritime English means better knowledge of the same. But this result should actually be interpreted in exactly the opposite way! The fact that students, after having taken the briefing on certain central concepts in maritime English, used less, and not more, maritime English shows that learning on a higher level has taken place! It is important here to note that the ratio between overall vocabulary used, and maritime vocabulary used, remained the same between groups having and not having taken part in the briefing. The reasoning behind this line of argument is clear.

The briefing consolidated what vocabulary to use. A lot of the vocabulary in the SMCP is not very difficult, but it is the application of this that is new to the students. A phrase such as "You must wait for M/V NN to cross ahead of you" is not difficult per se, and students know all the vocabulary, but being able to use it in the correct context is more demanding. Feeling insecure about whether a phrase is used in the correct context would, in fact, result in more language used. The briefing eliminates this insecurity. As a result of the briefing, the students were aware of what the other students knew, and

thus did not have to ensure being understood by using "extra-SMCP language" such as more words, rephrasing or synonyms. This naturally decreases the number of words used since the language is more exact. The number of SMCP phrases and maritime vocabulary would likewise decrease, not because the students would not know these, but precisely because they do! In addition they not only remember the phrases and concepts, but they are, using concepts characteristic of HOTS, analyzing the traffic situation they encounter in the low-fi simulation and they are able to evaluate which phrase is the correct one.

Low-fi simulations combined with a briefing thus have several positive effects on communication efficiency. Students learn the vocabulary, they learn the context for using a particular concept and they become more confident in their usage of maritime English. All this results in more exact language, possibly less air-time and lower risk of misunderstanding.

Conclusion

It is common knowledge that research does not always lead to the results expected or desired. It has been argued that a constructivist environment, namely the low-fi simulation, was created wherein the reciprocal activities demanded by the exercise engage the learner's intention, action and reflection. However, as shown from the data analysed in this paper, the SMCP briefing as a learning method did not lead to the anticipated higher use of maritime key words or entire standard phrases. It seems erroneous, however, to construe this unexpected result as being negative. In general the bridge teams communicated less, i.e. used fewer words, to conduct the exchange of information yet, significantly, their use of key words and SMCP remained the same. It is thus argued that the exercise as a constructivist means of learning, produced the knowledgeable and concise application of maritime English and SMCP within an authentic context even if this leads to a reduction of the total amount of communication. Use of more sophisticated

software or redesign of the briefing might produce different results. During future research, however, more conclusive data might provide further evidence that a constructivist, pro-active learning environment such as the low-fi simulation, wherein students have the opportunity to gain confidence in the use of SMCP, enhances the future seafarer's bridge team communication skills.

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Basic English for VTS

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Abstract

Following the idea developed by Ogden in his *Basic English: A General Introduction with Rules and Grammar*, the present authors propose Basic English for VTS (Vessel Traffic Service). The vocabulary items and grammatical rules are mostly from the SMCP, but certain items that the authors consider necessary are added. The feasibility of Basic English for VTS is demonstrated by showing that the majority of English sentences necessary in providing vessel traffic service in Japan can be generated by applying the proposed basic grammatical rules. As for vocabulary items, it was found that at least about 80% can be covered by the tentative vocabulary list in Basic English for VTS.

keywords: *VTS*

Introduction

Ogden [1] attempted to simplify the English language by using only a limited number of grammatical rules and vocabulary items (850 words) to facilitate international communication. Although his Basic English is seldom taught today, his idea can certainly be applied to English used for providing vessel traffic service (VTS) since messages are often limited in their semantic variety.

Saito and Takagi [2] studied the grammar (including function words such as auxiliary verbs, prepositions, conjunctions, pronouns) and content words used in the IMO SMCP

[3] and suggested the possibility of applying the limited grammatical rules that appear in the SMCP to a limited set of vocabulary items in order to generate sentences necessary to provide vessel traffic service in English. The purpose of this paper is first to define Basic English for VTS in terms of grammatical rules and vocabulary items. Our second goal is to test the feasibility of this Basic English by referring to actual communication examples to see if necessary sentences can actually be generated by the grammatical rules and lexical items in Basic English.

In establishing Basic English for VTS presented here, we used all the sentences in the SMCP and 230 additional VTS English sentences used by the Japan Coast Guard and TST Corporation, which offers Port Radio Services in Japanese major ports. In conducting feasibility tests, a totally new set of phrases made available by Nagoya Harbour Radar and Isewan Marits, together with radio communication examples recorded by TST Corporation involving rare events such as a fire, injured crew, etc. These new sets of sentences were made available as part of English training conducted by the first author for the Japan Coast Guard and TST Corporation.

Basic English for VTS : Grammar and Function Words

Verb Tenses and Sentence Types

In addition to imperative sentences where verbs are used in their infinitive forms, the following tenses are to be used in both active and passive voices in declarative and interrogative sentences.

Imperative (Infinitive): Heave up and proceed. Do not enter the fairway.

Present: I require tug assistance. What kind of assistance is required?

Present Progressive: I am dragging anchor. The fairway is being dredged.

Present Perfect: Fishing gear has fouled my propeller. Berthing has been delayed.

Past: What was your last port of call? My position was obtained by GPS.

Thus, users of Basic English for VTS must be able to conjugate English verbs (for both regular and irregular verbs) and to use them in correct word orders in the tenses mentioned here. Since the tense determines whether a vessel will pass, is passing, or has passed a certain buoy, it is of utmost importance that this distinction can be clearly made.

Gerunds, Infinitives, and Participles

Verbs are also used as gerunds, to-infinitives, root-infinitives, and present and past participles.

- Anchoring is prohibited. (Gerund)
- It is dangerous to anchor in your present position. (To-infinitive)
- You must wait for MV Shioji Maru to cross ahead of you. (To-infinitive)
- I will jettison cargo to stop listing. (To-infinitive)
- There is no hope to rescue more persons. (To-infinitive)
- Let go all lines. (Root infinitive)
- Repair the leaking water pipe. (Present participle)
- Charted depth is 5 meters. (Past participle)

Auxiliary Verbs

In addition to ***do, does***, and ***did*** that are used in interrogative and negative sentences, the following auxiliary verbs are used: ***may, will, can,*** and ***must.***

- You may stop search and leave.
- The traffic signal may change.
- I will abandon vessel.

- The current direction will change in 20 minutes.
- Can you continue search? We cannot give you permission.
- You must hoist destination flags. You must not enter the fairway.

Nouns and Adjectives

Nouns are used in both singular and plural forms. Adjectives are used in absolute, comparative and superlative forms. Users must also be able to use countable and un-countable nouns appropriately.

- The fairway is blocked by fishing boats.
- There is no sea room to north of the fishing nets.
- The vessel astern of you is faster than you.
- It is best to wait until the vessel ahead of you gets alongside.

Interrogatives

The following interrogatives are used: ***what, who, when, where, why, which,*** and ***how***. The word how is also used in such sentences as below:

- How many tugs do you require?
- How long will the repair take?
- How much chain is left to come in?

Pronouns and Relative Pronouns

All the personal pronouns in call cases can be used such as ***I, my, me, mine, myself, you, your, you, yours, yourself,*** etc. In addition, ***this, these, that,*** and ***those*** are used. Relative pronouns that can be used are ***who*** and ***that.*** The present authors suggest that the word ***which*** should be used only as an interrogative.

- Your present course is too close to the vessel that you are overtaking.

- Assist those who need help

Determiners

The following determiners are used: ***a, an, the, some, any, all, each, every, either, both, no,*** and ***other***.

Prepositions and Conjunctions

The following prepositions are used: ***at, about, above, after, against, along, as, at, before, behind, below, between, by, for, from, in, inside, into, near, of, off, on, outside, over, since, until, with***, and ***within***. As for conjunctions, the following are used: ***and***, **or**, **but**, ***when, until, if, than, that, because, before,*** and ***after***.

Basic English for VTS : Content Words

SMCP General Procedure

The spelling of letters and numbers are taken from the IMO SMCP (Alfa, Bravo, Charlie, etc.). The eight message makers, i.e., Instruction, Advice, Warning, Information, Question, Answer, Request, and Intention should also be used as appropriate. Words and phrases that appear in the "General" section of the SMCP are also contained in Basic English for VTS.

Content Words

Included in Basic English for VTS as a first approximation were 367 nouns, 187 verbs, 178 adjectives and adverbs. Those items were mainly taken from the sections in the SMCP that are related to VTS services (A1/6 VTS Standard Phrases and A1/1 Distress Traffic). Words that are not in the SMCP but were identified as necessary by Saito and Takagi [2] were also added. Those words included ***AIS, cooperation, decision, discretion, dredger, failure, fish farming, gap, intersection, junction, island, log speed, SOG, strait, trouble*** for nouns; ***engage, force, occur, schedule, seem, shift*** for verbs;

abeam, on-shore, sound-bound, inbound, outbound, navigable, practicable for adjectives and adverbs. The content words sum up to 732, and adding the functional words introduced above, the total number of words are approximately 800.

Feasibility Tests

Nagoya Harbour Radar and Isewan Martis Phrases

To test the hypothesis that the grammar and vocabulary items in Basic English for VTS can generate at least a sizable portion of sentences necessary to provide VTS, new English VTS phrases were analysed using a corpus analysis software program. These phrases had been translated from Japanese sentences offered to the first author from VTS operators working at Nagoya Harbour Radar and Isewan Martis. These Japanese sentences came as questions as to what their English counterparts should be. Those sentences were not taken into consideration when the first version of Basic English for VTS was compiled, and when the translation was performed, no reference was made to the Basic English vocabulary set.

The analysis revealed that no additional grammatical rules were necessary. The entire sentences contained 539 word types and of those, 66 were new. This means about 88% of the vocabulary items were covered. Of the 66 words that were not in the Basic English vocabulary set, 12 were nouns: ***angle, bay, beam (on port beam), bend, captain, coast, evidence, law, Navtex, patrol, PCC, pennant, precaution, quarantine anchorage, questioning, repeater (2nd repeater), substitute (2nd substitute), today, tomorrow, top, watch (anchor watch),*** and ***zone***. There were 16 such verbs: ***appear, appreciate, become, blow, damage, decide, depart, handle, indicate, occupy, prevent, tell, violate, watch,*** and ***weigh***. As for adjectives, there were 16: d***esignated, extra, fine, great, green, illegal, late, less, occupied, past (***as in ***past and clear), red, right (***as in ***right angle), special, sure, unusual,*** and ***voluntary***. The last category, adverbs, had 12 such

items: ***a little, according to X, as soon as, directly, just, on your own, quickly, so, soon, straight,*** and ***voluntarily***.

By adding these items, the Basic English vocabulary item list will become much more complete, but at the same time some degree of redundancy will be introduced. For example, some words can be omitted without a significant change in the meaning: there is not much difference between "Navigate with caution." and "Navigate with extra/extreme/special caution." Nonetheless, one operator insisted on learning these adjectives hoping that he can communicate the urgency of the heavy traffic in his VTS area by these additional words. Similarly, one can just say "Thank you for your cooperation." instead of saying "We appreciate your kind cooperation." "Wait until Golden Bear is past and clear." means the same thing as "Wait until Golden Bear is clear."

It is obvious that there is a trade-off relationship between keeping the basic vocabulary minimum and being able to understand a wide variety of actual messages. As a VTS operator, one may have a perfect control over what words and phrases one uses, but as a message receiver, he or she must be ready for a wide variety of options for saying the same thing. Besides, when the message "The vessel ahead of you has been advised to reduce speed and let you overtake her on her starboard side." failed due to the limited English of a message receiver, then a good operator should be ready to use easier words and shorter sentences: "I talked to the vessel ahead of you. The captain said he will slow down. Overtake on her starboard side." The best strategy appears to retain a sufficient degree of redundancy to ensure reasonable communicability.

Port Radio Case Studies

The second feasibility test comes from recorded conversations between VTS operators and ships. Here we offer three case studies of such conversation involving a sick person, a fire on board a ship, and operation of an on-board crane. These recordings

were made available as part of training offered to VTS operators for port radio services (TST Corporation).

The first case is reporting a sick person and asking for hospital transfer. The initial message from the ship went like this:

> "Good morning. I would like to ask if you are available to provide medical evacuation for one crew. We have one crew suffering from abdominal pain. Is it available to give us medical evacuation?"

The message is clear, although not completely grammatical. Note here that the underlined words are not registered in the Basic English vocabulary list. He could have said, following the SMCP, "Request. I require a boat for medical transfer. One person has pain in his abdomen. " Then, the only word missing is "abdomen." The SMCP does not provide vocabulary items necessary to describe a wide range of medical conditions, and this is with a good reason. However, to facilitate quick and appropriate medical responses to those suffering on board ships, a special set of medical vocabulary should be prepared for VTS operators.

The second case is a fire on board a PCC. What follows is a part of the conversation between an operator and probably the captain of the ship:

"My vessel is on fire. Repeat. My vessel is on fire on deck 4, hold number 2. "

"We have closed all the doors and we are planning to release CO2."

Here again, the underlined words are not included in the Basic English vocabulary list. Upon hearing the last message, the operator missed the word CO2, presumably because she did not know that car carriers are fitted with a fixed CO2 extinguishing system, and the doors to this hold must be closed before releasing CO2 so that the space is air-tight for smothering the fire. This example shows the difficulty of preparing for every possible message one may hear as a VTS operator, especially when a distress is involved.

The last case is a message about deploying an on-board crane. Here is the message:

"We will swing out our crane, when this other vessel pass our vessel. Then it is also more easier for uh… for the pilot for berthing this vessel."

The speaker is asking the operator to tell the pilot on board a vessel that will be passing his ship that he will wait until the ship is clear so that the pilot can berth more easily. Unfortunately, the operator did not understand the meaning of "swinging out a crane," and the communication was not successful.

The radio communication in these three cases were transcribed and analysed using the same method as in section 4.1. There were 481 word types and of these, 98 were new words not in the Basic English vocabulary list, which means the list contained about 80% of the vocabulary items used in the three real life VTS communication cases. These new words included medical terms explained above (e.g. ***suffer, complain about extreme pain, abdomen, abdominal pain, bleed, blood, injury, illness, medical evacuation, conscious, unconscious, vomit, urine,*** etc.), words related to a fire and fire-fighting (e.g. ***fixed CO2 fire extinguisher, fire brigade, release CO2, sight a fire, ventilator, flame,*** etc.), and words and phrases to facilitate friendly communication (e.g. ***good morning, Yes, sir/ma'am, OK, thank you,*** etc.).

The fact that the Basic English vocabulary list covered only about 80% of the total words here compared to 88% of the Nagoya Harbour Radar and Isewan Martis phrases is probably because the three recorded cases in this section were not routine communication. This was exactly why they were chosen for operator training in the first place. Most routine communications go far more smoothly with fewer words.

Nonetheless, as the first two examples clearly show, miscommunication in distress situations can cost human lives. Thus, the present authors propose that Basic English for VTS should contain a vocabulary item list necessary for routine ship-to-shore communications and a minimum number of words and phrases for distress communications.

For more experienced, senior operators, an additional, larger supplementary set of vocabulary items should be prepared that covers medical and other emergency communications as well as features of different vessel types and cargo work.

Concluding Remarks

In this paper, we have proposed Basic English for VTS that consists of a limited number of grammatical rules and vocabulary items. These grammatical rules are sufficient to produce almost all necessary sentences for VTS. The number of vocabulary items established as a first approximation was about 800 including function words and content words. They covered about 88% of VTS communication phrases for VTS operators at Nagoya Harbour Radar and Isewan Martis, and about 80% of real life VTS communication involving rather rare events.

To make this Basic English simple and easier to master, the number of vocabulary items should be small. On the other hand, to make it as comprehensible as possible, the vocabulary set should be large. In view of the fact that a certain amount of redundancy is desirable for communicability, adding more vocabulary items while keeping the total number reasonable (less than 1000) seems to be a good solution. The final version of the vocabulary list, as well as the current tentative one will be made available from the following Maritime English Initiative site of Tokyo University of Marine Science and Technology: http://www2.kaiyodai.ac.jp/~takagi/mei/english/index.html.

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Incorporation of Fiction Literature in Maritime English Course

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Abstract

The purpose of this article is to introduce a new methodology in the Maritime English (ME) teaching based on an incorporation of English fiction literature into the Maritime English curricula and classes. As the English language is "lingua franca" of Maritime field it is very important for ME teachers to engage the students in the learning process, to make it as interesting and as efficient as possible for them in order to get the best possible results.

This article will focus on a particular teaching perspective where fiction work can be used as a source material for ME courses and how this material can have a positive effect on students' motivation to learn English. Thus, the objective of this paper is to offer new methodology which includes incorporating pieces of English fiction literature on maritime themes in ME classes. In order to implement this it is very important to choose the adequate pieces of literature for this purpose, find the most efficient extracts containing a lot of maritime terms which will help the future seafarers to have some ideas about their future profession. In our opinion, this approach will engage students in the learning process and they can maximally benefit from it. Besides, we think that this could be a good way to interest young generation in fiction literature and learning of English at the same time.

ME teachers can incorporate fiction literature into their language programs, and exploit these reading passages through a combination of strategies drawn from literature

lessons and ME methodology. In our opinion, this choice will allow both to attain the goals of ME courses and to initiate students into reading literature in foreign language.

keywords: *fiction literature, Maritime English course, terminology, academic literature*

Introduction

The purpose of the present study is to consider perspectives of incorporating fiction literature on maritime topics in ME curriculum. For this purpose we have considered several pieces of fiction literature on marine themes and also corpora of British and American English language.

The usage of fiction for the purpose of enlarging students' vocabulary could become a supplement for using specialized academic books and can be used to enlarge not only the knowledge of language but also of professional skills of the students.

So the objectives for writing the present paper are to offer a new method of ME teaching through extracts from fiction and to show how students can benefit from reading fiction on maritime themes besides reading academic texts in their textbooks.

In order to reach the stated objectives we will analyze the advantages of such methodology and consider it as a supplement to teaching ME through academic books. We will refer to examples from different extracts and try to explain the way how they can be incorporated into ME courses and how students can benefit from it.

The corpora used generally consist of authentic original texts and thus represent invaluable material for analysis and examples for further incorporation into ME courses.

The material is generally considered from a methodological point of view. Generally we use qualitative method for analysing fiction literature on marine themes.

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Methodology

The corpus of the research and methods

For the present article we used a corpus of authentic English texts taken from fiction literature, carried out a qualitative analysis and compared them with academic texts.

We tried to consider such question as teaching ME vocabulary through fiction on maritime themes and find the advantages of this method over traditional teaching of ME vocabulary through academic texts. So we tried to reveal advantages of the newly offered method but at the same time we would like to mention that we consider fiction as a supplement to standard teaching of ME vocabulary through academic texts.

For this purpose we have analyzed corpora of British and American English language and tried to find extracts from pieces of literature that best illustrate maritime concepts and terms given in lively everyday situations on board ships. We consider such approach as the way to interest students in their future profession and learning of English at the same time.

Mainly we have analyzed the corpus manually, this means that we have carefully read the extracts from pieces of literature that seemed interesting to us, analyzed them from the viewpoint of their application in the process of studies, revealed the percentage of usage of terms in such texts and how they can benefit to improve the students' understanding of the term and enrich their vocabulary of General English (GE) as well as of Maritime English (ME).

We tried to offer ways of integrating such extracts into ME course, so that time spent on ME and GE taught through texts like these could be considered not as lost time but as an advantage and benefit to students' English learning process and better understanding the essence of their future profession.

In our opinion the approach offered in the present work should be given attention and used as a part of the ME curriculum in higher education institutions.

We would like to add that we used extracts from works of such writers as London, Defoe, Swift, Stevenson, Melville, etc. and also different corpora of the English Language. We think that paragraphs from fiction will give students additional information in comparison to sentences taken from the above-mentioned corpus. We also support the idea that students should read pieces of literature on marine themes to become more motivated to master their future profession as well as possible.

Analysis of research

Fiction Literature as Part of ME course

Vocabulary learning is one of the most important components of foreign language learning. In case of LSP/ESP it is not only knowledge of general vocabulary but also knowledge of terminology (maritime and general technical terminology). In this view, we think that it is very important to develop different strategies of vocabulary learning including some standard techniques and such new techniques as learning specific maritime, general technical terminology through pieces of literature that could be incorporated into ME course and as well into the curriculum of maritime institutions. This idea occurred to us after we read the article written by Gilberto Diaz-Santos [2] "Technothrillers and English for science and technology" in which he considers usage of "technothrillers" for students of technical specialties. In this respect Gilberto Diaz-Santos [2] mentions: "It is suggested that since the same field of information in this case science can be accessed through different genres, EST teachers can incorporate fiction literature into their language programs, and exploit these reading passages through a combination of strategies drawn from literature lessons and tasks from ESP methodology". Besides, he says: "The inclusion of literature in language programs still remains an issue in discussions, changing trends, and general orientations in second and

foreign language teaching. At present it is a bone of contention between those who maintain that it should only be taught as a subject and others who advocate its use as a resource for language learning". (p.222)

The main reason why we think pieces of fiction literature should be incorporated into the ME curriculum is to facilitate vocabulary learning and teaching. Teaching of vocabulary is a very important part of FL including teaching of ESP and particularly of ME. Therefore, we think that it would be useful to develop different techniques for this purpose to make this process as efficient as possible.

Among vocabulary teaching techniques we would like to mention such techniques as teaching vocabulary through the specialized context of academic texts, doing exercises, listening to audio and video materials. But in addition to the context of specialized academic texts we think that pieces of fiction on marine themes should also be used to make the process of studies more efficient and more interesting for students.

We think that interest induced by reading of literature could become a crucial basis for developing specialized skills in cadets and will facilitate learning of English maritime terms and vocabulary in general.

Of course, it is very important to choose the right fiction literature and we think that one should be guided by classic literature first. Let us take such writers of classical literature as D. Defoe (Robinson Crusoe), R. Stevenson (Treasure Island), J, Swift (Gulliver's Travel), H. Melville (Moby Dick), J. London (Sea Stories, The Sea Wolf), etc. Although we think that modern literature should also be incorporated in order to show modern picture of the field better.

The incorporation of pieces of literature in ME course and curriculum of Maritime institutions could be considered as a part of content-based teaching and learning process since teaching lexical means through colourful representation of situations common to fiction literature on marine themes could be an effective way of engaging young learner

into the world of their future professions. Thus, from the following examples we may see how maritime terms can be used in fiction:

> The 'village' of Trebetherick has a rarefied air; it keeps apart and does not like to mix with its brash neighbour Polzeath, whose villas are shoulder to shoulder, nor with the heartier village of Rock, where strong men sail small boats. (*The perfect English country house*. Lycett Green, Candida. London: Pavilion Books Ltd, 1991, pp. ??. 1644 s-units, 36464 words)

> I adjusted the sail at forty-five degrees to the east wind, and walked south. *(Wheelbarrow across the Sahara*. Howard, Geoffrey. Gloucester: Alan Sutton Publishing Ltd, 1990, pp. 12-91. 2552 s-units, 38276 words).

The colourful nature of the above given passages is especially vivid when we compare it to the sentences common to academic texts:

> "Sailing is to depart from a port or harbour and start a voyage. Sailing can also be proceeding under sail".

In our opinion, fiction literature delivers more impressive pictures of the professional world than academic literature does; therefore it could become perfect supplement for cadets to learn ME. Even some specific maritime concepts can be explained not only from textbooks but from pieces of literature. In this respect Diaz-Santos [2] mentions: "Considering the features which distinguish this literary genre, EST teachers might then see a technothriller as an account of an event whose scientific or technical relevance appeals to a general readership and which is presented as a novelized academic discussion enlivened with those facts that are usually omitted in the published research article". (p.223) In our opinion, this idea can be applied to fiction on marine themes as well.

We would like to note that when speaking of incorporating of fiction literature into a ME course not only full pieces of fiction could be used but also the national British and

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American corpora of the English language could be a good basis for choosing topics or term/vocabulary related extracts from fiction. Diaz-Santos [2] mentions: "It should be noted that though study units have been taught following the sequence of events in the book, each had been primarily thought of as a self-contained or independent unit. This criterion allows the choice of teaching one passage only (to add variety to course activity, or to complement a content-related study unit in the regular course)" .(p.224)

Reading of fiction will allow students to become familiar with aspects of register and the resulting questions of lexical choice, something which in our opinion is lacking in EFL programs. Interestingly, fiction on maritime themes contains many passages which picture the way in which seamen act on board the ship, what academic texts obviously lack:

> "We had all hands at work to strike our topmasts, and make everything snug and close, that the ship might ride as easy as possible. By noon the sea went very high indeed, and our ship rode forecastle in, shipped several seas, and we thought once or twice our anchor had come home; upon which our master ordered out the sheet-anchor, so that we rode with two anchors ahead, and the cables veered out to the bitter end" (Defoe 2010:6).

> "Gales we encountered now and again, for it was a raw and stormy region, and, in the middle of June, a typhoon most memorable to me and most important because of the changes wrought through it upon my future. We must have been caught nearly at the centre of this circular storm, and Wolf Larsen ran out of it and to the southward, first under a double-reefed jib, and finally under bare poles. Never had I imagined so great a sea" (London 2010:101).

Speaking about vocabulary of ME we decided to classify it in the following way:

1. General words (words of general character used both in fiction and academic texts: *do, work, like, speak, safe, water, etc.*).

2. General technical terms (technical terms common to all technical spheres: *fuel, engine, material, system, plating, control*).
3. General maritime terms (maritime terms used in all marine fields, including navigation, engineering and electrical engineering: *cargo, ship, hold, waterline*).
4. Specific technical terms (terms used in particular technical field and sometimes met in maritime sphere: *washer, nut, wrench, armature, nozzle*).
5. Specific maritime terms (maritime terms related to one particular field of maritime sphere: *forepeak, heel, hatchway, gudgeon, stiffener, buoyancy, assis, etc.*).

All these classes of words are met with different frequency in fiction and maybe academic specialized texts have advantage from the viewpoint of usage of all above-mentioned classes of vocabulary of ME, but fiction literature on marine themes can also be considered as significant source of maritime terms. Thus, reading the passages given below we can see that it is full of general words, general maritime terms and sometimes even specific maritime terms can be met:

> "The vessels came together before I could follow his advice. We must have been struck squarely amidships, for I saw nothing, the strange steamboat having passed beyond my line of vision. The Martinez heeled over, sharply, and there was a crashing and rending of timber. I was thrown flat on the wet deck, and before I could scramble to my feet I heard the scream of the women. This it was, I am certain, - the most indescribable of blood-curdling sounds, - that threw me into a panic. I remembered the life-preservers stored in the cabin" (London 2010:5).

> "But soon the anchor was short up; soon it was hanging dripping at the bows; soon the sails began to draw, and the land and shipping to flit by on either side; and before I could lie down to snatch an hour of slumber the Hispaniola had begun her voyage to the Isle of Treasure" (Stevenson 2010:41).

From the examples given above, we may see that fiction literature on marine themes is full of words of general character (class I), general maritime terms (class III) and sometimes specific maritime terms can be met (class V), but we should admit that other two above-given classes (class II, IV) are used in fiction much more rarely.

As for specialized academic texts we can say that all classes of words are present there as we may see from the following examples:

> Tides are the alternate rising and falling of water. In other words, it is the vertical movement of the water. They are caused by the attraction of the moon and the sun upon the waters of the earth. Gravity and the centrifugal forces caused by the rotation of the earth influence tides too.
>
> Method of defrosting: scrapping the ice off by hand. This method is not suitable for evaporators of the finned-tube or laminar-fin types. The frost must be removed carefully especially if the coils consist of thin-walled copper tubing.
>
> Manoeuvring light shall be placed in the same fore and aft vertical plane as the masthead light or lights and, where practicable, at a minimum height of 2 meters vertically above the forward masthead light, provided that it shall be carried not less than 2 meters vertically above or below the after masthead light. On a vessel where only one masthead light is carried the manoeuvring light, if fitted, shall be carried where it can best be seen, not less than 2 meters vertically apart from the masthead light.
>
> Before the application of maintenance coatings loose paint coatings, rust spots and pits must be cleaned back to the clean metal. Sound paint surfaces should not be removed but it is necessary to clean them thoroughly and, preferably, roughen the top surface slightly. The ideal maintenance cleaning system, especially for outerbottoms and deck is based on a variable low pressure air-water

abrasive action. Because the abrasive is wetted, the dust problem associated with open dry blastcleaning is eliminated.

In specialized academic texts we see that terms of a technical and maritime character as general as well specific are used in greater proportion than in fiction. It means that understanding technical texts is much more difficult and less attention could be concentrated on separate terms due to the fact that there are a lot of different terms in one paragraph. As for fiction, terms are given there in less proportion and students can concentrate on each of them. Moreover situations from real life make them more impressive and therefore more memorable.

In our opinion reading fiction on maritime themes could be compared to a maritime picture dictionary, as maritime terms given in lively situations described in fiction literature illustrate terms and concepts more colourfully than they are illustrated in academic texts.

The reason for this is the role context plays in understanding of text and separate lexical items. In this view Julian House [4] says in the article "Text and context in translation": "The relationship between content and context is however never a one-way street: content expressed also influences context, i.e., linguistic actions influence the context in which they are performed. The effects of this dependency are omnipresent and decisive for the construction and recovery of meaning. But context also plays a role in the overall organization of language, affecting its syntactic, semantic, lexical and phonological structure to the point that, as Ochs (1979:5) puts it, ''we could say that a universal design feature of language is that it is context-sensitive". (p.340) We fully agree with this statement and although the reader often becomes content-dependent, when it comes to such specific field as maritime field, terms and all vocabulary units given in context common to fiction literature will help students to understand both the vocabulary and specifics of the field.

Acquisition of vocabulary implies thorough knowledge of a lexical item, its peculiarities and behaviour in context. In this respect literature will give an invaluable experience to learners, they will know the word better, understand its meaning better and that will induce more interest in them towards their future specialty. In our opinion, reading and understanding academic texts ensures size and depth of vocabulary but reading fiction literature on marine themes will complement to both size and depth of vocabulary knowledge.

As we have already mentioned in the present paper we propose an incorporation of fiction into ME courses as a supplement to standard methods of teaching as it is focused on different types of vocabulary items: general vocabulary and terminology. In this respect we would like to cite words of Is'haaq Akbarian [3] in the article "The relationship between vocabulary size and depth for ESP and EAP learners": "Although vocabulary has received increased attention in recent years, Milton et al. (2008) think that fresh vocabulary research can provide many contributions to the task of teaching and learning from the perspective of (a) understanding "how language is constructed, how it is learned, and how it is used in communication" (p. 135), (b) helping "to establish norms of progress and even standards of knowledge and performance" (p. 136), (c) "helping us to understand and control language input", and (d) aiding teachers and learners to select "appropriate methodologies and techniques to enhance their progress and performance" (p. 137)". (p.394)

We think that besides incorporating fiction literature into ME courses for students of maritime institutions it is also very important to read such literature in a foreign language and in the native language as well. Besides inducing the interest and giving some knowledge about the future profession it will help them to acquire maritime vocabulary in their native language. In our opinion it is very important as in all languages we can observe coexistence of national and international terms. From this perspective, we think that reading fiction on marine themes will have a positive impact on the reader as in

literary texts and their translations we more often confront with national terms than with their international variants. This will enlarge student's knowledge as in technical texts they will more likely meet international versions of terms. M. Reza Talebinejad [6] remarked in his article "Barriers to technical terms in translation": "It seems fair, therefore, to suggest that neologisms should first be introduced into the technical books presented to the students during their early education. This process has its disadvantage too: increasing familiarity with neologisms at early education stages may lead to the emergence of a comprehension gap between the students and their future university professors (who lack such a background). Consequently, there might then arise another barrier to efficient communication of technical information". (p.182). Terms of national character are meant here under "neologism".

In our opinion, good specialists should know both national and international variants of terms, the knowledge of national terms is necessary to preserve national languages and knowledge of their international variants is necessary to facilitate cooperation between specialists (seafarers) on the international level.

This question is very important for all technical texts including the ones of maritime field as when it comes to technical text, in order to avoid mistakes and misunderstanding knowledge of lexical means is very important, in order to avoid mistakes in work there should be 100% understanding of all lexical items by specialists.

After a survey carried out among the students in their 1st, 2nd and 3rd years we have found out that 95 % of them welcome the idea of incorporating fiction literature into the ME curriculum. Most of them found it an interesting and challenging offer that will contribute to their motivation and quality of both language skills and maritime education.

We also think that incorporating extracts from fiction on marine themes into the ME curriculum will induce interest in students, and can become a stimulus for them and will

give them motivation to resemble heroes from the read stories and novels, to behave like them, solve similar problems and will also help them to learn better GE and maritime terminology that is inseparable part of such fiction literature.

Results and discussion

As the topic of the present paper is fiction literature on marine themes and its incorporation into the ME curriculum, by making such a proposal we hope that reading fiction on marine themes will help students understand different sides of the meanings of terms, to see how it behaves in context and even to understand its pragmatics which can be understood only through context and can be observed in fiction literature unlike academic texts given in textbooks which are usually completely devoid of any pragmatic moment.

Having analyzed the application of fiction literature in a ME course we think that reading fiction on marine themes will have the following positive influence on learners:

1. Enriching maritime vocabulary;
2. Getting familiarized with real situations on board a ship;
3. Increasing knowledge of maritime subjects;
4. Inducing interest to their future professions in young learners;

In the article “The relationship between vocabulary size and depth for ESP and EAP learners” Is’haaq Akbarian [3] says: “Vocabulary is one of the most essential components of language learning. Accordingly, foreign language (FL) and second language (SL) learners are typically conscious of the extent to which limitations in their vocabulary knowledge affect their communication skills since lexical items carry the basic information they wish to comprehend and express (Nation, 2001)” (p.391). Therefore, different means of enlarging vocabulary should be used. In our opinion, vocabulary can

be perceived through context and in this view the context of fiction on marine themes could play as important role as context of academic texts.

As we have already mentioned that when speaking about the incorporation of fiction literature into ME courses not only full pieces of fiction could be used but also teachers may use national British and American corpora of the English language as a basis for choosing topic-related or term-related extracts. E.g.

> There were 15 men on board, ranging in age from 17 to 54, and all English: five ordinary seamen, a steward, a boatswain, two apprentices, a carpenter and a sailmaker, alongside the master, his two mates and the cook. (*The Titford family 1547–1947.* Titford, John. Chichester: Phillimore & Company Ltd, 1989, pp. 84-165. 1201 s-units, 35761 words.)
>
> She swung lithely down to Dream Baby 's gaudily painted deck and cushioned the two hulls. (*Crackdown.* Cornwell, Bernard. London: Michael Joseph Ltd, 1990, pp. 15-124. 2434 s-units, 38622 words.)
>
> Walking together on the ship's deck, Gloucester stumbles, and Clarence, in trying to steady him, is knocked overboard. (*Sleep and dreaming.* Empson, Jacob. London: Faber & Faber Ltd, 1989, pp. 3-121. 1555 s-units, 39688 words.)
>
> Steve explains: 'Vital evidence has been stolen, official records lost or destroyed, the deck log book of an American vessel in the area at the time of the disaster has been rewritten, and six people linked to the disaster, including one witness, have died in unusual circumstances.' (*Misc unpublished -- Wimpey newsletter].* u.p., n.d., pp. ??. 1680 s-units, 33791 words.)

Teaching and learning foreign languages and especially ESP including ME requires concentration on vocabulary. Therefore different ways of learning vocabulary should be incorporated in order to facilitate the learning process. Incorporation of fiction into a ME course seems to be such an additional method of teaching ME vocabulary that could

be developed and could possibly be quite efficient as unlike traditional academic texts fiction offers more impressive texts and what impresses the person will be remembered better especially when learners are very young and their mind is open to everything new and interesting. Of course fiction cannot substitute traditional specialized academic texts but it can be used as additional material as it really has some advantages before academic texts. These advantages are: a lesser density of terminology, an interesting and impressive context, and an illustration of lively situations happening on board the ships. One should also take into consideration the fact that usually fiction on marine themes is written by former seafarers, therefore in their works they usually share their experience and students of maritime institutions can learn a lot from these books and from the experience offered by their authors.

We fully agree with Gilberto Diaz-Santos [2] who states that "For foreign language teaching pedagogy, these fiction works represent new sources of classroom materials with a potential for bringing about positive reactions on the part of the learners; as EST students are naturally inclined to scientific knowledge, they have an adequate content schemata which facilitates their understanding and enjoyment of the events narrated in these stories by relating them to their own prior cognitive and effective frameworks" (Carrell & Eisterhold, 1988). (p.223).

Similarly, learners of ME and students of maritime institutions are inclined to perceive specific information of maritime field and reading of fiction on marine themes will deepen interest in those students who have enough motivation for learning and will induce interest in others and help them become more interested in the field.

As we have already mentioned the inspiration to write the present paper came to us after reading similar papers related to science and technical field in general. Literature is the best way to enlarge vocabulary and work out "the feeling of language". Therefore, we hope reading marine novels and stories will contribute to developing students' linguistic and professional skills.

Conclusion

Having analyzed fiction literature on marine themes and corpora of British and American English language we saw that although specialized academic texts given in textbooks have always been the basis for teaching ME, fiction literature on marine themes could be used as a supplement to them. In our opinion academic texts cannot be compared to fiction texts but the latter may have advantages and if used correctly they can give positive results in learners' knowledge of ME and professional skills as well.

As the objectives of the present paper were to offer a new methodology of ME teaching through extracts taken from fiction literature on marine themes and to show how students can benefit from reading fiction on marine themes in addition to academic texts given in the the curriculum we think that having impressive adventurous character fiction literature on marine themes can fill the gap in knowledge of professional skills and knowledge of language of young learners. Moreover, vocabulary studied from fiction, especially if stories and novels are interesting, can always be remembered better than the one given in obligatory complicated academic texts. Fiction literature may offer different variants of terminology which is not usually used in academic texts and thus will enlarge knowledge of the learners.

We would like to add that fiction literature on marine themes besides enlarging ME vocabulary from the viewpoint of its size and depth, can give a lot of information about sea life to students, develop their professional skills and thus induce their interest towards their future profession that is very important for any specialist.

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The SeaTALK Project Survey of Maritime English - current practices and challenges for the future

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Abstract

The paper presents a summary of the results of the SeaTALK Project survey. This survey was designed to collect information concerning current practices in Maritime English and the data collected reveals the specifics of the Maritime English language training courses across Europe, including teaching programmes, content, workloads, credit allocation and assessment procedures. The primary objective of the survey is to confirm the validity of the SeaTALK Project but it is felt that the results of the survey will also prove to be of particular interest to IMLA-IMEC and maritime communities in general.

A number of key points and observations have emerged in the process of the data analysis revealing great diversity within MET in terms of types of institutions. Despite this diversity the findings suggest that there is a common content framework which could be used to consolidate practices within the maritime learning community. Today, there are, however, no common standards for Maritime English instruction and the inquiry into the concept of *learning outcomes* reveals a lack of common understanding of the term. Furthermore, credit systems appear to be rigid and no standard method of defining the number of credits is recognizable.

The EU-funded SeaTALK Project aims to develop Maritime English Training modules to be incorporated into an innovative ECVET-based model. The objective is to use

the model to facilitate the mutual recognition and transparency of learning outcomes and competencies in Maritime English throughout Europe.

keywords: *Maritime English, SeaTALK survey, credit system, learning outcomes, training modules, SeaTALK project.*

Introduction

Various aspects of the reform in Maritime Education and Training (MET) institutions and in teaching Maritime English under the requirements of the Bologna Process have been brought to the attention of the IMLA-IMEC audience in the recent years. Research work in MET studies suggests that numerous attempts and efforts to address the complexity of the process and explore the application of its requirements in the maritime educational context have been made throughout the years. Authors have previously identified key problems and expressed deep concern about improving the quality of MET in aspects and elements, such as: the need to "*harmonise the learning outcomes of Maritime English courses along with the results of tests and other forms of assessment*" [1] (Cole & Trenkner 2008); the lack of a common approach to describing workloads within the ECTS credits for Maritime English (Pritchard & Tominac 2009); the existing barriers to mobility of students and teachers across countries and MET institutions in Europe (Pritchard 2013), etc. These are just a few examples of issues that have not only become well-known and widely discussed in the Maritime English teaching community but also have slowed down the implementation of the Bologna Process in a number of European maritime educational settings.

The purpose of this paper is not to go deeper into the problems and the reasons behind them but to present the results of a survey from the perspective of how these results and the implications based on them could be used to achieve the main objectives of the EU-funded SeaTALK Project (http://www.seatalk.pro), an EU Lifelong Learning pro-

gramme, thus speeding up the compliance of Maritime English teaching with the goals of the Bologna Process at MET institutions in Europe.

The paper first gives an overview of what the project aims to achieve and what the survey results will be used for. Then the most important data is presented and discussed in the light of a major challenge facing MET institutions – to strengthen the link between educational and work requirements in order to meet the expectations of the current labour market. This is associated with the concept of learning outcomes and their impact on the main aspects of education ranging from curriculum development and assessment to credit transfer systems.

Purpose of the SeaTALK Project survey

The survey is designed to collect information concerning the current Maritime English language training courses offered at Maritime Universities/Institutions/Training centres across Europe with a view to producing acceptable common learning outcomes. Since the learning outcomes and the number of credits assigned to Maritime English across Europe differ from country to country, and even among the MET institutions of the same country, the information gathered from the survey responses gives insight into some basic common ingredients in the Maritime English learning outcomes that play a significant role in assigning credits to the course.

The project aims to develop Maritime English training modules to be incorporated into an innovative ECVET-based model that could be used to facilitate the mutual recognition and transparency of learning outcomes and competences in Maritime English throughout Europe. Thus, the project will assist National Authorities to recognize and assess, in a standardized manner, levels and qualifications in Maritime English. Furthermore, it will facilitate mobility for current and future seafarers by allowing them to undergo commonly-recognised Maritime English training. This in turn will bring about an adequate response to the expectations of a new generation of learners.

The results obtained will be considered as a reference point for the creation of a harmonised comprehensive framework of Maritime English Training and Education. Furthermore, the survey results will prove significant for the development of a Maritime English Competence Grid for each seafaring rank and position. This Grid will be linked to the Common European Framework of Reference for languages (CEFR), the latter being regarded as a guideline recommended by the European Council to describe the achievements of foreign language learners across Europe. It will also be used to set up systems of validation for language competencies.

Survey design, participants and data collection

The SeaTALK Project survey[1] is a collaborative effort involving partners from nine countries who have undertaken to investigate the specifics of Maritime English language training courses including teaching programmes, content, learning outcomes, workloads, credit allocation and assessment procedures.

The methodology of the survey design relies on some basic considerations such as: structure, types and sequence of questions, face and content validity, timing the length of the survey responses required, creating an online version, etc. It was important to pilot the questionnaire in order to identify potential problems and '*to get a better understanding of the frame of reference relevant to the questionnaire and question wording'* [2] (Balnaves&Captui, 2001:87). A suggestion by Foddy (1993:186) to check what the questions would mean to respondents was implemented by asking colleagues to paraphrase the questions using their own words.

The survey consists of twenty-two questions and was carried out between March 2013 and June 2013. Twenty-four teachers/respondents employed in Maritime institutions (21 of which in higher education institutions) in 17 countries across Europe, including the partners in the project, participated in the survey. Therefore, the teacher sample is representative of the target institutions. The method of sampling is not based on any scien-

tific criteria of representativeness, rather on the willingness to participate and the time available to complete the survey. All project partner members submitted lists of names of professional contacts who were invited to take part in the survey by email.

The countries represented are: Belgium, Bulgaria, Finland, France, Georgia, Germany, Greece, Ireland, Latvia, Netherlands, Romania, Slovenia, Spain, Turkey, United Kingdom, Ukraine and Russia. Although the Russian Maritime University (in Vladivostok) is not geographically in Europe it does fall under the Bologna Process/Agreement.

The nature of the survey and the instrument used for data collection required quantitative and qualitative analysis to be carried out. There were practical reasons for doing the analysis by hand due to the relatively small number of respondents to the survey questionnaires.

Main findings and implications

The results of the survey interpret the current situation concerning teaching Maritime English across Europe. Some respondents provided very detailed answers whereas others were less informative. Where answers required further clarification the respondents were contacted by email to provide the relevant data. The results, comprising the answers to the survey questions, have been summarized in 5 tables which can be found in Appendix 2 of the SeaTALK Survey final report at www.seatalk.pro.

Types of MET institutions and level of education

It was important to explore first the profile of maritime institutions as this is directly linked to the type of Maritime English courses offered within their MET programmes. The data reveals that maritime institutions across Europe differ in several aspects. They are not always independent (maritime) universities but comprise different types of institutions. Perhaps it would be logical to assume that some smaller countries combine naval with merchant marine education and training as a result of the economic advantages.

Larger countries with stronger economies tend to offer these separately which may be due to the existence of an extensive private sector at the national level that influences the scope of Maritime education and Maritime English, respectively. Findings suggest that frequently the curricula of a particular institution are often predetermined by the institution's "history" and internal capacity rather than recognition of the needs and demands of the international shipping industry. Private institutions are still fewer in number but increasing significantly. One institution claims dependency on private companies reflected in the frequency with which the content of the training modules is changed to suit the requirements of the corresponding private company.

Most respondents report that their university offers a Bachelor of Science (BSc) of 4 years (8 terms) with follow-on courses in the Master's programme (2-4 terms). A lower level of maritime education is provided at the secondary vocational level. The majority of institutions indicate that additional vocational training courses, for example ECDIS, MRM and tanker familiarization, are included in the degree programmes. With the exception of the most common additional courses, the type of vocational training provided is often influenced by the needs and wishes of the students in question. The survey results indicate that in general, curricula are updated on a regular basis ranging from 6 months to 6 years, often to comply with official regulations such as the STCW 2010 Manila Amendments. Education is typically both classroom-based and extramural, complemented in some cases by distance learning. On board training has been reported as playing a major role in maritime education. Institutions offering only 6 terms for the Bachelor level tend to be those that do not offer sea training as separate semesters within the curriculum. Self-study is also cited by most respondents as being an integral and essential part of maritime education. However, it remains unclear how this time can be measured.

Data from the survey establishes, with a reasonable margin, that the typical age of those commencing maritime studies is between 18 and 25, i.e. these are usually school-

leavers who hope to get a secure and well-paid job. It was important to find out whether a specific level of General English is required at entry level. Results show that in general, (62.5%) maritime institutions are not in a position to demand such a level as a prerequisite for seafarer training. Findings suggest that most institutions would appear to rely on the English language requirements of the secondary education system at the national level to provide a basis for General English competence; however, four institutions indicate that a B1 level (CEFR) is required. Further, countries situated in Eastern Europe appear to rely on their own 'in-house' language courses and include many hours of General English in their curriculum. One respondent indicated a requirement that all prospective candidates to university level maritime education follow a year's preparatory course in English. This situation is unique amongst the respondents, but could have to do with the trend at European universities to use English as the language of instruction, which is currently the case at this university. It is clear that European maritime institutions begin their maritime education at different levels of General English.

Number of classes and content of Maritime English courses

The survey results show that the number of class hours allotted to General English versus Maritime English varies considerably. Over half of the respondents report that their institutions run classes in General English, the number of hours on offer ranging between 20 and 402 mainly in the first or second year of training. For Maritime English, nearly all respondents give specific figures relating to the number of hours dedicated to this subject. These figures range from 15 to 712 hours, with some informants distinguishing between deck and engine (e.g. deck 290 / engine 170). Although half of the respondents reply that the study of Maritime English is an uninterrupted process, in other words that students study the subject every semester, it proves difficult to draw overall conclusions on this point. Yet, as generally there is no English language entry level requirement, the ratio between Maritime English and General English classes per

semester/academic year will vary depending on the extent to which English is spoken/taught in the respective students' countries.

When focusing on Maritime English, the results reveal that the content of the Maritime English modules in both the Deck and Engineering sections is universally set within an authentic maritime context as far as is possible and is commonly in keeping with the guidelines offered in IMO Model Course 3.17. In addition, respondents also tend to agree that syllabuses, whilst largely relying on the lecturers' own experiences, meet with the national requirements. The actual lists of topics contained in the modules across the 24 institutions are comparable and invariably include selected subjects from the IMO Model Course.

The content of Maritime English courses is supported by a wide range of materials. Most of the respondents reply that they develop their own courses with accompanying textbooks and other resource materials for (exclusive) use in their own institutions. In addition, they indicate a number of well-known publications and materials that appear to be widely used by the survey's participants. These include IMO Model Course 3.17, Marlins "English for Seafarers", the MarEng web-based learning tool for Maritime English and the SMCP. Supplementary material is taken from nautical publications such as Sailing Directions, Bridge Procedures Guide, Guide to Port Entry, COLREGS, SOLAS, MARPOL, etc.

Learning outcomes

One of the key questions in the survey concerns Maritime English competences and learning outcomes (LOs). The question is intended to provide insight into the main objective of the SeaTALK project, namely to define a set of learning outcomes for maritime institutions in Europe. Currently, there exists an evolution in European education with a focus on learning outcomes[2] and their impact on how learning is assessed. Fur-

[2] http://www.cedefop.europa.eu/EN/publications/12952.aspx

thermore, the concept of LOs has become central to the European credit system for vocational education and training (ECVET) which is one of many European initiatives that encourage learner mobility within the European Union. It focuses on transnational mobility for the purpose of acquiring new knowledge, skills and competences.

Therefore, the concept of LOs has been widely discussed recently in various educational contexts along with types of learning, as it has influenced to a large extent VET curricula development in educational institutions. (Learning Outcomes Approaches in VET Curricula, Cedefop, 2010) These discussions, however, have given rise to a number of interpretations and definitions. This implies a lack of common understanding of what learning outcomes are and the examples provided by the respondents to the survey question confirm that the diversity of interpretations still exists.

Some respondents to the SeaTALK survey questions mention the potential overlap between learning outcomes, learning objectives and competences, which gives rise to confusion. The fact that this confusion still exists among maritime teachers was confirmed by the results from the IMEC 25 workshop on validating learning outcomes.

Based on the interpretation of the European Qualification Framework (EQF), researchers have attempted to identify the key aspects of these concepts. The definitions suggested below help to clarify what they have in common and how they can be contextualised. For the purposes of the SeaTALK survey analysis and this report the following definitions have been used:

Learning outcomes

The EQF defines learning outcomes as “statements of what a learner knows, understands and is able to do on completion of a learning process, which are defined as knowledge, skills and competencies” [3]. (European Parliament and Council of EU, 2008, Annex I) This definition has been accepted and used in EU policy documents.

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Competence

"*Competence can be defined as* 'contextualised learning outcomes" (Cedefop, 2009e, p.6), i.e. performance in a given situation which researchers measure against the ability to use certain knowledge and skills adequately.

The main distinction between learning outcomes and learning objectives stems from the relationship between the process of teaching and learning. Learning objectives describe the intentions of the teacher whereas learning outcomes describe the achievements of the learner.

The data collected in this area leads us to suggest that distinguishing between the two terms 'competence' and 'learning outcome' is, at best, challenging and, in some cases not undertaken at all. One respondent, for example, reflects that "*we currently use competence and learning outcome synonymously"*. Only six respondents give detailed information about their LOs and their answers tend to be general, for example describing the LO as the ability "*to perform professional responsibilities in compliance with STCW'10 operational level requirements*". In describing LOs one respondent refers to the four language skills (reading, writing, speaking and listening). A second makes a distinction between '*knowledge'* and '*skills'* pointing out that '*competences'* are defined by the phrase '*to be able to'*. A third makes no distinction between '*knowledge'* and '*skills'* but also uses the phrase '*will be able to'* when referring to a '*competence'*. The fourth distinguishes between '*general/specific job-related competences'* and the concepts of '*knowledge'* and '*skills'* supported by the phrase '*to be able to'*. Two informants give "evidence" of LOs by referring to the tests their students should be able to pass successfully, namely CES (Seagull), Marlins, MARENG, and other specialised tests. Two of the informants who give negative answers provide additional information. One of them comments that "*this may alter*"; the other one adds that it is the teacher who develops a list of LOs for each course. Reported information suggests that teachers interpret the concept of LOs in their own way.

Clearly it is often the language used that determines the expression of certain ideas and assumptions. Just over half of the answers lead to the conclusion that learning objectives and/or outcomes are linked to the Common European Framework of Reference for Languages (CEFR) although how the link is made remains unclear. The language level depends on the institution in question but ranges from CEFR B1 to C1.

The survey results clearly show that currently there still exists lack of common understanding of the concept of LOs within MET institutions in Europe which is reflected in the diversity of interpretations. This, in turn, makes it difficult to compare the programmes of study. It implies that not much progress has been made in developing and implementing common descriptors of workload within the ECTS credits allocated to Maritime English courses. Another conclusion is that it is not clear how the LOs provided as examples are linked to the assessment of student performance.

Assessment

Another area of interest to the SeaTALK survey is the type and frequency of assessment of students' performance in achieving the existing Maritime English learning outcomes. Data reveals a wide variety of testing practices and types of tests currently used in MET institutions. This makes it very difficult and almost impossible to compare the approaches to how Maritime English communicative competence is measured. Assessment mostly takes place in the classroom and includes written and oral assignments of many different varieties. Both formative and summative assessment is noted, with frequency ranging from every lesson to once a module or semester. Continuous assessment is also listed. The majority of respondents state that tests are usually teacher-developed and are thus exclusive to the institution in question. Only two respondents refer to commercial tests being used, namely Headway and TOEIC.

According to the results, four institutions have final exams. This demonstrates the equal status of English to other specialized subjects in these institutions.

The question about assessment is limited in scope and does not request any additional information on the kinds of tests, their validity and reliability and whether they measure knowledge or skills and competences or are designed as integrated. Nevertheless, the results suggest that each institution uses its own resources, experience and understanding of how and when Maritime English competence should be measured and how results should be interpreted. This, in turn, shows that despite the major breakthrough of the Maritime English Competence Yardstick as a standard it hasn't been applied properly and consistently yet. It may have been too early to expect changes in teachers' perceptions and attitudes to testing practices to occur automatically.

European Credit Transfer System (ECTS) Credits

The existing diversity of learning outcomes makes it difficult to compare not only how their achievement by students is assessed in the MET institutions participating in the survey but also how European Credit Transfer System (ECTS) credits are allocated to courses of Maritime English.

Data reveals that typically the number of credits for Maritime English ranges from 5 to 8. In some cases much higher figures were given (e.g. 60 or 270) but these answers were most likely referring to a total number of credits, covering all subjects.

Where a distinction between Deck and Engineering is made the number of credits ranges from 4 to 32 for deck and 27.5 for engineering. Such a distinction is worth making, as it may show whether the general principle of having more classes with deck students than with engineering students is still practiced, taking into consideration some major changes that have been brought about by engine automation on board ships. The results, in general, seem to reflect an established credit scheme, i.e. 1 credit per 13 class-based hours and 14 self-study hours. Answers like "1 credit per 15 hours" in any discipline show that the status of the English language equals that of the other key subjects.

Six institutions have not defined their credits yet which seems to suggest that these institutions are still in the preparation stage of meeting the Bologna requirements in this area.

It can be concluded that the number, level and credit value of the units are defined at the national level by the respective institutions and that the aim of the SeaTALK Project thus is to find the relationship between Units, LOs and qualification.

Conclusions

The purpose of this paper is to present the results of the SeaTALK project survey concerning the current state of Maritime English language training courses at Maritime institutions across Europe. In the light of the Bologna Process requirements regarding higher education systems the data collected reveals great diversity within MET in terms of types of institutions. This influences some other parameters such as the age of the student, the duration of studies, the number of hours, etc. Despite this diversity there is a common content framework, not least for Maritime English, which encompasses important issues. This undoubtedly helps to consolidate practices within the maritime learning community. All MET institutions have a common core of maritime topics, experienced teaching staff and updated curricular and teaching materials. In addition, most organise follow-on Master's courses or additional vocational courses. Assessment procedures are well-established in the form of different methods and test types. It is fair to say that national parameters have a strong influence on maritime education and assessment. This may, for some countries, be the result of financial factors.

There are, however, no common standards for Maritime English Instruction and the inquiry into the concept of *learning outcomes* reveals a lack of mutual understanding of the term. Although lists of learning outcomes do exist, these are not necessarily transparent and user-friendly. Furthermore, credit systems appear to be rigid and no standard method of defining the number of credits is recognisable. Thus, this survey confirms the

validity of the SeaTALK project to interpret the current situation and provide a solution that facilitates the mutual recognition and transparency of learning outcomes and competences in Maritime English throughout Europe.

Challenges for the future

The concept of LOs is not fully comprehended and implemented by all MET institutions or not properly included in the curricular. Therefore, the LOs approach in the vocational education and training (VET) curricula of Maritime English needs further analysis and improvement.

ECVET should be part of the policy of the respective MET institution or even of the respective Maritime Administration, not of the language departments in particular.

In many cases Maritime English is not assigned equal status with other key subjects and perhaps this should be changed.

The main implication for assessment is that it should be focused on judging whether the learner is communicatively competent in a work situation. This judgement should be based on valid and reliable tests which, in turn calls for the on-going development of appropriate standardised assessment tools for Maritime English that should verify whether the student has achieved the established learning outcomes.

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Intercomprehension as Heuristic Tool: The Case of the Navigational Officer

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Abstract

According to the Seafarer's Training, Certification and Watchkeeping Code (STCW), a crucial competence for any officer in charge of a navigational watch concerns the correct use of IMO Standard Marine Communication Phrases (SMCP) as well as a more general use of English in written and oral form. Straightforward as this may seem in principle, the reality of performing an officer's duties while working with an international and multilingual crew however often entails 'navigating' the hazards of mutual incomprehension. For, even if mastery of SMCP already significantly reduces the inherent risks of maritime misunderstanding, matters such as pronunciation and prosody remain sufficiently important to warrant complementary communicative competences. The matter moreover becomes especially pressing in situations not covered by IMO-approved phrasing, yet which in practice may prove just as hazardous. Designed to address precisely these very issues, the INTERMAR project – a consortium of communication specialists based at maritime and naval academies across Europe – accordingly proposes the notion of intercomprehension to demonstrate the necessity of recognizing the 'intercultural' aspects of communication alongside its purely linguistic ones. Indeed, by acknowledging that English (maritime and otherwise) is spoken in a wide range of different accents by speakers of extremely mixed abilities, our paper will posit that a methodological focus on strategies of signification across manifold signifying systems and cultural frameworks allows us to present intercomprehension as a heuristic concept, and thus contribute to better-targeted teaching tools and learning outcomes.

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keywords: *plurilingual and intercultural competences and skills, Intercomprehension methodology, Intermar, task-based learning, English as a bridge language*

Globally speaking, English in the 21st Century is well-established as a *lingua franca* for professional communication in international contexts. Historically, however, this was long less the case in the maritime industry. In the words of Captain Fred Weeks, first chair of the IMLA Maritime English sub-committee, "until about 1960 there was little if any need to teach the difficult linguistic skills necessary for ship-to-ship and ship-to-shore communication, because VHF was still a novelty" (qtd. in Cole and Trenkner 2012: 5). Yet when this new platform did make its official entry as recognized medium for voice-based interaction within port/VTS areas in 1961, it equally elicited the development of the academic (sub-)discipline 'Maritime English' as we know it today. And as Clive Cole and Peter Trenkner recently argued in their 2012 IMEC key-note, a common consensus has been attained of late regarding the pivotal role of our field of study in supporting issues of safety on board of ships. After all, following a string of miscommunication-related incidents causing otherwise avoidable accidents, the STCW requirements regarding communicative competence have been considerably acuminated (2012: 7).

Indeed, according to the Seafarer's Training, Certification and Watchkeeping Code (STCW), a crucial competence for any officer in charge of a navigational watch concerns the "effective communication onboard and ashore" (STCW A-II/1-F3-C7-K10), which in turn boils down to the correct "Use of the IMO Standard Marine Communication Phrases," as well as a more general "use [of] English in written and oral form" (STCW A-II/1-F1-C7), itself similarly supporting "the communication of information relevant to safety of life at sea (SOLAS)" (STCW A-IV/2-F1-C1-K07). Straightforward as this may seem in principle, the reality of performing an officer's duties while working with an international and multilingual crew however often entails 'navigating' the

hazards of mutual incomprehension. For, even if mastery of SMCPs already considerably reduces the inherent risks of maritime misunderstanding, matters such as pronunciation and prosody remain sufficiently significant to warrant complementary communicative competences.

To many seafarers – officers and non-officers alike – attaining the standard of English implied by STCW and SOLAS can prove a considerable problem. Especially so, given the ever-increasing trend towards multi-ethic, pluri-lingual crews, and all cultural obstacles it implies aside from the – more conspicuous – potential for miscommunication. Adding to the problem, moreover, is the absence of fixed international or European standards for Maritime English (see Pietrzykowski and Uriasz 2010: 57), which recently led STW sub-committee to reflect on the conscious incorporation of Maritime English in *all* chapters of the STCW Code of Practice. The matter becomes especially pressing, though, in situations *not* covered by IMO-approved phrasing, yet which in practice may prove just as hazardous.

Given that languages serve as coding systems facilitating the transmission of complex messages, they are at once *denotative* (i.e. denoting a relatively 'precise' codified meaning) and *connotative* (i.e. triggering sets of associative interpretations). Accordingly, despite their codification, languages also carry considerable *symbolic* weight – aspiring not only at discursive precision, but equally expressing cultural values and personal identity. In simpler terms, any language's typical tension between denotation and connotation implies that communication can only succeed by virtue of *recognition*. Designed to address precisely these very issues, the INTERMAR project – a consortium of communication specialists based at maritime and naval academies across Europe – accordingly proposes the notion of *intercomprehension* to demonstrate the necessity of recognizing the 'intercultural' aspects of communication alongside its purely linguistic ones. In their 2012 IMEC-paper, Alison Noble and Erik Hemming defined the term as "a form of 'natural' communication where everyone speaks their own language and, at

the same time, is able to understand their interlocutor/s" (2012: 193). As already mentioned, the maritime industry is rife with workers sharing a workspace without necessarily speaking the same language or recognizing the other's cultural sensibilities. Often, moreover, these colleagues cannot even rely on commonalities between their respective mother tongues when the latter are from different language families, thus leaving the interlocutors the rather unattractive and inefficient option of searching for the few *internationalisms* available to them in their highly technologized working environment (ibid. 194).

Designed specifically for the maritime industry, the INTERMAR project "promotes innovative practices in foreign language learning, based on intercomprehension *processes*" ('Executive Summary – emphasis added). Arguably one of the most productive methodological angles to have entered the field of language learning since the 1990s, intercomprehension is targeted at attaining a '*pluri*-lingual' disposition to "the process of co-constructing meaning in intercultural or interlinguistic contexts" (Capucho 2011). As such, IC boils down to a form of communication whereby each person involved uses her or his own language while understanding that of the other(s), and thus serving as a *heuristic* supplement to the STCW requirements already in place.

Before the 1990s, intercomprehension was merely an idea that was accepted as commonsensical among seasoned travellers and inhabitants of border regions, yet certainly not a concept susceptible of inclusion in official EFL-curricula. Recently scores of new learning materials have been developed under the umbrella of intercomprehension in a string of separate projects, even if the concept still struggles to find footing outside applied practices like, indeed, maritime communication. Still, as a more 'natural' – i.e. less codified – and therefore 'spontaneous' form of communication, intercomprehension allows speakers of related and less-related languages to develop tools and strategies to sidestep instances of mutual incomprehension when the shared knowledge of maritime English proves insufficient.

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INTERMAR's central methodology is one of 'task-based learning,' whereby individual learners work in small groups with materials (text, pictures, sound, etc.) in languages they have never studies and subsequently are asked to demonstrate how they managed to *use* said languages and their own 'intercomprehension'-skills alike within the context of the exercise. At the Antwerp Maritime Academy, INTERMAR has been tested for two years running with students from the first three years of undergraduate study towards a 4-year academic MA-training program in Nautical Sciences. Counting 22 nationalities divided over two groups according to their mother tongue (Dutch or French) or what is to be considered their familiar 'other' language. If anything, our experience showed that it is of vital importance to ensure that the students understand that the INTERMAR-sessions do *not* serve to teach Maritime English, even if in practice they are effectively integrated into these modules, but rather that intercomprehension should serve them as a heuristic tool complementing their learning of Maritime English.

A crucial observation we made, representative of the entire period spanning the beginning of the pilot courses until the present day, concerns the relative difficulties students of Nautical Sciences – significantly – experience not with (re-)*producing* the intercomprehension strategies stimulated by the INTERMAR assignments, but rather with articulating them – a reflexive dimension, granted, more attuned to students specializing in linguistics. That said, both the classroom observations and the written samples – 'assessment tests' and portfolios – display encouraging confirmations of the original assumptions underlying the INTERMAR-project. The most spectacular results we observed most notably concern 'stress pattern'-exercises and assignments geared towards establishing analogies between the various languages under scrutiny.

Spectacular results indeed, because we had finally succeeded in raising awareness amongst our Maritime English students on the relevance of correct pronunciation and handling of stress patterns. Moreover, it appeared from the assessment that we had provided them with tools to deal with this in a more efficient way. There were several rea-

sons for the Maritime English team of Intermar to dedicate special attention to the subject. As already explained, the first motivation for everybody involved teaching communication for maritime purposes is to avoid any miscommunication that may jeopardize safety. Secondly, the Antwerp Maritime Academy is an interesting observatory since it offers a diversity of non-native speakers learning Maritime English, leading to diverse skills and competences, in particular those related to stress patterns. The two language s at AMA present quite different learner profiles. The students having French as their mother tongue or most familiar language are generally less proficient in English than their Dutch speaking homologues when starting their maritime studies. This difference in proficiency is due to mainly 3 factors:

- The existence of different language families, whereby French, for example, is a Romance language while Dutch and English are both Germanic languages and thus offer similarities that facilitate comprehension;
- the variety in language education between the two sections: the Dutch section is a homogenous group of Belgian Flemish students, exception made for the occasional Dutchman, having followed a similar track in foreign language education whereas the French section is composed of Belgian Walloons, French, Maghreb and African students and represents a variety of education systems and teaching methods ;
- the part English plays in the students' daily, social and cultural life, which is obviously much larger in a North European environment than in the southern regions of Europe, and those beyond.

Of all three factors, we consider the latter to have the most impact, in particular when the familiarization with and the mastering of prosody features of a foreign language like rhythm, intonation and stress, are involved. Logically, this would constitute a huge benefit for the Dutch speakers and confirm the disadvantageous starting point of the

French, and by extension Romance, learners, leading to the belief that the Dutch-speaking learners effortlessly master English prosody and pronunciation. In fact, the semantic similarities between English and Dutch are often so strong that the particularities of each language, such as stress patterns, are overlooked or neglected. Furthermore, the familiarity of dealing with English language via English and American (social) media, cultural goods and technology only offers the students partial skills and knowledge and does not warrant a good pragmatic use. Choosing the adequate register, adapting communication to a professional context is not always obvious and easy for a native speaker, for non-native speakers it remains a real challenge, nonwithstanding their linguistic and communicative proficiency in other types of interactions. Gaining insight into stress patterns can thus be considered as a real necessity for all non-native Maritime English students, which had also been confirmed by the needs analyses carried out by the maritime partners of Intermar before designing the course.

These are the main reasons why it was decided to dedicate part of the activities within the Maritime English section of the Intermar course to prosody and pronunciation.

It may seem surprising to find this concern for formal aspects, emblematic of an 'old school' way of teaching (foreign) languages, in a methodology that has been recognized as innovative and communication-oriented, but the apparent paradox vanishes if we consider the basics of intercomprehension: developing plurilingual skills by showing the learner how to discover relationships and similarities in (the use of) different language codes. The strategies to gain plurilingual competence are complementary but not necessarily simultaneously mobilized. Bono & Melo Pfeifer (2008), cited in Pelsmaekers & Van Son (2013), distinguish three ways: "transversally, i.e. in the sense that they activate their whole repertory of communicative/interpretative knowledge in the co-construction of meaning and sense; metalinguistically, i.e. through discerning phenomena that have to do with the form of language; and finally metacognitively, through

incrementally experiencing greater flexibility and increased speed with which linguistic phenomena are processed and repertories used."

In order to demonstrate how the approach of prosody and pronunciation in the Maritime English module draws on these learning strategies, we will refer to the assessment test as it is unconditionally representative of the activities performed in the module.

By comparing first the stress patterns of synonyms in various languages (English, Dutch, Swedish, French, Spanish and Romanian), focusing subsequently on English and linking the stress patterns to his own language, the learner becomes aware not only of the differences, similarities and relations between languages but also of the relevance of stress itself. Which of the 3 learning strategies are being applied? Being confronted with the variety of stress patterns (transversally, metalinguistically), the learner becomes conscious that every language has its own stress pattern. Banking on the his acquired knowledge of communicational hazards to which seafarers are exposed (metacognitively) the learner will recognize the variety in patterns as being an obstacle to efficient communication. The plurilingual approach also allows the learner to detect the regularities or patterns common to each language (metalinguistically). Keeping in mind that the scope is Maritime English, the learners are then asked to compare stress patterns in their own language with those in English (transversally, metalinguistically). The work on stress patterns is concluded by a brief verbalizing of the findings of the exercises (metalinguistically, metacognitively). In contrast to the traditional, normative way of language teaching where the learner is instructed by way of rules, intercomprehension methodology stimulates the learner to discover autonomously the underlying rules or conventions. By making the learners formulate in their own words the rules which emerge from their findings, intercomprehension methodology also prevents the learners who are not language students from being exposed to linguistic jargon they are not familiar with and rather reluctant to deal with.

The final two assessment exercises activate all three learning strategies simultaneously as they consist of connecting the French *refroidisseur*, the Spanish *enfriador* with the English word *cooler* and linking the Swedish *blandad* with the English *mixed*.

After having elucidated the way in which intercomprehension works and the efficient learning it stands for, other benefits of the Intermar Maritime English module need to be put forward.

First of all, English is used as a working and bridge language whereby all the instructions to the activities are in English. An added value is that the same effort is made in the instructions to make it sound 'as little linguistic as possible' as in the activities themselves.

The Intermar course is task-based and concretely structured by pedagogic tasks derived from target tasks. The pedagogic tasks or activities are set in a scenario or imaginary situation. As seafarers not only work but also live together at sea, the scenarios developed are either maritime or general, i.e. responding to the needs of social interaction in a non-professional context. However, the Maritime English module focuses exclusively on maritime themes, mostly dealing with safety and security situations like meteorological warnings, emergency drills and even piracy. The priority given to safety and security offers the students the opportunity to learn to deal with a specifically situated language-use that forms part of the Maritime English curriculum. Needless to say the thematic choice in this module is highly motivating for our students who, as soon as they set foot in a maritime academy, are taught the importance of safety at sea. As for the adventurous soul of our future seafarers, it is easy to see why the 'piracy' task hits the target.

For current and future professionals at sea, the overall attraction of the Intermar course resides in its capacity to provide the learner over a short time with strategies to tackle autonomously intercultural communication problems. If 'heuristic' is to be de-

fined as "pertain(ing) to the process of gaining knowledge or some desired result by intelligent guesswork rather than by following some pre-established formula" (WhatIs.com 2014), intercomprehension relying on all kinds of knowledge and experience may indeed be considered as the heuristic tool by excellence to develop plurilingual and intercultural skills and competences.

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Trainer training of Maritime English for Technical Instructors.

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Abstract

Candidates of seafarers especially non-native English speakers are struggling to acquire Maritime English. In these countries, teachers and instructors mostly use their own language. It means that learners have less opportunity to be exposed to English. This is because only English teachers teach Maritime English. However, if technical instructors or teachers use English during teaching, learners can improve their English skill. As a one of the ways of improving learners' English skills, might be "language immersion", because language immersion is one of the best ways of linguistic acquirement. However, to provide the environment for language immersion to learners, you need to provide all teachers and instructors with English language training. Thus, the project "Trainer training of Maritime English for technical instructor" has taken place. One of the main goals of this project is to give participants awareness of importance of English communication and their experiences in the project stimulate to use English during their teaching. This paper will describe the importance of developing the English skills for participants in the project

keywords: *trainer training, language immersion, maritime English*

Introduction

It is said that human error leads to 80% of accidents at sea. Then poor English communication skills are significant factors in human errors within multilingual and multi

ethnic crews. As far as learning Maritime English for non-native English speakers is concerned, there are two categories. One is English instruction and others native language instruction while teaching. The former category like in Philippines, assist English teachers to acquire maritime knowledge and experience by simulation facilities as an improvement of Maritime English education problem. This is because English is the second language as well as official language for Filipinos. Then those who are well-educated can teach everything in English. Therefore, they only need to focus on English teachers. On the other hands, learners in the latter categories find it difficult to acquire Maritime English. Like in Japan, the Japanese language is the medium of instruction in all subjects except Maritime English. Therefore most of cases Japanese seafarers struggle with English usage after graduation. If all subjects are taught in English, then learners can be familiar not only with Maritime English but also with the English communication skills. Thus, to accomplish language immersion circumstances in the institutions, the trainer training and especially English for maritime professionals are needed. From this view point, this paper introduces the trial to acquire English language for technical instructors through state-of-the-art educational equipment or integrated bridge and engine room resource management training.

Backgrounds

As one of the international cooperation programmes that the Philippines contributes to Maritime English Training to the neighbour countries, the MAAP (Maritime Academy of Asia and the Pacific) in the Philippines has accepted the seminar for trainer training for English including housing, English teachers and training facilities. Participants are technical instructors from Indonesia, Japan, Myanmar, Thailand and Vietnam (see Table 1). These countries share similarity with (1) difficulty in learning Maritime English and (2) use of their native language during teaching. Having participants put into

total immersion language circumstances, participants are divided across 5 accommodations in order to stay with different nationalities in one house.

Table 4 : Participants

	Nationality	Organization
1	Indonesian	BP2IP (Merchant Marine School)
2	Indonesian	STIP (Marine Higher Education and Training)
3	Japanese	National Institute for Sea Training
4	Japanese	National Institute for Sea Training
5	Japanese	Marine Technical College
6	Japanese	Marine Technical College
7	Myanmar	Myanmar Maritime University
8	Myanmar	Myanmar Maritime University
9	Thai	Merchant Marine Training Centre
10	Thai	Merchant Marine Training Centre
11	Vietnamese	Ho Chi Minh City Maritime Vocational College
12	Vietnamese	Ho Chi Minh City Maritime Vocational College

Seminar

The name of the seminar in MAAP is “English Language Training for Maritime Professionals” Participants who usually teach technical subject by using their own language in deck or engine department take part in the seminar to improve English skills. Among participants, the English level is diverse. Moreover they speak “their own English” such as “Japanese English”. Thus they found it hard to communicate with their colleagues especially in the early days. However, they realized not only the importance but also the difficulty of English communication through experience of communication under multinational circumstances. Table 2 shows schedule of the seminar. As an initial stage of training, the participants reviewed the SMCP and Maritime vocabulary and then they followed more practical training, for instance integrated bridge and engine room simulation training. Simulation training makes participants reproduce some of the maritime

incidents. In other words, they actually experienced the human errors especially the communication failures. Thus, participants are motivated to study English.

Table 5: Schedule

Day	Activities	Facility
1	[Orientation]	
2	Module1 [IMO SMCP – 1] (VHF Communication),	Desktop Simulator
3	Module2 [IMO SMCP – 2] (Handing over the Watchkeeping) [Familiarization] at Training Ship Kapitan-Felix Oca	Navigation/Engine Simulator
4	Module3 [Maritime Vocabulary]	Class Room Speech Laboratory
5	Module4 [Pedagogic]	Class Room
6	Module5 [English Language Program] (Review of handing over the watch)	Speech Laboratory
7	Module6 [English Class Immersion]	Class room
8	Module7 [Maritime English On-board Communications] (Fire in E/R during navigation)	Vessel Training Center
9	Module7 [Maritime English On-board Communications] (Cargo pump malfunction during discharging)	Integrated Bridge and Engine Simulator
10	Module7 [Maritime English External Communications] (Black out in narrow channel navigation)	Vessel Training Center
11	Workshop (Pirates issues)	

Outcome

Figure 1 shows Customer Satisfaction Portfolio which is based on the data derived from questionnaires. Vertical axis means satisfaction deviate and horizontal axis means contribution deviate. In this portfolio, the factors in 1st quadrant are higher satisfaction

and higher contribution. According to the Figure 1 participants are obviously satisfied with the training itself.

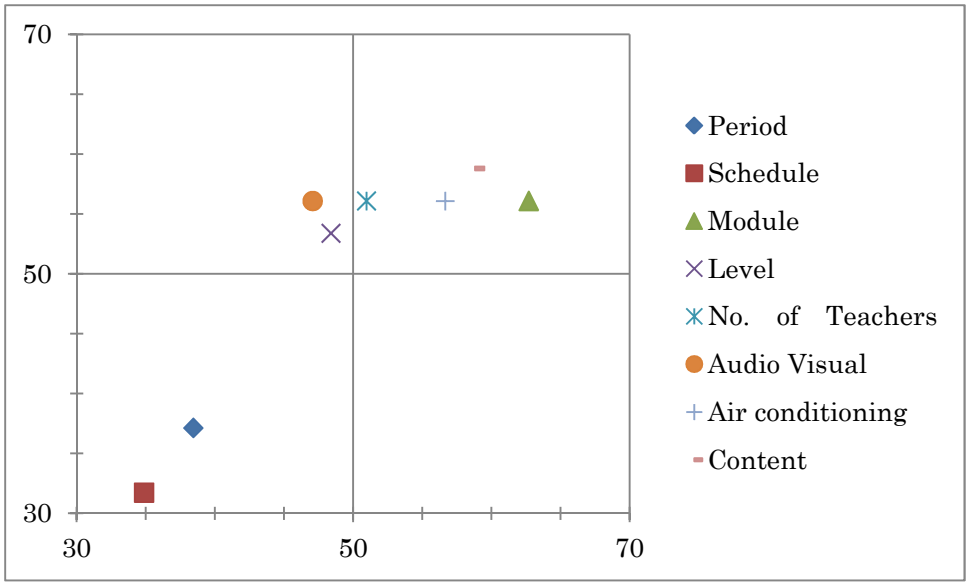

Figure 9 : Customer Satisfaction Portfolio

Learners who are neither English speakers nor professional trainees in their institutions will struggle with English. In such circumstances, the language immersion is one of the best ways of improvement. To establish language immersion environment in maritime academies, professional instructors/teachers are required to up-skill their English. As shown above, English training under the multicultural environment triggers the importance of English communication. Free comment on questionnaires shows participants satisfaction and ongoing training. Additionally Dr. Donna J. Nincic from the California Maritime Academy said that this training is also good for the native speakers. Taking the above into consideration, the language immersion training between diverse cultures can be one of the best methods of Maritime English study.

Picture1: VHF Communication

Picture2: Pedagogic

Picture3: Briefing for Simulation Training

Picture4: Bridge Simulator

Picture5: Engine Simulator

Picture6: Participants

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Conclusion

Native speakers need to be familiar with technical term whereas non-native speakers need to learn English literacy. As far as non-native English speakers are concerned, similarities between mother language and English determine difficulty of English language acquisition. Learners are limited to be exposed to English in case maritime professionals use their mother language, which is not English. In order to raise the level of Maritime English proficiency, maritime professionals should utilize English while teaching. Thus learners can be exposed to English more. Taking the above into consideration, it is important to make maritime professionals re-acknowledge the importance of Maritime English acquisition. In this seminar, participants who are maritime professionals and usually use their mother language in their lessons recognize the importance of English communication skills through the experience of integrated bridge and engine room resource management training. Therefore, participants can introduce English usage in their lessons as well as improve their English proficiency shortly through language immersion program.

Focus on non-native English countries, holding sustainably international seminar introduced in this paper is difficult due to lack of finance whereas each institutional approach is much easier. Educators are compartmentalized by a subject, such as English, navigation or engineering. Thus all educators use English as teaching language, assignment or references. Therefore, we can enhance learners' English skills.

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Are We on the Right Track?
– Observations on the Definitions of Maritime English

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Abstract

In the past 25 years, Maritime English has been fed with a number of definitions by renowned experts and leading practitioners. There is, however, to a large degree no consensus as to the content and scope relating to Maritime English. Tremendous efforts to cut off the differences have been put on all levels, with IMO's adoption of SMCP hailed as the most remarkable and crucial event. The fact that IMO adopted the SMCP was and is assumed as a token of all-round support from IMO, yet that hypothesis is verified by this article not to be fault-proof and well grounded from the analysis of IMO's attitude and decisions following the adoption of SMCP. Moreover, the analysis of definitions of ME illustrates that the core of ME definition is more accurate than ever thanks to years of modification, however, contrary to its width and depth, tends to distance itself from necessary components of a language and gets fixed to terminology of many authentic language materials, and become more so in the future. As more workers are employed on-shore in business and administration, the article argues that it is necessary to adapt to the change and accommodate new elements into the definition of Maritime English.

keywords: *Maritime English; communication; definition; terminology; language; authentic*

Introduction

It seems that the definition of Maritime English is never worth asking when it comes to a history of about 4 centuries' usage of Maritime English, yet this simple inquiry just

can not produce a satisfactory answer as it is mingled with nautical English, communication English on board, and marine English used mainly off-shore. The forefather of IMLA, Captain Fred Weeks (Weeks:1997) raised the inquiry: " Should he (the lecturer) equip his students with the English language armory that will enable him to prosper after what, in many cases, is a short sea career, or should he not?", in which he inexplicitly pointed out that the scope of Maritime English should not be just confined to English training intended for usage off-shore or on board. Cole (2011) manifested the inquiry by the article called " Maritime English---What course to steer?", expressing a deep concern about the present situation of Maritime English and the bewilderment on its future development against the background of new forces entering the field of maritime industry. Cole (ibid.) gave a list of 6 forces that turns English more of maritime than any other kind of English in the history of Maritime English. They are:

1. flagging out
2. cheap multinational labor
3. rapid advances in user-friendly communication technology
4. the globalization of maritime industry and maritime training
5. a seafaring career has now become a maritime career
6. the legal obligations in STCW and SOLAS which are used in shipboard, ship-to-ship, and ship-to-shore communications.

These developments have great impact on the evolution of Maritime English in terms of scope and activity. From the perspective of scope, Maritime English is no longer a purely marine or nautical exclusive English as it was in the 15 and 16 century in Britain; it is branched out into on-shore, managerial and administrative field, the upstream of source of cargo and its sustainable and safe management. From the perspective of activity, the facilitation and growth of trade has reshaped Maritime English into a more worldwide, universal language than ever, which consolidates its domination. Against

these new developments, Maritime English has to accommodate these new developments and take in new blood.

It will be interesting to look at the 6 developments and it would not be very difficult for us to find out that there are two decisive forces behind them, namely the extension of maritime industry accompanied by trade globalization and the legalization of Maritime English. One provides the nutrition of Maritime English and the other a recognized status.

The evolution of ME definitions is a record of the changes mentioned above. The following are 14 definitions.

1. *"Maritime English is the entirety of all those means of the English language which being a device for communication within the international maritime community contribute to the safety of navigation and the facilitation of the seaborne business".* (Trenkner 2000)
2. *"Maritime English is English for specific purposes generally spoken by those involved in the business of International shipping."* (Maritime State University, Vladivostok, 2008)
3. *"Maritime English is a special language, used by people in the Maritime industry in their professional activities both aboard and ashore, which helps them to work, to communicate and to survive."* (Maritime State University, Vladivostok, 2008)
4. *"Maritime English is a very simple, clear communication medium used by seafarers in all countries across the world ideally using standardized English technical terms and phrases."* (MARCOM, D17, 1998)
5. *"Maritime English is a set of tools permitting a seafarer to carry out all his duties and operations at sea and in port."* (MARCOM, D17, 1998)

6. *"Maritime English is the language used by seafarers in their communication onborad, ship-to-ship, ship-to-shore, shore-to-ship, in their daily routines as well as in extraordinary situations"*. (MARCOM, D17, 1998)
7. *"Maritime English is an all inclusive, yet vague, technical and communication terminology pertaining to ships and shipping, combining areas of administration, operation, regulation, training and emergencies."* (MARCOM, D17, 1998)
8. *"Maritime English is a language used among members of the maritime discourse community which being part of English for specific purposes has a particular syntax, vocabulary and structure."* (Milena Dzeverdanovic, 2008)
9. *"Maritime English represents a communication system used in the maritime industry to enhance safety."* (Torunn Namdal, 2009)
10. *"Maritime English is the globalization of communication and culture reflecting the IMO side of the language."* (Anna di Francisi, 2009)
11. *"Maritime English is the language for specific purposes currently used by the evermore globalized seafaring community."* (Alberto Milan, 2009)
12. "Maritime English is a means of communication used in the maritime industry in the safe efficient and effective discharge of duties." (WMU MET, 2011)
13. *"Maritime English is an English terminology used for specific purposes to facilitate communication among the maritime community in order to enhance safety and efficiency in maritime operations."* (WMU MET, 2013)
14. *"Maritime English consists of those terms/phrases used by bodies involved in maritime affairs to give a specific meaning in order to achieve effective communication."* (WMU, 2013)

These 14 definitions apparently focus on expounding maritime English. At a causal look, they are not so distinctive from the others, but a careful look and analysis will make things different. The following table 1.1 is an analysis of the 14 definitions.

Table 1 – analysis of 14 definitions

Definition	1)	2)	3)	4)	5)	6)	7)	8)	9)	10)	11)	12)	13)	14)
User*		√	√	√	√	√		√			√			√
Lan-guage*	√													
Special En		√	√	√				√			√			
Terminol-ogy							√						√	√
Inter'l	√	√		√						√	√			
purpose	√								√	√		√	√	√
Field*	√		√		√	√	√		√		√	√	√	√
communi-cation	√		√	√		√	√		√	√		√	√	√
efficiency												√		
IMO										√				
trade	√	√												

Notes:

1. the aspect if mentioned in the definition will be marked with a tick.
2. User may refer to seafarers, maritime industry workers, etc
3. Language refers to whether ME is a language that can exist alone like English and Chinese etc. or a branch of a language
4. Terminology refers to whether ME is regarded as a kind of cluster of terms in essence.

5. Field refers to where ME is used, for example onboard, ship-to-ship, ship-to-shore etc.

We can see clearly that among the 14 definitions, the prominent feature of ME is its communicative function as 10/14 are mentioned, users the 2nd (8/14), purpose of ME 3rd (6/14), and internationalization the 4th (5/14). By table 1, we can conclude that ME is:

1. ME is communicative.
2. ME is applied by its users.
3. ME is international or globalized.
4. ME is used for a certain purpose, safety, facilitation or etc.

It is interesting to note that whether ME is a language or English for specific purposes or simply a terminology remains controversial and unsettled till now. As this question concerns the very nature of ME, it is necessary to make it explicit first. Secondly, ME is shifting from language to English for specific purpose and to terminology. In this regard, this article argues about this shift and its direction as more definitions seem to focus on terminology or something of the same kind in recent years, in particular the definitions by World Maritime University over the last 5 years.

Although table 1 lists the items included in the ME definitions, it is still inadequate as to the tendency of ME with new blood in maritime industry. To solve this problem, we can give value weight to each split-downs of the items in Table 1, where the split-downs are the weighted detailed break-downs of the item.

If some of the aspects of the above table are broken down into details and given a value in proportion to their superiority, as shown in Table 2, we can calculate the value of each definition more specifically.

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Table 2 Value weight

user	mariner	seafarer	Maritime
language	language	ESP	terminology
international	Board-shore	Board-board	Board-shore +
communication	Communica-tion only	Efficient com-munication	Effective communication
IMO	IMO	IMO	IMO
Trade	Trade	Trade	trade
Value	1	2	3

Notes: The value of each aspect is only a degree difference with no calculation but it is given according to its width and range. Thus Table 1 turns into:

Definition	1)	2)	3)	4)	5)	6)	7)	8)	9)	10)	11)	12)	13)	14)
User*	0	0	1	2	2	0	0	0	0	0	0	0	0	0
Lan-guage*	1	0	0	0	0	0	0	0	0	0	0	0	0	0
Special En	0	2	2	0	0	0	2	2	0	2	2	0	2	0
Terminol-ogy	0	0	0	3	0	3	0	0	0	0	0	0	3	3
Inter'l	3	3	2	3	0	0	0	0	3	3	3	0	0	0
Field*	1	3	2	1	2	3	2	1	1	2	1	3	3	3
communi-cation	1	0	1	0	0	1	0	1	1	0	0	1	0	1
efficiency	0	0	1	0	0	0	0	0	0	0	0	3	2	3
IMO	0	0	0	0	0	0	0	0	0	1	0	0	0	0
trade	1	1	0	0	0	0	0	0	0	0	0	0	0	0
total	7	9	9	9	4	7	4	4	5	8	6	7	10	10

And this table can be diagrammed into figure 1 as shown below.

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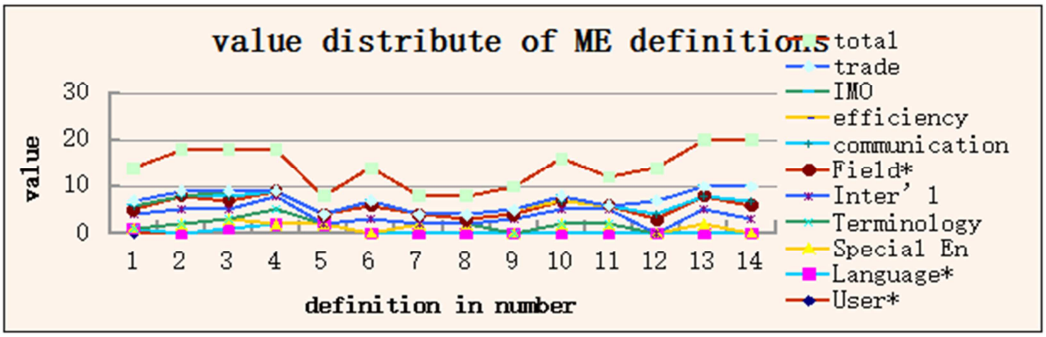

figure 1 – value distribution of 14 ME definitions

From the figure we can see that among the 14 definitions, the latter or the latest defined have a higher total value, which indicates that they are more comprehensive than ever. This is attributed largely to the bigger value weight given to terminology which compensates the decrease in the numbers of aspects mentioned. In addition, definitions seem to get concentrated and filtered as they cover smaller range if all the items mentioned in one definition are compared with each other. This concentration and narrowing-down of items from many to fewer just reflects that a consensus has been reached as to the core of Maritime English. If we compare the number of items involved in each definition, we can easily find that the items of users, language, trade and international dwindle in the latest definitions, which is a sharp contrast to the previous ten definitions. Moreover, there is bigger change as to the content of users, communication and phrases etc. This change is quite indicative of the impact of maritime industry brought by international trade. To be specific, they are:

a. users are mentioned less as its scope expands so much so that it is impossible and inaccurate to define ME from the aspect of users.

b. ME is considered as a language, as more definitions tend to cross over this misleading statement.

c. ME is more related to practical use with the rising share of terminology and phrases.

d. Field is always changing yet its importance never diminishes in ME definitions.

Discussion

The analysis of 14 ME definitions above not only implies that as time goes by, definitions come closer to the core and get more concentrated, but points out two big problems that need to be addressed:

1. what is the nature of ME? To be specific, can it be adequately called a language? Or can it be just "extracted" to terminology?
2. If ME assumes the dual role of communication and terminology, will this dualism operate as one or work against itself?

Traditionally, a language is seen as consisting of three parts: signs, meanings, and a code-connecting signs with their meanings (Ladefoged, Ian:1996). Signs can be composed of sounds, gestures, letters, or symbols, depending on whether the language is spoken, signed, or written, and they can be combined into complex signs, such as words and phrases. When used in communication, a sign is encoded and transmitted by a sender through a channel to a receiver who decodes it. Strictly speaking, ME is not a language at all because it is built on the existing English that is intended for the maritime industry rather than a new language endowed with new meaning, sound and grammar; ME is at most an English for special purposes. Therefore definitions containing the conception that ME is a language are definitely not plausible.

Another thorny question about the nature of ME is whether it can be reduced to terminology. Traditionally, terminology is a discipline which systematically studies the labeling or designating of concepts particular to one or more subject fields or domains of human activity (A Gaudin, F:1993). It does this through research and analysis of terms in context for the purpose of documenting and promoting consistent usage. From the perspective of terms and phrases shared in the maritime industry, Maritime English

should accommodate a body of terms or glossary used in the maritime field. In other words, terminology is a component of Maritime English but this does not make itself on a par with Maritime English for the reason that terminology, though an essential part of Maritime English, is just a collection of terms that excludes the grammar and sound and etc which are indispensable part of a language. Figure 2 shows the boundary of a language.

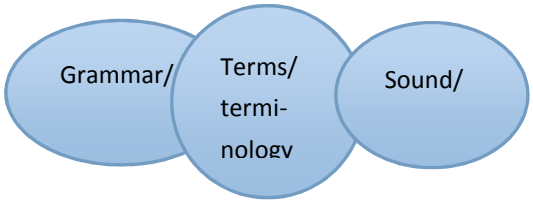

Figure 2 – The component of a language

As most of the latest ME definitions unquestionably believe that ME should take up the role of communication as specified by the Manila Amendments and HTW of IMO (IMO:2012), it seems necessary to look at the role of communication. One definition of communication is “any act by which one person gives to or receives from another person information about that person's needs, desires, perceptions, knowledge, or affective states. Communication may be intentional or unintentional, may involve conventional or unconventional signals, may take linguistic or non-linguistic forms, and may occur through spoken or other modes.”

By this definition, it is clear that communication requires that the communicating parties share an area of communicative commonality and may be expressed in the form of spoken or non-spoken language. As for ME, it means that ME should provide a common area tied up to the maritime or marine industry which can facilitate the understanding among the communicating parties. All facilitating factors like psychology, culture, perception, background and native language skills and EFL (English for Foreign learners) etc are an integral part of ME. In other words, ME is not just a pool of specific vocabulary that can automatically serve as communication if it is deprived of the factors like

communicating factors, commonality, perception, culture and communication principles and skills. Therefore this article firmly believes that ME cannot engage itself in the communication if it is confined to the boundary of terminology. Terminology is just one of the significant factors that help realize the role of communication but not the equivalent of communication. In this respect, communication cannot be placed at the same level as terminology. The dualism of communication and terminology that appears in the definition will only impair the function of communication. Therefore this article thinks that dualism is not a solution to a correct definition of ME.

Conclusion

The pinning of terminology in the ME definitions is the result of long time effort committed by maritime practitioners for the purpose of safety and environment and globalization, because terminology recognized by all IMO members will provide a common ground for communication, but this does not necessarily mean that terminology, the common ground is the whole of ME. This phenomenon is even recognized by STCW, which states that “although not universal, by common practice English is rapidly, becoming the standard language of communication for maritime safety purposes, partly as the result of the use of the IMO Standard Marine Communication Phrases.”

The SOLAS regulation advises the use of the IMO SMCP in the contexts outlined. And “this advice strengthens furthermore the part the SMCP plays in maritime communication and thus in promoting safety at sea and in ports.” (Cole, 2013) Attention should be paid to the word “advice” because this is the first time that maritime English is recognized by an international authority. This recognition has reinforced the role of SMCP and the subsequent role of ME. Frankly speaking, the strengthening role of ME helps to establish the content of ME, but for another it inevitably leaves imprints on the future conception of ME, that is, ME is unknowingly taken as phrases/terminology or a pool of phrases that can live independent of grammar, sound and communication. Hence there

are so many definitions laying emphasis on the dual role ---terminology and communication.

Undeniably, IMO has played a key part in developing the ME in the past 50 years, but it should be noted that IMO, an official body on maritime industry with a history of about 100 years, in contrast to the width and breath of Maritime English, is not in the position to accommodate Maritime English (IMO, 2010). As a matter of fact, it does not have the intention. It is very precarious in giving out more suggestive phrases on a certain subject. So we did not see anything similar to SCMP in the GMDSS communication, and safety issues. In addition, the limited regulations are not a sign that IMO gives the "green light" to be extracted of terminology in ME.

The analysis by means of diagram in the paper may not be the best approach, but it least points out the trend that in the development of ME, a process called "extraction" to terminology along with the standardization is the mainstream. As ME is various and diverse, it is hard to draw a clear line between general English and maritime English, so could we presume that it is beneficial to ME to firstly set up a glossary of terminologies which is undoutedly taken as ME itself. What is lying ahead of us is nothing but picked-out terms used onboard in the limited area of operating and engineering, but also paradigms themselves as models and patterns. It should be asked if this mainstream is on the right track? Especially in this modern age of shipping, which sees more technologies put into use in the marine industry liberating the crew's heavy workload and the increasing number of people needed to operate the ship, which is likely to outnumber the crew on board. Against this situation, ME still focus more on marine seafarers' language use than on maritime users, is actually missing and will miss the zoom.

Maritime industry is developing with the economy and technology, and is not the picture as it was about 100 years ago when UK dominated the world trade. This is the same with maritime English. It is not an enclosed and confined seafarer-community language any more, instead it is a language that gets integrated with general English with the rise

of trade, and finds more on-shore users. Above all, it is not the maritime English as it was. Therefore it is critically necessary to have another look at ME in terms of its features, scope and users etc. More new elements like maritime economy, new technology, maritime culture etc should be incorporated into ME. The presumption of dualism of communication and terminology in ME definitions is just unrealistic and inadequate.

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Orienting the Model Course on Maritime English toward a Specific Field - A Report on the Revision Progress of Model Course 3.17

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Abstract

This paper gives a brief introduction on the progress of revision of IMO Model Course 3.17 on Maritime English. It starts with a short introduction about the necessity of revision work for Model Course and then analyzes the typical features of current Model Course 3.17. The major deficiencies of the current version relating to consistency with the requirements of STCW convention have been pointed out and an alteration of structure and content of Model Course has been provided accordingly. Therefore, the new concept of General Maritime English (GME) and Specific Maritime English (SME) has been adopted by working group to determine the new structure of Model Course. Furthermore, the progress of revision work is introduced with major principles and methodologies through an example of first draft, especially the Specific Maritime English (SME) part. It shows that the appropriate interpretation of required performances is an important factor in order to keep the features of language learning in the SME section.

keywords: *General Maritime English, Specific Maritime English, communicative approach, new structure and content*

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Introduction

Over the years STCW Convention and Code has set the international standards and requirements for maritime training institutes while International Maritime Organization (IMO) model course plays a very important role to improve the quality and effectiveness of training courses. Model courses, as an important way of "interpreting" the Knowledge, Understandings and Proficiencies (KUP) requirements of the Convention, have to be revised and updated after the adoption of the Manila amendments to STCW Convention and Code. Therefore, IMLA submitted the proposal of revision of Model Course on Maritime English since the relevant Knowledge, Understandings and Proficiencies (KUP) of competence in the English language has been amended and the proposal has been adopted by IMO.

Model Course 3.17

The current model course 3.17 on Maritime English (2009 Edition) [1] has worked as an important tool to provide instructors all over the world with suggested framework to train the trainees. However, comparing with other subjects within IMO Model Course group, structure and content of Model Course 3.17 is quite different in order to keep features of language learning. Considering the various language competences of trainees, Model Course 3.17 is divided into two sections: Core section 1 and Core section 2, both of which contain a separate syllabus. These two sections are designed separately for trainees who have an elementary level and lower intermediate level as defined in the Model Course. Core section 1 is the preparation for the trainees who is going to entry into Core section 2 and it is suggested that the instructor shall carry out an assessment in order to decide which section the trainee shall start with. For the content of two sections, both of them have the linguistic content and the maritime content. The syllabus covers not only three areas of language input (grammar, vocabulary and pronunciation) but also related maritime topics in order to meet with the requirements of the STCW

conventions. Moreover, most of the topics involved are related to officers in charge of a navigational watch. Although these areas as well as maritime topics are presented separately in the syllabus in two sections, they are not suggested to be taught separately for teaching practices. By and large, this Edition of Model course provides a solid foundation of Maritime English education by taking consideration of the features of language learning and requirements of STCW 1995.

Revision of Model Course 3.17

As mentioned before, the Manila Amendments 2010 [2] has updated the KUP of the language competences for the officer in charge of a navigational watch from “communicate with other ships and coast stations” to “communicate with other ships, coast stations and TV centres” and “use English in written and oral form” was added for electro-technical officer. Moreover, some other model courses such as officer in charge of a navigational watch, officer in charge of engineering and electro-technical officer have been validated at STW44 to meet the requirements of Manila amendment with detailed required performances for language competences such as “use charts and other nautical publications” and “read manufacturer’s manuals”. It is quite obvious, the structure and content of current edition cannot meet with all the competences of English language listed in STCW convention and other model courses. Therefore, an alteration of structure as well as updating of content is two important issues that have to be solved by the working group of revision.

Structure for new Model Course 3.17

During the preparatory stage for the revision of Model Course, some basic principles have been provided in the revision proposal to IMO:

1) The course should cover the KUP relative to the competence of "use the IMO Standard Marine Communication Phrases and use English in written and oral form" as amended in table A-II/1 of the Manila Amendments;

2) The course scope should cover the required performances of competence in the English language for Electro-Technical Officer; and

3) The required performances regarding the KUP of competence in the English language listed in the course should be consistent with three courses and other relevant courses so that the identification of these required performances can be clearly conducted.

During the first meeting of working group on revision of Model Course 3.17, GME and SME were developed to solve the problem for the new structure of Model Course 3.17 and it discussed thoroughly in the fist meeting of working group held in Shanghai in May,2014.

As the first stage of Maritime English instruction, the purpose of GME is to teach the language under a maritime context. Therefore, the syllabus structure for two language levels will be the same as the current edition including grammar, vocabulary, phonology and communication skills. The further work will be reorganize, revise and update syllabi and all other materials based on the current edition.

However, as the second stage of Maritime English instruction, SME is going to be a brand-new part of Model Course on Maritime English. Since the purpose of SME is to achieve the communicative competences of maritime specific duties through the application of English language, the structure of this part will be organized according to different seafarer ranks or duties whose communication competences of English language are clearly required by STCW convention. Until now, there have been seven subpart that identified by the working group including officers in charge of navigational watch, officers in charge of engineering watch, electro technical officers, etc. For each rank or

duty, there will be a separate syllabus for instructors to follow according to detailed required performances of STCW convention and also some suggested practical topics. Comparing with GME part, SME part is especially designed to be consistent with the competency-based structure like other IMO model courses. Therefore, it's better for the syllabus of each rank or duty to follow a task-oriented layout.

Taking all these factors into consideration, the new structure of Model Course is suggested as follows:

1) The new Model Course will be divided into two parts separately: Core section 1 for General Maritime English (GME) and Core section 2 for Specific Maritime English (SME).

2) For GME part, all linguistic contents in the current edition shall be updated and reorganized into two language levels. The basic structure of three language systems with practice of four language skills shall be maintained.

3) For SME, it shall be organized by subparts following various jobs and duties involved, for example "specialized Maritime English for officers in charge of a navigational watch on ships of 500 gross tonnage or more", "specialized Maritime English for electro-technical officers (ETO), "specialized Maritime English for GMDSS radio operators", etc.

New content of Model Course 3.17

Considering the alteration of the structure of Model course, it is obviously that major new content of Model Course will be those syllabi for SME part. During the preparatory stage of revision, the working group identified all required performances for English language from all related model course. For example, the required performances listed in model course on officers in charge of navigational watch was identified to work as the basic content of subpart-A of SME section (see table 1).

Course No.	Course Name	Detailed teaching syllabus			
		Competence	Training outcome	Required performance	
7.03	Officer in Charge of a Navigational Watch	1.7 Use the IMO Standard Marine Communication Phrases and use English in Written and Oral form	1.7.1 English Language	1.1 use English in written and oral form to:	use charts and other nautical publication
					understand meteorological information and message concerning safety and operation
					communication with other ships, coast stations and VTS centres
					perform the officer's duties also with multi-lingual crew
			1.7.2 Use IMO Standard Marine Communication Phrases	2.1 Standard Marine Communication Phrases	use the IMO standard Marine communication Phrases

Table 1 Detailed required performance relating to language competency for officer in charge of navigational watch

Considering two outcomes of language learning listed above, the syllabus outline of subpart-A of SME section is divided into two parts: English language and How to use Standard Marine Communication Phrases. For the first part of syllabus, the English language competency will be achieved not only by detailed required performances listed above but also the suggested marine topics relating to the specific responsibilities of officers in charge of navigational watch. Some topics like "how to keep a log and other voyage recorders" and "cargo handling work in port" will be also included in the suggested syllabus for instructors.

Furthermore, it is important to mention that SMCP [4] is a very important tool to achieve effectively communication in various situations at sea and it could not be taught without suitable marine scenarios. Therefore, the second part for this syllabus is especially designed to give introduction about how to use SMCP and simulate to solve the real-world problem with useful phrases that may have been learned from fist part. The instructors can freely select topics that they need within two parts to organize their own teaching syllabus considering the specific requirements of trainees. However, the first four units of first part relating to four detailed required performances listed (see table1) are strongly recommended to be included in the teaching syllabus in order to meet with the minimum requirement from STCW convention.

During the whole process of drafting, it is important that the principles of the Communicative Approach to language teaching have to be strictly followed. Therefore, the new content of Model Course will especially focus on how to appropriately interpret those identified required performances and other suggested marine topics in a communicative way.

For example, the working group has a thorough discussion on tasks need to be accomplished relating to language competency when drafting the unit 1.1.1 about charts and nautical publications (see table 2). Some points such as symbols and abbreviation on a chart, information from chart title and explanatory notes were identified and described with detailed requirement accordingly. Those verbs to describe the requirement like demonstrate and simulate were especially selected in order to be consistent with the communicative approach of the course.

COMPETENCE Use the IMO Standard Marine Communication Phrases and use English in Written and Oral Form	Reference
1.1 English Language	
Use English in written and oral form to use charts and other nautical publications - recognize and demonstrate the use of symbols and abbreviations on a chart especially navigational marks, obstructions, costal contours, sounding, bottom nature, traffic lanes and separation zones etc. -develop and memorize a glossary of the key vocabulary items with definitions relating to information given on a chart such as the tidal information, compass rose and current -summarize and brief information from the title, explanatory notes including warning given on a charts -simulate preparing the ship with the appropriate routeing chart by necessary procedures -demonstrate the understanding of procedures for selecting standard charts by areas or routes with a given chart catalogue … …	

Table 2 Extraction of drafting revision of Model Course 3.17

For the relationship between the content of GME section and SME section, GME section is the language preparation for the trainee who is going to enter SME program. Therefore, when choosing the topics and materials, the entry level of trainees has to be carefully considered.

Further work

The working group of revision was established in March 2014 and a lot of preparatory work has been done including reviewing the major changes in Manila Amendments, analyze the KUP in the competence of English language and find out the realistic expectation and requirements of regarding Maritime English from shipping industry. Con-

sidering all information collected by the working group, the first version of draft text has been well prepared. Therefore, the major further work for the Model Course is to collect all comments and recommendations from other groups concerned.

Moreover, since the features of brand-new section two of this course, the updating of instructor's manual especially concerning English for Specific Purpose still need to be discussed among working group and experts on Maritime English. It is quite important to find a better way to connect the English education from GME to SME.

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[1] The International Shipping Federation of London 2009 *Maritime English Model Course 3.17*, 2009 edition, London: International Maritime Organization

[2] 1978 *International Convention on Standards of Trading, Certification and Watch-keeping for Seafarers*, as amended in 2012, London: International Maritime Organization

[3] Minutes of inter-sessional meeting for the revision of model course 3.17, the revision group, Shanghai, May, 2014

[4] IMO Standard Marine Communication Phrases, 2002,(IMO SMCP 2001) (IMO Sales No.IA987E)

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From General Maritime English to Specific Maritime English – Some Reflections on the Maritime English Teaching and Training

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Abstract

This paper expresses some reflections on the theory and practice of Maritime English instruction. It focuses on the central issues of its principle and methodology, such as orientation of general English or specific English, linguistic structure or communicative competence, pedagogic tasks or genuine tasks, and so on. The paper argues that since Maritime English is fundamentally a course of English for Specific Purposes, the principle and methodology of the instruction should be adjusted with orientation toward communication competence and specific tasks and duties of the seafarers in English, and it would be ideal to grade the process into two, General Maritime English and Specific Maritime English, with the former as a preparation and leading stage for the latter.

keywords: *general maritime English, specific Maritime English, communicative competence, Task-based Instruction*

Introduction

The Maritime English Teaching and Training (MET) has long been a focus of attention in the field of English for Specific Purposes (ESP), (Wang 2008; Ruiz-Grarrido et al 2010; Paulson et al 2012; Paltridge and Startfield 2010) but in terms of the principle and methodology there is hardly any consensus reached in the international academia in concern. The central issues in short concerned mainly with the theory and practice of the teaching and training are around such problems as whether the instruction is primar-

ily that of English for general purpose (GE) or specific purposes, whether the language instruction should focus on its grammatical structure or communicative competence, whether the Maritime English course should start with "marinated" language at the very beginning or later, and in terms of its classroom methods, whether the task designed for the maritime purposes should be real on board or pedagogic in classroom. These issues or disputes are certainly of significance both in terms of the instruction of ESP in general and MET in specific, and perhaps more to the revision currently being done upon the 2009 edition of IMO Maritime English Model Course 3.17. Based on the practical observation and theoretical consideration certain reflections upon these issues shall be explored and elaborated in the following parts.

Reflections

General English or English for Specific Purposes

English education can be classified into two broad classes, one being English for general purpose of education, and the other for specific applications. The former is referred to in practice as general English (GE for short), and the latter as English for specific purposes (ESP for short). [①] GE education attaches great importance to the language itself, namely its pronunciation, intonation, vocabulary items, grammatical structures and discoursal organizations. The competence of the language is divided into listening, speaking, reading and writing. The overall purpose of the instruction is to teach the language for the language and sometimes literature perhaps. Indeed, even at the stage of literature instruction, it still aims at the language; teaching advanced English through literature! ESP, however, shifts its attention from the language to the actual application of the language. The central position of the language has been reduced into a position as a medium: a way by which specific purpose of some kind is realized.

[①] For ESP, refer to Harding 2007; Belcher 2009, and Paltridge 2012.

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The issue of the relation between GE and ESP has long been an issue of controversy. Some believe that ESP cannot go without GE since English is the base for the specific purposes. Others even argue that there is no need of such term as ESP. One who is good at English will have no problem to deal with any subject matter in English not matter how specific it would be. The only problem perhaps is the problem of time, the duration for one to adapt his/her general English to the use of specific subject matters. The voices on the other side claim that the difference between GE and ESP is great. The language used in literature is different from the language used in other fields, say that of legislation, for instance. The same word would have an entirely different semantic meaning when used in different areas. It is often the case for one good at GE but weak at ESP to misunderstand and even make serious mistakes upon the occasion of communication in specific areas, technical ones in particular. Therefore, they claim, ESP is an indispensable proportion of the English language education.

While coming into the specific aspect of methodology of the instruction, the controversy seems to be more comprehensive and complex. GE favored methodologists confirm that no matter how specific the purpose would be, one has to learn the language first and foremost. It is the essential base. Without it, the specific purpose of any kind could hardly be realized. With its longer history and stronger tradition, the GE oriented methodology is not only overwhelming in courses of GE education but in most of the courses of the education of ESP. Perhaps the overwhelming principle and methodology of the IMO model course 3.17 is just the case. It is absolutely right that ESP can hardly go without GE, but the point of time for adaptation makes the sense. How long would one good at GE adapt his/her English in general to the specific? Is it in a sense that the process of adaptation is simply the process of learning ESP? And then why not start the process at the very beginning? Answers to these questions would help to shed the light upon the relation between GE and ESP in general and, specifically, the genuine nature of MET.

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Language Structure or Communicative Competence

In the domain of language education, there has long been a discussion about aims of the instruction: teaching language or communication. Some of the essential ideas in the discussion are of significance to the understanding of the principles and methodology of MET. As early as the beginning of the 1970's, Widdowson (1978) initiated the idea of language "use and usage". By language usage is meant the language itself, namely the grammatical structures. Teaching usage means teaching the grammar. By language use on the other hand, it means the actual application of the language; in other words, the communication in the real world where the language is used. The relation between usage and use, the issue is apparently identical to the GE and ESP relation, became the centre of concern after Widdowson's initiation. Some believe that an effective use of the language would not be possible without a satisfactory store of usages, and others have gone even further to argue that a good store of language usages is just enough for any one who wants to use the language to cope with communications of any kind. Therefore, language instruction is just a matter of teaching grammatical structures in sounds, words, sentences, and meanings. Actual use of the language is not the primary concern of the instruction. Perhaps this is the essential argument for the methodology of grammar translation, which overwhelmed the domain of language education for a long time.

Once again, there is the question of time. It is true the use of the language should be based on the usage of the language. Without a sufficient knowledge and skill in handling the structures of the language, it is hardly imaginable what would happen during the actual use of the language. But when one is competent in language structure does not mean he/she is competent in communication. There is a gap, more often than not, very great, between linguistic competence (Chomsky 1965; Matthews 2014) and communicative competence (Hyme 1972; Rickheit and Strohner 2008). There is again therefore a necessary duration of adaptation to bridge the gap between the linguistic compe-

tence and communicative competence. In other words, the student with a good enough competence in the language has to learn how to make use of his usages when the actual communication calls upon them. In fact, it is the question of efficiency, namely efficiency of the instruction. Teaching use along with usages saves time and improves the efficiency.

Pedagogic Task or Real Task

Teaching use rather than usage is the central tenet of the communicative approach which takes communicative competence as its primary target for the instruction. Then how to teach communication? Widdowson (1978) states: teach communication by communication. More specifically, the teaching process is chopped into different but coherent chunks of tasks, an approach generally referred to as "Task-based Instruction" (TBI for short). The methodology of TBI emphasizes TASK, believing that by making the teaching process a series of fulfilling specific tasks the orientation of communication in the language instruction is guaranteed and enhanced. Obviously, this is the further development of the communicative approach. ①

But there is a serious challenge to this approach; that is how to design the tasks? Since classroom is a part of the real world in a sense, but not a real world in another, communication in the classroom is not in its strict sense the real world communication. Therefore, there is a problem of tasks being artificial, pedagogic in a sense, and being real, actual, in the other. Consequently in deed, almost any task designed for the classroom instruction of the language could be artificial and pedagogical. It is the dilemma the TBI approach with communication as its orientation has been struggling with. One way out has been the attempt to make the task as real as possible. The challenge for ESP in this account might be far less serious, if the very specific task of the real world shall

① For TBI, refer to Ellis 2003, Nunan 2004, and Richards and Rogers 2014.

be taken directly into the teaching process as one of its procedures, officer's duties of watch in marine affairs for example.

General Maritime English Vs Specific Maritime English

The instruction of Maritime English belongs fundamentally to the part of ESP. Students learn English with the specific purpose of dealing with marine affairs. Likewise instructors teach English to help their students to cope with the specific tasks the sea business imposes on them. They need the competence in GE, but they need more the competence in ESP, the ability to cope with the real tasks in the real world.

It is brilliant of the Revision of IMO Maritime English Model Course Working Group First Meeting hosted by Shanghai Maritime University in April 2014, Shanghai, to have developed the idea of General Maritime English (GME for short) and Specific Maritime English (SME). By GME, it is meant that first stage of maritime English instruction could be general. The word general here is not the word general in GE, but "salted" or "marinated" English in general metaphorically. By SME, it is meant that the second stage of the maritime English instruction could be specific. The very tasks of the real marine world are to be taken directly into the process of the instruction. If it is apparent that GE still remains as an important part in GME, its importance is reduced drastically in SME. Similarly, linguistic competence, namely the KUP in the English language, seems to be more essential in GME while communicative competence, namely KUP of the specific duties are to be given priority in SME. The relation between GME and SME is one of gradation and preparation: GME leading into SME, the former being the preparation for the latter.

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Proposals

ESP Orientation

It is essential to keep in mind that a Maritime English course is fundamentally a course of ESP with maritime communication as its primary concern. One of the principles for MET to follow should be ESP-oriented rather GE-oriented. In other words, deliver the course with priority given to the purpose of marine communication.

Communicative Competence

In order to realize the specific purpose of maritime communication in the English language, competence of real maritime communication should be much emphasized in the instruction of Maritime English. To be specific, communication competence is not to be taken as one of the themes but the guiding theme throughout the whole process of the instruction.

Task Target

The actual process of instruction shall be designed with targets of specific tasks of the real world of seafarers. Make them as real as possible, identical with the tasks on board, namely.

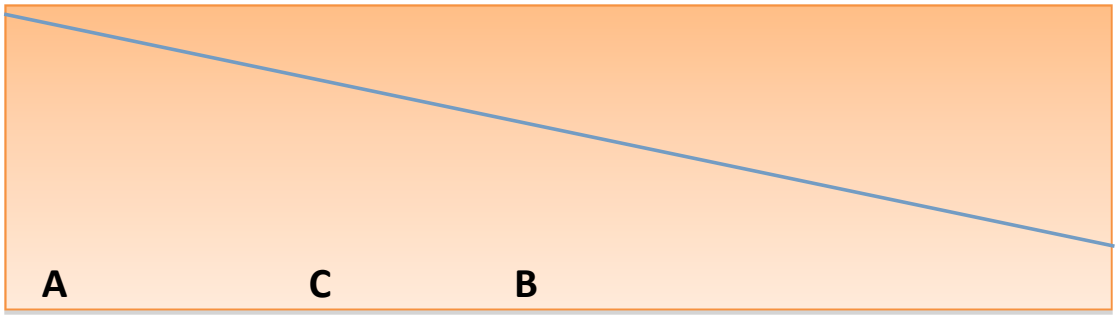
Two Stages

In order to facilitate a better process for the instruction, two stages of the instruction are to be designed, Stage One: GME and Stage Two: SME. In the part of GME, English is to be “marinated” and organized into Levels I, II, and III, roughly corresponding to Elementary Level, Lower Intermediate Level, and Intermediate Level respectively in current MET courses, with of course GME communicative competence as its guiding theme and organizational frame. In the part of SME, the units of lessons are to be designed and organized strictly according to the specific tasks and duties in correspondence with the specific requirements such as those set in the STCW Conventions, as

amended, the 2010 Manila Amendments in particular. GME is to be the preparation and leading-in stage for GME.

Conclusion

Perhaps it is ideal to round up this concise paper with a brief diagram and accompanying interpretation which can be regarded as the summary of the observation and thoughts about MET that could be improved in certain ways:



A stands for GME while B stands for SME. C refers to an interface dividing the whole process of the instruction into two and by slash indicates that starting from GE, GME is getting less and less of GE in A while in B, SME starts at the very beginning, to "marinate" GE, so to speak, and turns more and more specifically towards SME and finally to its completion. The interface C also denotes proceeding to the communicative competence from the linguistic competence, which starts at the very beginning at the GME stage and gets more and more communication-oriented and less and less language-focused in the part of SME.

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Constructions with *Dan* as the Translation Equivalence in International Maritime Conventions: adversativity, intersubjectivity, and information structure

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Abstract

International maritime conventions, which refer to those sets of seafaring laws, rules and principles formulated by international organizations for the ratification of contracting member countries, constitute an important part in sea-related communications. Linguistic intertranslatability between English and other languages plays a role in the understanding and negotiation, hence the adoption of those conventions among contracting member countries, and also in the language processing in amendment proposing.

This study focuses on connectives, the linguistic expressions marking relations between discourse segments, hoping to enlighten, in such a respect, the English-Chinese intertranslatability in international maritime conventions. We explored Chinese adversative relational maker *Dan* as the translation equivalence in international maritime conventions in order to understand its multifunctionality and intertranslatability in a specific domain of genre. An English-Chinese International Maritime Convention Parallel Corpus was obtained to find out the variations in English corresponding to constructions with *Dan* in Chinese. The corpus contains two sets of texts: one set composed by 6 texts of the international maritime conventions originally written in English, namely

SOLAS, Rotterdam Rules, Visby Rules, Hague Rules, Hamburg Rules, and Maritime Labour Convention, the other set comprises the same 6 texts translated into Chinese.

Three categories of parameters were used to build the intertranslatability index between constructions with *Dan* in Chinese and the various correspondences in English: the nature of the adversativity, the semantics of intersubjectivity, and the information structure. The nature of adversativity, that is, the situations stipulated in the segments linked by connectives are either in contrast or concession, explains the fact Chinese *Dan* corresponds to its standard equivalence in English "*however*", "*nevertheless*", and "*but*". However, the corpus study reveals sentence structures with *Dan* in Chinese are more used to render, rather than the adversative relation, additive, affirmative or negative conditional relations between situations, encoded by "*and*", relative clauses, "*provided that*", "*unless*", "*except*", and so on. This seemingly non-correspondence is explained in terms of the semantics of intersubjectivity and the informations structure: the intertranslatability lies in the argumentation involved in the relations between discourse segments, which can be interpreted as the intersubjective-coordination between the speaker and the addressee---between regulation compliers and the contracting members in maritime conventions, and in the correspondence of the flow of information (topic continuity, the relative discourse salience of successive segments) between English source texts and Chinese target texts.

Those variations in English help delineate a covering and fine-grained picture of the multifunctionality of Chinese *Dan* as a discourse marker in the genre of maritime conventions. The findings in this study help reveal that the various concepts in English source convention texts can be rendered by the adversative relational marker *Dan* in Chinese. The intertranslatability index found in this study show that the constructional contexts, rather than the lexical items, determine the cross-linguistic equivalence in the translation of specific texts. The findings in this study will be useful for the understanding of the English-Chinese rhetorical contrast in their institutional discourse negotia-

tion, thus applicable in the communication, discussion, and the adoption of maritime conventions among international organization members.

keywords: *constructions with Dan, English/Chinese, adversativity, intersubjectivity, information structure, international maritime convention*

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Maritime Linguistics and Computational English - Innovative communication tools

(Workshop – round table discussion)

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Abstract

Returning topics at the International Maritime English Conferences most often regard the improvement of teaching and learning materials of ME. This confirms that failures in communication at sea are something that teachers are determined to prevent in the training of our cadets. By integrating language computational linguistics as Grammatical Frameworks (GF) and ME, this workshop intends to:

a. partly challenge the participants in their ideas of developing teaching and learning activities with the help of computational linguistics,

b. partly seek academic and professional feedback in the development of a new computer based learning and assessment tool, and

c. partly establish a possible springboard for generating joint research data within innovative language technology and ME.

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In focus we shall have a computational linguistics software under development, *Maritime GF*, based on SMCP and designed to improve and assess knowledge, understanding and proficiency (KUP) of ME.

keywords: *grammatical frameworks, Maritime English, computational linguistics, teaching, learning and assessment, CBT (computer based tests), communication at sea, SMCP*.

Introduction

One of the constant challenges in the teaching and the assessment of Maritime English is to design learning and assessment resources that integrate communication at sea, technology and educational environments, and logically connect Maritime English to its specific context (Cole & Trenkner 2009; 2010, Pritchard & Borucinsky 2010, Eliasson, Gabrielli 2011, Ziaratti 2011;2012, Cole & Trenkner 2012, Pritchard et al 2013). Improving the learning of language for marine engineers is undoubtedly a matter of effectively adapting context to purpose and utility (Gabrielli, Gabrielii, Pahlm, 2012). Another, perhaps even more challenging aspect is to design methods for assessing language knowledge, understanding and proficiency, and to produce computational learning resources which meet various cultural needs, standards and multilingual variety. This requires advanced and well developed language technology which can work for both education and industry, across linguistic, cultural and geographical barriers.

Investigations regarding disasters at sea, which focused on communication behavior, revealed that one third of the accidents are primarily due to marine officers' insufficient Maritime English skills and up to 80% of the accidents at sea are due to other communication failures (Trenkner, 2007). Standard Marine Communication Phrases have been designed to avoid ambiguity in communication at sea and are a recommendation of IMO (UN agency - International Maritime Organization) since 2001, as all deck officers must be conversant with the phrases to receive and retain their certificates. The phrases,

bound to particular situations often occurring at sea, provide a sort of Survival Kit (Trenkner, 2007) including translations of safety-related communicative events where clear, spoken English is required.

According to Catherine Logie, manager at Marlins (2007), apart from a prompt need to assess language skills throughout a professional career for mariners, "employers have also come to recognize the need to conduct English language assessment, including spoken English testing at the recruitment stage". If language skills are poor, an early assessment enables employers to identify the type and extent of required future language training (The Nautical Institute, 2007, issue 14). This urges the need for well developed but also highly reliable computer based tests which preferably should be possible to supervise online.

In spite of the need for improved language technology assistance within the field of Maritime English, well-approved and recognized language technology resources have seldom been named in published research with regard to Maritime English. A language technology resource that can facilitate maritime communication as explained above, combining Maritime English and SMCP with Language Technology, has been under development at Chalmers since 1998, namely the multilingual natural language translation application grammar formalism, or GF (Ranta, 1994), designed to aid in the development of multilingual translation applications of specialized domains of natural languages.

GF has a recent history of success in the multilingual translation of controlled natural languages, as it has been the main technology employed in the European project MOLTO (Multilingual Online Translation) 2010 - 2013, where it was used for translation between 15 European languages, in domains like cultural heritage, tourist phrasebooks and mathematical exercises. The main advantage of GF compared to existing tools for translation (like Google translate or dictionary-based translators) is that the translation quality doesn't depend on the language pair (whereas Google translate uses English as

an intermediary and normally performs worse when translating to under-resourced or morphologically rich languages). Moreover, the translations are rule-based, which means that they can be tested, fixed and certified, like any piece of software.

GF comes equipped with a runtime system that allows integration into programming projects, written in programming languages like Java, Python, C, which enables the integration of GF-based applications into more complex programming designs. In addition to this, GF is endowed with a predictive parser (Angelov, 2009) which guides the user to remain within the scope of the language described by the application, in this case SMCP domains.

For these reasons, GF is an ideal environment for developing a multilingual translation resource for Maritime English, with the possibility to extend it to a larger number of languages. GF adapted to SMCP, our so called *Maritime GF*, can become today's missing tool on-board, or in the classroom, used to assist in those situations when communication may, for various reasons, be hindered, as well as assisting students in their learning of ME and trainers/employers in the ME KUP assessment process.

A computational resource emerging from *Maritime GF* could be directly utilizable for translating maritime communication and the settings in which it could be used may be defined by the end user's needs, as GF is flexible and adaptable. GF can for example be used for educational purposes, as an authoring system for SMCP for VTS communication and as a translator between any pair of languages including English. It can also be an assessment tool for Maritime English Knowledge, Understanding and Proficiency (IMO, Maritime English model course 1-3-7).

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Instructions

(please read all the instructions before you start! Please take notes as you discuss! You will be asked to hand in some written feedback from each group. We thank you in advance!)

After a short *Maritime GF* demonstration, the participants are asked to form small groups of 4-5 colleagues and brainstorm around one or more (if possible) of the topics below:

a. ideas of developing teaching and learning activities and ways in which GF could be applied to improve ME teaching materials.

- how are computational resources used today? Who needs them and why?
- what are the flaws and the hindrances in the use of computational resources? What is their reliability when grading/assessing various ME skills?
- what kind of needs/specifications should a new computational resource fulfill in a ME classroom, to be considered reliable? What is missing today?

b. relevant academic and professional feedback valuable for the development of a new computer based learning and assessment tool, as in developing a database for paraphrasing, for example.

- what are the risks and the pitfalls of ambiguity in translation overall?
- what are the dangers of computerized communication at sea, for example when a device may take over information translation and transmission?
- take any set of standard phrases that have been handed out and see if you can find further variations/paraphrases to each.

c. Maritime GF as a possible springboard for generating research data within innovative language technology and ME.

- if used on-board, what kind of information/data could be generated by documented Maritime GF conversations?
- in which ways may the same type of information be valuable for education, shipping companies or research?
- if used in a classroom, may data be more fitted for computer based tests or for educational purposes?

The ideas and thoughts of the participants will be shared in a final discussion. The participants are also asked to hand in (some) written feedback from each group.

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Which teaching materials? Mapping linguistic competences, learning outcomes and professional standards to build an integral Maritime English syllabus

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ABSTRACT

The workshop focuses on a core aspect of the SeaTALK project: training modules to support competence-based teaching and learning within the Maritime English curriculum. Current trends in tertiary education, at academic, professional and vocational levels, encourage, even demand, strict correlation of performance criteria with professional competences or standards. Consequently, in MET institutions, it is becoming common practice that competences and learning outcomes within Maritime English programmes should present a clear link to the STCW[①]. With a view to amassing a database of teaching and learning materials specific to Maritime English, the workshop is designed to allow participants to share and gather perceptions as to how existing materials could be interrelated with the learning outcomes derived from STCW. The consequent exchange of ideas should provide a rich basis of Maritime English material which may, eventually, be included in SeaTALK training modules and lay the keystones for guidelines, or even standards, in the future.

keywords: *training modules, SeaTALK, competences, learning outcomes, STCW, Maritime English teaching materials, standards*

[①] International Convention on Standards of Training, Certification and Watchkeeping, 1978, as amended

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Workshop Rationale and Outline

Maritime English has come to be recognised as the established *lingua franca* for use during professional activities on board and is the recommended or, in certain circumstances, mandatory means of communication to ensure safe navigation. Despite this, there have been few attempts to establish universal standards in Maritime English, leaving the setting of such standards to national maritime authorities, MET institutions and individual Maritime English instructors. The lack of established standards constitutes an apparent failure to meet expectations and requirements within the industry. With the exception of the IMO Model Course 3.17, a significant hindrance to meeting these requirements has been the non-existence of a standard Maritime English syllabus① [1].

Current revision of the Model Course 3.17 for Maritime English will produce an updated syllabus and provide a revised database of resources, including a variety of online resources to illustrate the curriculum. The SeaTALK project② contains elements which will run parallel to the revised IMO Model Course 3.17. The project undertakes to develop Maritime English training modules to be incorporated into an innovative ECVET③-based model. The objective is to use the model to facilitate the mutual recognition and transparency of learning outcomes and competences in Maritime English throughout Europe. Thus, the project will assist National Authorities to recognise and assess, in a standardised manner, levels and qualifications in Maritime English. In addition, it will facilitate mobility for current and future seafarers by allowing them to undergo commonly-recognised Maritime English training.

① IMO Model Course 3.17 is a notable exception. However, although the so-called "Model Course" may be considered a syllabus it does not provide guidance or reference to teaching materials and thus, it may be argued, does not constitute a course.

② www.seatalk.pro

③ European Credit transfer system for Vocational Education and Training

The workshop focuses on a core aspect of the project; training modules to support competence-based learning within the Maritime English curriculum. Current trends in tertiary education, at academic, professional and vocational levels, encourage, even demand, strict correlation of performance criteria with professional competences or standards. Consequently, in MET institutions, it is becoming common practice that competences and learning outcomes within Maritime English programmes should present a clear link to the STCW[①]. The SeaTALK projects provides a series of competence grids, one for each level and rank of seafarer, wherein linguistic criteria and learning outcomes as well as the professional (STCW) standard are shown. The grids, which aim to be reader-friendly, permit the user, at a glance, to map the occupational on board standard to the linguistic competence. A sample copy of the Maritime English Competence Grid for Deck Officers Operational Level, showing learning outcome 3.A, is provided as an appendix to this paper[②].

To accompany the competence grids, the SeaTALK consortium aims to create a database of teaching and learning materials specific to Maritime English for inclusion in the training modules. The final deliverable will provide the maritime community with a comprehensive database of training material tailored to each rank and level of seafarer.

This is not the first time that there has been an attempt to collect and collate learning materials for Maritime English. Pritchard's "*A Survey of Maritime English Materials – State of the Art in Maritime English*" [2] provided, at the time, a comprehensive overview of materials used in Maritime English teaching and learning. As Pritchard pointed out "no single material (textbook or other) has imposed itself yet as the material with worldwide use or the one setting standards to other Maritime English materials, though one or two have found a wider, international use (e.g. T.N. Blakey 1987 or SEASPEAK

① International Convention on Standards of Training, Certification and Watchkeeping, 1978, as amended

② See Appendix 1, Maritime English Competence Grid for Deck Officers Operational Level, Learning outcome 3.A

1988 and, most recently, P. van Kluijven 2003[①])". Since then MarEng, an online tool for learning Maritime English, may, arguably, also be considered to have moved into the ranks of internationally used material. Following Pritchard's extensive survey, a web-based database of Maritime English resources was made available.[②]

To some extent the SeaTALK database will mirror both the collection provided by Pritchard and the database offered in the Model Course 3.17. Provision of a syllabus and accompanying database of Maritime English materials will be presented without recourse to pedagogical dogma. Thus the consortium aims to supply a comprehensive and, more significantly, accessible database, containing materials that may be readily obtained. The user will be able to select items from a variety of material in order to achieve the desired linguistic competence and standard, according to the rank and level of seafarer in question.

During the workshop participants will discuss how specific professional competences in the STCW may be construed in a Maritime English context. Correlation between language criteria, learning outcomes and professional competences will be examined and participants will be asked to consider which types of teaching/learning material may be considered useful to achieve a particular Maritime English standard as set out in the training modules within the SeaTALK Project. The authors will provide groups of participants with a handout[③] in the form of a table which will both stimulate discussion and provide space for annotation about specific teaching / learning materials. In a similar appeal to that made by Pritchard in 2004, the consortium hopes to gain support from

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① As quoted in Pritchard: Blakey, T.N. (1987). *English for Maritime Studies*. Prentice Hall International (UK) Ltd, Hemel Hempstead, U.K.

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② Maritime English resources databank at http://www.pfri.uniri.hr/~bopri/mareng/login.php

③ See Appendix 2, handouts used in the workshop

IMEC participants in the form of concrete examples of material used in MET institutions, thus bolstering the existent collection of resources.

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Appendix 1:
Extract from Maritime English Competence Grid within the SeaTALK project (www. seatalk.pro)

Maritime English for Deck Officers - Operational Level derived from STCW 78, as amended and IMO Model Course 3.17

Maritime English Competence Grid

The Competence Description Grid is part of the SeaTALK Project which aims to create a harmonized comprehensive framework for a common Maritime English education and training for seafarers, including a ME ECVET system. SeaTALK aims to establish a common qualifications recognition system in EU based on IMO requirements for each rank of seafarers (STCW 78 as amended). The Grid is linked to CEFR and incorporates the findings of the IMO Model Course 3.17, the ECVET system, the highly successful MarTEL Phase tests and a survey of Maritime English Modules offered in MET institutions.

English language competence requirements at intermediate level (MarTEL B2) – language skills and communicative functions

The learner should demonstrate confident use of all four language skills with a particular focus on the following communicative functions:

Listening skills – understanding: the content of routine and emergency messages despite interference from pronunciation and accent; explicitly and implicitly stated information; main idea and supporting details; relatively large information loads;

Speaking skills – communicating clearly without causing misunderstanding; using the appropriate SMCP phrase in various situations; taking part in meaningful interactions - adopting a level of formality where appropriate; entering and maintaining a conversation;describing procedures, presenting ideas, comments and supporting points of view; explaining stages in a process; asking for relevant information;

Reading skills – understanding, interpreting, analysing and evaluating maritime specific information; understanding main points and details; recognising symbolic writing and abbreviated forms; recognizing different types of authentic text and register; deducing information from documents and complex authentic texts

3. Carry out successfully watch-keeping duties and routine procedures on board and in port as required by STCW 78 as amended	**The learner should be able to:** 3.A Demonstrate the knowledge to communicate successfully during OOW duties and those related to navigation in all weather conditions	3.A.1 Interpret correctly and explain symbolic data (e.g. nautical charts, satellite charts, weather maps) 3.A.2 Demonstrate knowledge of the content, application and purpose of STCW procedures 3.A.3 Comment on COLREGs; explain and support reasons for actions taken; produce an oral/written report on incidents at sea 3.A.4 Orally describe types/parts of vessel, places on board and purpose of equipment (e.g. anchoring equipment, mooring winches, etc.) 3.A.5 Orally summarise events of a watch after reading log book entries and orally report information from check lists/trouble-shooting charts 3.A.6 Give a presentation on COLREGs and interpret accurately the rules of the road; explain the meaning and use of various lights, buoys, shapes and fog signals 3.A.7 Confidently use the SMCP to communicate with VTS and warn other ships about dangers, weather conditions, obstructions and incidents at sea 3.A.8 Demonstrate the ability to read, listen and understand weather forecasts and other messages (e.g. Navtex, e-mails, radio communications) 3.A.9 Orally describe stages in preparing for sea and arrival in port; give correct helm orders and relevant numerical information (e.g. compass points, bearings, distances)	

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Appendix 2

Handouts used in the workshop

Teaching/Learning Material Definition with respect to STCW Based Language Learning Outcomes (Sample OS.1-LLO.1A)

Occupational Standard*	Language Learning Outcomes**	Language Performance Criteria**	Please list the teaching /learning materials you (your institution) use to achieve the language performance criteria listed (or Please make suggestions)
1. Use effectively all relevant documents related to work and international requirements (SOLAS, MARPOL, STCW as amended, ILO conventions; ISM, ISPS codes).*	***The learner should be able to:*** ***1.A*** Demonstrate knowledge of the content, application and purpose of nautical publications and extract relevant information	***1.A.1*** Can read, understand and work with conventional written d umentation found on board . ***1.A.2*** Comprehend and use information from Sailing Directions, G to port entry, COLREGs, List of lights and List of radio signals, NAV information, Notices to Mariners, shipping correspondence ***1.A.3*** Comprehend and use adequately technical manuals, drawin charts and tables (e.g. Lists of lights and Fog signals, Tide tables) a infer meaning from graphical, symbolic and numerical information herein included	1. 2. 3. 4. 5. 6. 7. 8. 9. 10.

Would you be willing to see your materials listed in the SeaTALK Maritime English training modules? Yes / No .....

If you have answered 'yes, would you kindly provide your name and email address?

Name: ....

Email: ....

* Reference for *Occupational Standard:* STCW Table A-II/1

*** Produced within the SeaTALK Project*

Teaching/Learning Material Definition with respect to STCW Based Language Learning Outcomes (Sample OS.2-LLO.2A)

Occupational Standard*	Language Learning Outcomes**	Language Performance Criteria**	Please list the teaching /learning materials you (your institution) use to achieve the language performance criteria listed (or Please make suggestions)
2. Apply communicative strategies successfully in day-to-day functional situations at sea*	***The learner should be able to:*** ***2. A*** Demonstrate the ability to listen and communicate internally (within the ship) in routine, face-to-face situations especially with multilingual, multi-ethnic crews	***2.A.1*** Orally narrate, describe and compare events, places, processes (e.g. ports, voyages, weather conditions) and communicate about events in the future) ***2.A.2*** Demonstrate the ability to exchange information orally, give opinions and support points of view (e.g. vessels, ship positions, course of action, current and routine situations) ***2.A.3*** Understand and carry out orders, ask for and give relevant information (e.g. directions, procedures) ***2.A.4*** Discuss and analyse onboard incidents, maintenance, general repairs and breakdowns, reasons for and consequences of miscommunication on board (e.g. MARS reports)	1. 2. 3. 4. 5. 6. 7. 8. 9. 10. 11. 12.

Would you be willing to see your materials listed in the SeaTALK Maritime English training modules? Yes / No .....

If you have answered 'yes, would you kindly provide your name and email address?

Name: ....

Email: ....

* Reference for *Occupational Standard:* STCW Table A-II/1

*** Produced within the SeaTALK Project*

Teaching/Learning Material Definition with respect to STCW Based Language Learning Outcomes (Sample OS.3-LLO.3A)

Occupational Standard*	Language Learning Outcomes**	Language Performance Criteria**	Please list the teaching /learning materials you (your institution) use to achieve the language performance criteria listed (or Please make suggestions)
3. Carry out successfully watch-keeping duties and routine procedures on board and in port as required by STCW 78 as amended.*	**The learner should be able to:** ***3.A*** Demonstrate the knowledge to communicate successfully during OOW duties and those related to navigation in all weather conditions	3.A.1 Interpret correctly and explain symbolic data (e.g. nautical charts, satellite charts, weather maps) 3.A.2 Demonstrate knowledge of the content, application and purpose of STCW procedures. 3.A.3 Comment on COLREGs; explain and support reasons for actions taken; produce an oral/written report on incidents at sea. 3.A.4 Orally describe types/parts of vessel, places on board and purpose of equipment (e.g. anchoring equipment, mooring winches, etc.) 3.A.5 Orally summarise events of a watch after reading log book entries and orally report information from check lists/trouble-shooting charts. 3.A.6 Give a presentation on COLREGs and interpret accurately the rules of the road; explain the meaning and use of various lights, buoys, shapes and fog signals. 3.A.7 Confidently use the SMCP to communicate with VTS and warn other ships about dangers, weather conditions, obstructions and incidents at sea. 3.A.8 Demonstrate the ability to read, listen and understand weather forecasts and other messages (e.g. Navtex, e-mails, radio communications)	1. 2. 3. 4. 5. 6. 7. 8. 9. 10. 11. 12. 13.

Would you be willing to see your materials listed in the SeaTALK Maritime English training modules? Yes / No .....

If you have answered 'yes, would you kindly provide your name and email address?

Name: ....

Email: ....

* Reference for *Occupational Standard:* STCW Table A-II/1 *** Produced within the SeaTALK Project*

Teaching/Learning Material Definition with respect to STCW Based Language Learning Outcomes (Sample OS.4-LLO.4A)

Occupational Standard*	Language Learning Outcomes**	Language Performance Criteria**	Please list the teaching /learning materials you (your institution) use to achieve the language performance criteria listed (or Please make suggestions)
4. Carry out successfully cargo operations*	**The learner should be able to:** ***4.A*** Demonstrate the knowledge and ability to communicate efficiently during cargo operations.	***4.A.1*** Describe port/ship cargo handling facilities and equipment; outline the general stages in cargo handling and give clear instructions ***4.A.2*** State clearly and accurately requirements, request corrective actions and give arguments (e.g. cargo handling, stowage, securing, trim, stability) ***4.A.3*** Identify and name types of packaging, receptacles and marking; give arguments about improper packaging, handling techniques, dunnage, securing ***4.A.4*** Use the SMCP for cargo handling procedures and reporting incidents related to cargo damage; write a damage report ***4.A.5*** Discuss and report information related to the stowage plan and cargo documents; identify and insert appropriate remarks in cargo documents ***4.A.6*** Demonstrate the ability to communicate effectively with shore labour/agent/chief officer ***4.A.7*** Give and write down numerical information correctly during loading, discharging and supply operations ***4.A.8*** Demonstrate knowledge and understanding of written requirements and manuals for carriage of cargo everyday communications	1. 2. 3. 4. 5. 6. 7. 8. 9. 10. 11. 12. 13.

Would you be willing to see your materials listed in the SeaTALK Maritime English training modules? Yes / No .....

If you have answered 'yes, would you kindly provide your name and email address?

Name: ....

Email: ....

* Reference for *Occupational Standard:* STCW Table A-II/1 ** *Produced within the SeaTALK Project*

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Using Authentic Maritime Materials to Improve English Language Skills

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Joint Workshop Activity Abstract

It is acknowledged by all concerned that effective knowledge of English at sea and in ports is a must for all seafarers responsible for safety and security of the ship, her crew and her passengers.

A recent survey carried out by the SeaTALK project shows that MET institutions try to prepare their students to use English effectively at sea in many and varied ways; sometimes even by changing the language of instruction to English or offering students an English preparatory year before the main courses start. All these efforts naturally improve the English language proficiency of the students but there remains the 'lingua franca' barrier, with its complex lexicon, grammar and structure not to mention alien maritime context.

This workshop focuses on overcoming this 'barrier', through the use of authentic maritime materials to improve the English language skills of the students. It aims to establish a joint study and practice of converting everyday on board materials like COLREGs, NAVTEX messages, maintenance manuals, operating instructions, emergency procedures etc. into *language skill exercises* so that seafarers of the future can be better prepared for the effective use of English at sea.

This workshop will also contribute to the current EU funded LdV project SeaTALK which aims to develop standard ME training modules for mutual recognition and transparency of learning outcomes in ME through the consolidation of existing teaching/learning materials.

keywords: *Maritime English, language skills, teaching/learning materials, training modules, SeaTALK project*

Workshop Activity Program: *(Running Time: 1 hour)*

00:00 – 00:10 minutes: **Introduction**

The authors will briefly discuss the pros and cons of using authentic materials in the classrooms when teaching Maritime English and explain their role in consolidation of the learning materials for the SeaTALK project.

00:10 – 00:30 minutes: **Group Study**

The audience will be divided into 4-6 groups and will be handed out certain authentic materials which are gathered from the routines or emergencies on board.

They will be asked to utilize/transform these materials into teaching or learning materials in terms of approach, method and assessment for the improvement of a language skill.

00:30 – 00:55 minutes: **Evaluation of the study and discussion**

The group representatives will be invited to present the results of their group study to the participants and explain their expected learning outcome by using such material. They will also be welcomed to express their views on the

	use of authentic materials in teaching/learning Maritime English.
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.
	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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List of authors

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Peter Björkroth – has been a Maritime English teacher since 1996 and has been involved in IMEC since 1997. He has worked with deck officers, engineers, VTS operators, icebreaker masters, pilots, port operators etc. He has also taken part of the MarEng project. Currently he is a PhD candidate in Organization and Leadership studies, with an interest i.e. in decision making and organization cultures. He holds a M.A. degree in English Language and Literature.

Carmen Chirea-Ungureanu – holds a BA in English and Romanian, a MA in Theory of Literature and Comparative Literature, and a PhD in Philology. She is Associate Professor in Maritime English, and Communication/ Intercultural Communication on Board Ships at Constantza Maritime University. Her primary current interests are the developing methods for improving communication skills, and cultural awareness, and teaching materials on maritime intercultural competence at management level.

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Alison Noble is British but has lived and worked in Antwerp, Belgium, for almost 18 years. She holds a Masters degree in Hispanic Studies from the University of St Andrews, Scotland. After moving to Antwerp, she lectured in the Department for International Business Communication, University of Antwerp. In 2009 she transferred to the Antwerp Maritime Academy. She has worked on various European maritime projects including MarEng, MarEng Plus, MarTEL and Intermar. She is currently a PhD candidate, conducting research into global standards and competences in Maritime English, and is also involved in the SeaTALK and Intermar for All projects. Alison Noble is a

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